

GAYNSTEAD HIGH SCHOOL
LANGUAGE DEPARTMENT
ENGLISH A -COURSE OUTLINE, CHRISTMAS TERM
GRADE 10

Date: October 2020-January 2021
No. Of hours: 3 hours and 20 minutes per week

Rationale:

This subject is designed to guide students to mastering oral and written language skills through a variety of strategies. These units are geared towards allowing students to become certified by CXC in English A. It serves to further build on the language arts skills learnt throughout the grade 7-9 years using various strategies that will allow them to smoothly transition into the CSEC English A Syllabus.

The CSEC examination, also known as CXC, is a Caribbean based assessment that includes a wide range of subjects, including English Language. The syllabus starts in grade 10 and ends in the third term of grade 11, with the CSEC examinations.

Course Description:

Exam:

Paper 1

- Duration : 1hr 30 mins
- 29% of the total assessment
- Consists of 60 multiple choice questions

Paper 2

- Duration:2hrs 55mins
- 50% of the total assessment
- Section 1-Summary
- Section 2- Expository Writing
- Section 3- Short Story
- Section 4- Argumentative/Persuasive Essay

SBA

- Portfolio
- 45 marks
- Constitutes 21% of finale grade

Textbook/Materials

- CSEC English Syllabus
- *CXC English A Study Guide and Exercises*- Keith Noel et al · A Comprehensive English Course CXC English
- *English For All Examination Level (CSEC)*
- Proficiency in Grammar and Language for CSEC
- CSEC English SBA Student Guide & Workbook by Zandrea Banton

Core Topics to be Covered

Expository Writing- Introduction to Expository Writing

- Compare and Contrast
- Problem and Solution
- Cause and Effect
- Giving Instructions and Directions
- Forms: Essay, Email, Letter, Report, Notices, Articles

SBA

Introduction to the CSEC English A SBA

- Choosing the SBA topic
- Elements of the portfolio
- Plan of Investigation
- Small Group Activities

Grammar, Mechanics and other Topics

- Punctuation
- Vocabulary
- Parts of Speech
- Comprehension

Date	Topics	Student Assignment
Week 1 October 5-9	<ul style="list-style-type: none"> ● Introductions and discussion of class rules and expectations ● Overview of CSEC English A syllabus and SBA requirements 	<ul style="list-style-type: none"> ● Write resolution for CSEC years

<p>Week 2 October 12 - 15</p>	<ul style="list-style-type: none"> ● Expository Writing <ul style="list-style-type: none"> ○ Review paragraph writing ○ Introduction to Expository Writing ○ Fact and Opinion 	<ul style="list-style-type: none"> ● Organize sentences into paragraphs ● Create outlines for expository essay
<p>Week 3 October 20-23</p>	<ul style="list-style-type: none"> ● Expository Writing <ul style="list-style-type: none"> ○ The Compare and Contrast Essay ● SBA <ul style="list-style-type: none"> ○ Choosing the SBA Topic 	<ul style="list-style-type: none"> ● Write essay ● Review SBA requirements ● Choose topic for SBA ● Form groups of 4-5 based on issue/topic/theme/event selected
<p>Week 4 October 26-30</p>	<ul style="list-style-type: none"> ● Business Letters ● Comprehension 	<ul style="list-style-type: none"> ● Write business letter ● Respond to multiple choice and short answer comprehension questions
<p>Week 5 November 2-6</p>	<ul style="list-style-type: none"> ● Letter Writing ● Problem and Solution ● SBA- Writing the Plan of Investigation 	<ul style="list-style-type: none"> ● Write business letters based on problem and solution stimuli ● Discuss and write a plan of investigation. Submit plan of investigation
<p>Week 6 November 9-13</p>	<ul style="list-style-type: none"> ● Vocabulary Development ● Six weekly test 	<ul style="list-style-type: none"> ● Complete vocabulary worksheet ● Complete six weekly test
<p>Week 7 November 16-20</p>	<ul style="list-style-type: none"> ● Sequencing 	<ul style="list-style-type: none"> ● Use various sequencing orders to

		<p>write their essays</p> <ul style="list-style-type: none"> ● Complete sequencing worksheet
<p>Week 8 November 23- 27</p>	<ul style="list-style-type: none"> ● Expository Writing <ul style="list-style-type: none"> ○ Cause and Effect ○ Report Writing ● Sentence Fragments 	<ul style="list-style-type: none"> ● Write reports based on cause and effect stimuli. <p>Worksheet on identifying and correcting sentence fragments.</p>
<p>Week 9 November 30- December 4</p>	<ul style="list-style-type: none"> ● SBA Workshop Week <ul style="list-style-type: none"> ○ Review artefacts found ○ Write reflection 1 	<ul style="list-style-type: none"> ● Share and discuss artefacts found in groups. ● Write reflection 1 and submit.
<p>Week 10 December 7-11</p>	<ul style="list-style-type: none"> ● Redundancy ● Punctuation; The Colon and Semicolon 	<p>Worksheet, quizzes, exercises from text</p>
<p>Week 11 December 14- 17</p>	<ul style="list-style-type: none"> ● Expository Writing <ul style="list-style-type: none"> ○ Articles and Notices ○ Making Inferences 	<ul style="list-style-type: none"> ● Write articles and notices based on stimuli given. ● Worksheets
<p>Week 12 January 4-8</p>	<ul style="list-style-type: none"> ● Comprehension Task ● Parts of Speech <ul style="list-style-type: none"> ○ The Conjunction 	<ul style="list-style-type: none"> ● Exercises from text and worksheet

GAYNSTEAD HIGH SCHOOL
LANGUAGE DEPARTMENT
ENGLISH B -COURSE OUTLINE

GRADE 10

Date: October 2020- January 2021
No. Of hours: 3 hours and 20 minutes per week

RATIONALE

The exploration of literature is intended to foster students' awareness on how writers create their literary worlds; to encourage students to make critical evaluations of those attitudes, values and beliefs that are portrayed, and to develop in students a sense of empathy as they see their own humanity reflected in literary characters and situations. The fourth form year of the secondary education programme marks a critical time in the development of students. It is the year that many students will be introduced to the fine details of the CSEC Syllabus (aims, objectives and expectations). This unit is therefore developed to help students maintain a keen interest in literature, enhance (and ultimately hone) their literary and analytical skills and apply those skills and knowledge to the study of prose fiction as a discrete literary genre.

It is our hope that students will be cognizant and appreciative of the purpose of literature in delineating issues within a Caribbean context- by studying the text *Ti-Jean and His Brothers* and will show willingness to communicate informed opinions and judgements in well structured, analytical responses in both oral and written formats using the vocabulary of literary criticism.

Additionally, this unit will create the opportunity for students to focus on the analysis of poetry as a discrete literary mode by reading and analyzing selected poems. Students will be taught how to interpret poems beyond the literal level through analyzing how the elements of the genre and poetic techniques help to create meaning. Students can expect to gain knowledge, not only knowledge of nature, history, and a variety of poetry, but also greater skill, insight, and pleasure as readers, writers, critical thinkers and literary analysts.

PRIMARY TEXTS

A World of Prose – Edited by David Williams and Hazel Simmons-McDonald

A World of Poetry– Edited by Mark McWatt and Hazel Simmons-McDonald

Plays for Today, TiJean and His Brothers and other Plays- Derek Walcott

SUPPLEMENTARY TEXTS

CSEC English Syllabus 2017 (See English Syllabus for other reading material.)

Carlong English B for CSEC with Study Guide and Exercises 2nd Ed. By Keith Noel, Carol Hunter- Clarke and Sheilah Garcia- Bisnott.

General Objectives:

By the end of the unit/term students should:

1. Understand goals and expectations.
2. Know the elements of a short story.
3. Understand the importance of the historical, social and political contexts of short stories and poems.
4. Develop an appreciation for both PROSE FICTION and POETRY.
5. Substantiate interpretation of texts/poems with adequate and relevant details
6. Appreciate the appropriateness of different uses of tone, mood, and register in relation to the author's intention.
7. Demonstrate an understanding of the literary devices and techniques used in the texts/poems.
8. Construct character's/persona's analysis.
9. Identify and discuss the presentation of themes.
10. Respond to literature through accurate oral and written analysis.
11. Demonstrate good/excellent use of the English Language.
12. Be familiar with TEN (10) short stories (West Indian and Non-West Indian).
13. Be able to adequately respond to unseen prose fiction and poetry pieces.
14. Know how to construct a well-structured analytical comparative short story essay/ type B essay (one generic question allowing students to use two appropriate choices from the prescribed short stories and one question based on two named short stories from the prescribed list).
15. Know the elements of poetry.
16. Be familiar with four (4) of the twenty (20) prescribed poems.
17. Know how to construct an effective comparative poetry essay/type B essay (one generic question allowing students to use two appropriate choices from the prescribed poems and one question based on two named poems from the prescribed list)

TEXTS TO BE STUDIED OVER THE TWO-YEAR PERIOD

Year 1 -Grade 10	Year 2 Grade 11
<p><u>DRAMA</u> <u>Ti-Jean and his Brothers</u> by Derek Walcott</p> <p><u>PROSE FICTION</u></p> <p><u>To Kill a Mockingbird</u> by Harper Lee</p> <p><u>SHORT STORY</u></p> <ol style="list-style-type: none"> 1. 'The Boy Who Loved Ice Cream' by Olive Senior 2. 'Mom Luby and the Social Worker' by Kristin Hunter 3. 'Blackout' by Roger Mais 4. 'Berry' by Langston Hughes 5. 'The Man of the House' by Frank O'Connor 6. 'The Day the World Almost Came to an End' by Pearl Crayton <p><u>POETRY</u></p> <ol style="list-style-type: none"> 1. 'My Parents' by Stephen Spender 2. 'Little Boy Crying' by Mervyn Morris 3. 'Dreaming Black Boy' by James Berry 4. 'Theme for English B' by Langston Hughes 5. 'Test Match Sabina Park' by Stewart Brown 6. 'Once Upon A Time' by Gabriel Okara 7. 'A Stone's Throw' by Elma Mitchell 8. 'It is the constant Image of your Face' by Dennis Brutus 9. 'This is a Dark Time, My Love' by Martin Carter 10. 'Dulce Et Decorum Est' by Wilfred Owen 11. 'The Woman Speaks to the Man who has Employed Her Son' by Lorna Goodison 12. 'Orchids' by Hazel Simmons- McDonald 	<p><u>DRAMA</u> <u>The Tempest</u> by William Shakespeare</p> <p><u>PROSE FICTION</u></p> <p><u>Breath, Eyes, Memory</u> by Edwidge Danticat</p> <p><u>SHORT STORY</u></p> <ol style="list-style-type: none"> 1. 'Emma' by Carolyn Cole 2. 'To Da-duh, in Memoriam' by Paule Marshall 3. 'The Two Grandmothers' by Olive Senior 4. 'Blood Brothers' by John Wickham <p><u>POETRY</u></p> <ol style="list-style-type: none"> 13. 'God's Grandeur' by Gerard Manley Hopkins 14. 'Birdshooting Season' by Olive Senior 15. 'An African Thunderstorm' by David Rubadiri 16. 'Mirror' by Sylvia Plath 17. 'Ol' Higue' by Mark McWatt 18. 'Sonnet Composed Upon Westminster Bridge' by William Wordsworth 19. 'West Indies, U.S.A.' by Stewart Brown 20. 'South' by Kamau Brathwaite

The knowledge and skills students are expected to develop on completion of this syllabus have been grouped under three profile dimensions:

1. Drama.
2. Poetry.
3. Prose Fiction.

1. Drama

This profile dimension will emphasize the study, teaching, and understanding of drama as a discrete literary genre. Although it shares literary elements with the other literary genres, it possesses elements that are unique to drama, for example:

- (a) performance as its main vehicle;
- (b) stage directions;
- (c) character;
- (d) spectacle; and,
- (e) the development of character, theme, and atmosphere through elements such as lighting, costumes, stage props.

Such dramatic elements ought to be the primary focus of teaching and study.

2. Poetry

This profile dimension will emphasize the study, teaching, and understanding of poetry as a discrete literary genre. Although it shares literary elements with the two other literary genres, there are elements specific to poetry, such as:

- a. fixed forms, metre, rhythm and rhyme;
- b. the economy of language;
- c. the organic relationship between sound and sense; and,
- d. the figurative language employed to give the poem levels of meaning.

Such elements ought to be the primary focus of the teaching and study of poetry

3. Prose Fiction

Prose Fiction is more often than not the most expansive and experimental of the literary genres and it is for many the most accessible. Following are some of the elements of prose fiction that must be studied, taught, and understood:

- a. narrative technique and the use of first-person and third-person narrators;
- b. structure, that is, the way in which a work of prose fiction is put together, for example, whether it is an unbroken narrative, or a narrative divided into chapters, or into larger sections or more than one narrative put together to form a longer narrative;
- c. the difference between narration and description;
- d. the presentation of humankind in a social setting;
- e. characterization; and,
- f. themes.

Such elements ought to be the primary focus of the teaching and study of the novel and the short

Story. In each of the three literary genres the following skills will be tested.

1. Understanding

- a. Knowledge of Text and Insight:
 - (i) Relevance and adequacy of content; and,
 - (ii) Relevance and accuracy of examples.

2. Expression

- a. Organization of Response
 - (i) Structure and development of responses; and,
 - (ii) Clear and logical argument.
- (b) Quality of Language:
 - (i) Clarity and appropriateness of expression used; and,
 - (ii) Mechanics of writing (sentence structure, grammar, punctuation, and spelling).

FORMAT OF THE EXAMINATIONS

The English B examination is offered at the General Proficiency level. The Assessment comprises three papers, Paper 01, Paper 02, and Paper 031. Papers 01 and 02 are assessed externally. Paper 031 is the School-Based Assessment (SBA) and is assessed internally by the teacher and moderated by CXC.

Paper 01 (2 hours – 29 per cent of Total Assessment)

1. Composition of Paper

This paper will consist of 60 multiple-choice items. All questions are compulsory. Each genre will have two stimuli: one piece of Caribbean literature and one other. Ten questions will be set on each stimulus, hence a total of 20 questions for each genre – drama, poetry and prose fiction.

2. Mark Allocation

- a. One mark will be allocated for each question in this paper.
- b. The total number of marks available for this paper is 60.
 - © This paper contributes 29 per cent towards the final examination.

3. Award of Marks

Marks will be awarded in each profile dimension.

Paper 02 (2 hours 10 minutes – 50 per cent of Total Assessment)

1. Composition of Paper

This paper is divided into three sections:

- a. Section A – Drama (Shakespeare and Modern Drama). This section consists of TWO Type A questions ONE on each text. Thirty-five marks are allocated for each question. Candidates must answer one question from this section.

(b) Section B

Poetry (a selection of 20 poems).

This section consists of two Type B questions, one generic question allowing candidates to use two appropriate choices from the prescribed poems and one question based on two named poems from the prescribed list. Thirty-five marks are allocated for each question.

(c) Section C – Prose Fiction

EITHER West Indian novel OR other novels in English

OR

West Indian short story and other short stories in English

This section consists of FOUR questions: TWO Type A questions, ONE on each prescribed novel and two Type B questions, one generic question allowing candidates to use two appropriate choices from the prescribed short stories and one question based on two named short stories from the prescribed list. Thirty-five marks are allocated for each question. Candidates must answer one question from this section.

2. Number of Questions

This paper consists of 8 optional extended-essay questions arranged under the three sections outlined above. There are two types of questions in this paper:

- a. Type A – Questions that require knowledge and study of one text; and,
- b. Type B – Questions of comparison that require knowledge and study of 20 poems and 10 short stories.

Candidates will be required to use 2 poems and/or 2 short stories to respond to the questions in the respective sections. 3.

Mark Allocation

Each question is worth 35 marks. This paper is worth 105 marks

NB:

1.1 students must have a printed copy of the course outline (especially the schedule of activities) within the first week of school.

1.2 short stories and selected poems must be read prior to the day they are scheduled to be discussed.

1.3 Every student must have his text upon entry to each class. Appropriate sanctions will be taken against students who fail to comply.

1.4 students must have a specific notebook for English B. In other words, a student must not use the same book for both English A and English B.

1.5 students are advised to purchase a durable folder to secure handouts, marked essays and other assignments (that will be collected on folder paper). Schedule of dates, topics and students' assignments for the Christmas term 2020-2021

ASSESSMENT PLAN

Date	Topics	Student Assignment
Week 1 October 5-9	<ul style="list-style-type: none"> ● Welcome, expectations of students and their vision when they chose to further CSEC English B <p>Genre of focus: DRAMA Introduction to Ti-Jean and His Brothers.</p> <ol style="list-style-type: none"> 1. Background of the playwright. 	<ul style="list-style-type: none"> ● Discussion and analysis ● Conduct a research on general folklores and supernatural beliefs in the Caribbean. ● Read the prologue of Ti Jean and his Brothers. ● Class discussions
Week 2 October 12 - 15	<ul style="list-style-type: none"> ● <i>Ti-Jean and His Brothers</i> <ol style="list-style-type: none"> 1. Examination of the elements of drama: Dialogue, characters, plot, props, staging (stage directions), setting. 2. Context of Ti-Jean and His Brothers 3. Prologue 	<ul style="list-style-type: none"> ● Answer questions on the prologue of Ti-Jean and His Brothers. ● Read Act 1
Week 3 October 20-23	<p>Ti-Jean and His Brothers: Act 1</p> <p><u>Element of Focus</u></p> <ol style="list-style-type: none"> 1. Cultural and Historical Setting <p><u>Technique of Focus</u></p> <ul style="list-style-type: none"> ● Stage Directions 	<ul style="list-style-type: none"> ● Comprehension questions on Ti-Jean and His Brothers. ● Debate ● Read Act II

<p>Week 4 October 26-30</p>	<p>Ti-Jean and His Brothers: Act II</p> <p><u>Elements of Focus</u></p> <p>1. Props and Characterization</p> <p><u>Techniques of Foccus</u></p> <p>2. Disguise/Musicality (sound)</p>	<ul style="list-style-type: none"> • Reading and discussions of Act II continues.
<p>Week 5 November 2-6</p>	<p>Ti-Jean and His Brothers: Act III</p> <p><u>Element of Focus</u></p> <p>1. Language/Orality</p> <p><u>Technique of Focus</u></p> <p>2. Use of Song (The Chorus), Use of Dance</p>	<ul style="list-style-type: none"> • Comprehension Questions on Ti Jean and His Brothers
<p>Week 6 November 9-13</p>	<ul style="list-style-type: none"> • Ti-Jean and His Brothers: Act III 	<ul style="list-style-type: none"> • Reading and discussions of Act III continues.
<p>Week 7 November 16-20</p>	<ul style="list-style-type: none"> • Six Week Test 	<ul style="list-style-type: none"> • Students will write test • Discuss dramatic presentation for Ti-Jean and His Brothers.
<p>Week 8 November 23- 27</p>	<p><u>Ti-Jean and His Brothers</u></p> <p><u>Element of Focus</u></p> <p>1. Themes: Innocence, Arrogance/Self-Assuredness, Colonialism, Hope, Resistance</p> <p><u>Technique of Focus</u></p> <p>2. Symbolism (3 brothers, 3 scenes, allusion to the Holy Trinity), Symbolism</p>	<ul style="list-style-type: none"> • Class discussions

	of the Bolom 3. Magical Realism	
Week 9 November 30- December 4	ESSAY WRITING -Structuring an essay question for English B	<ul style="list-style-type: none"> • Answer essay questions on Ti-Jean and His Brothers.
Week 10 December 7-11	Ti-Jean and His Brothers	Dramatic presentation begins on Ti-Jean and His Brothers.
Week 11 December 14- 17	<p>Genre of Focus: POETRY</p> <p>Focus Poems: ‘My Parents’- Stephen Spender and ‘Little Boy Crying’ Mervyn Morris</p> <p>Focus themes: Poem1: Bullying, parent and child relationship Poem 2: Parent and child relationship</p> <p>Key elements:</p> <ul style="list-style-type: none"> ❖ Structure ❖ Tone/Mood ❖ Diction ❖ Poetic Devices 	<ul style="list-style-type: none"> • Examine and discuss poems with teacher and peers. • Persona analysis
Week 12 January 4-8	<p>Focus Poems: ‘Dreaming Black Boy’- James Berry and ‘Theme for English B’ Langston Hughes</p> <p>Focus themes: Poem1: Race, childhood, dreams and aspirations, justice and equality Poem 2: Race, identity, belonging</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Structure • Tone/Mood • Diction • Poetic Devices 	<ul style="list-style-type: none"> • Response to poetry (Essay)

<p>Week 13 January 11-15</p>	<p>Genre of Focus: PROSE Focus Prose: Berry by Langston Hughes Elements: → Language/Diction → Tone → Structure → Themes → Point of view → Character</p>	<ul style="list-style-type: none"> • Answer comprehension questions on the short story Berry
<p>Week 14 January 18-22</p>	<p>Focus Prose: Black Out by Roger Mais Elements: → Language/Diction → Tone → Structure → Themes → Point of view → Character</p>	<ul style="list-style-type: none"> • Worksheet • Essay practice
<p>Week 15 January 25-29</p>	<p>Revision for Term 1 Examination</p>	