

THE GOVERNMENT OF THE COMMONWEALTH OF THE BAHAMAS

DEPARTMENT OF EDUCATION



SECONDARY LANGUAGE ARTS CURRICULUM GUIDELINES

(REVISED 2010)

GENERAL OBJECTIVES

Sub-Goal 1: **Appreciate and enjoy the use of a wide range of language skills to communicate ideas, experiences and information accurately, appropriately and effectively when listening and speaking, doing so clearly and comprehensibly in the vocabulary and grammar of standard English, using conventional forms, sounds, pitch, intonation, and modulation and adapting their talk to different situations**

Students will be able to:

1. Prepare and deliver a variety of presentations and reports on ideas or texts from different sources, these presentations and reports reflecting purpose (describing, narrating, explaining, instructing, justifying, persuading, etc.), point of view, strong introductions, body, appropriate transitions and effective conclusions
2. Participate intelligently and confidently in social dialogues with peers and adults alike, by listening attentively and with understanding to varied speech, presenting information clearly and persuasively to others, asking questions to solicit information, answering questions appropriately, following oral directions intelligently, hypothesizing, interpreting, analyzing and evaluating what is heard and responding to it

Key: **B= Beginning** **D = Developing** **P = Proficient** **R = Reinforcing** **IT = Incidental Teaching**

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 1: **Appreciate and enjoy the use of a wide range of language skills to communicate ideas, experiences and information accurately, appropriately and effectively when listening and speaking, doing so clearly and comprehensibly in the vocabulary and grammar of standard English, using conventional sounds, forms, pitch, intonation and modulation, and adapting their talk to different situations**

General Objective: Prepare and deliver a variety of presentations and reports on ideas or texts from different sources, these presentations and reports reflecting purpose (describing, narrating, explaining, instructing, justifying, persuading, etc.), point of view, strong introductions, body, appropriate transitions and effective conclusions

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.1	Introduce a speaker to a group	D	D	P	R	R	R
1.2	Thank a speaker for his/her presentation	D	D	P	R	R	R
1.3	Introduce themselves to a group	D	D	P	R	R	R
1.4	Moderate a programme	B	D	D	D	P	P
1.5	Participate in choral speaking	D	D	P	IT	IT	IT
1.6	Read aloud for an audience poems, prayers, compositions, letters, stories etc.	D	D	P	P	P	R
1.7	Read parts in plays	B	D	P	P	R	R
1.8	Give factual oral 30 seconds - 5 minute-long reports	B	D	D	P	R	R
1.9	Participate in an interview (job, sports, T.V., entertainment)	B	D	D	P	P	R
1.10	Record information given orally (note-taking)	D	D	P	P	R	R

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.11	Give an impromptu speech on issues of local, national and global concern, speaking fluently and confidently in standard English while using an appropriate register	B	D	D	D	P	P
1.12	Prepare and deliver a speech on issues of local, national and global concern, presenting ideas clearly and persuasively and structuring the speech appropriately and effectively	B	D	D	P	P	R
1.13	Conduct an oral interview via a variety of media (person to person, telephone, internet, etc.)	B	D	P	P	R	R
1.14	Provide verbal and non-verbal feedback to a speaker –comment critically on others’ performance	B	D	D	D	P/R	P/R
1.15	Participate in live talks such as panel discussions, engaging in dialogue with experts, members of the community and unfamiliar adults, synthesizing and evaluating what they hear and responding with intelligence to others’ comments	B	D	D	O	R	R
1.16	Participate in original story-telling	IT	IT	IT	IT	IT	IT
1.17	Retell a story that was read or heard	IT	IT	IT	IT	IT	IT

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.18	Listen and respond creatively in oral ways to what is heard	IT	IT	IT	IT	IT	IT
1.19	Participate in informal and formal group and pair discussions on a variety of topics, negotiating and building on the contributions of others to complete tasks or reach consensus	B/D	D	D	P	P	P/R
1.20	Prepare and deliver speeches for debates on familiar and unfamiliar topics, presenting ideas clearly and persuasively and structuring the speech appropriately and effectively	B	B	D	D	P	P/R
1.21	Prepare and deliver a speech for a social occasion such as a wedding, award or graduation celebration, presenting ideas clearly and structuring the speech appropriately and effectively with a strong sense of audience	D	D	P	P	R	R
1.22	Orally paraphrase and summarise a speaker's discourse, synthesizing what they hear and separating key ideas from detail and illustration	B	B	D	D	P	P

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SCOPE AND SEQUENCE

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Sub-Goal 1: **Appreciate and enjoy the use of a wide range of language skills to communicate ideas, experiences and information accurately, appropriately and effectively when speaking and listening, doing so clearly and comprehensibly in the vocabulary and grammar of standard English, using conventional sounds, forms, pitch, intonation and modulation, and adapting their talk to different situations**

General Objective: Participate intelligently and confidently in social dialogues with peers and adults alike, by listening attentively and with understanding to varied speech, presenting information clearly and persuasively to others, asking questions to solicit information, answering questions appropriately, following oral directions intelligently, hypothesizing, interpreting, analyzing and evaluating what is heard and responding to it

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.23	Listen to and follow simple and complex instructions	D	D	D	P	R	R
1.24	Give clear directions to a given location	D	D	D	P	R	R
1.25	Give instructions for carrying out a specific task	D	D	D	P	R	R
1.26	Listen for main idea and supporting details	D	D	P	R	R	R
1.27	Listen for specific details	D	D	P	R	R	R
1.28	Listen to and distinguish between fact and fiction/fantasy	P	R	R	IT	IT	IT
1.29	Distinguish between fact and opinion	D	D	P	R	R	R
1.30	Listen to make inferences and draw conclusions	D	D	P	R	R	R
1.31	Listen to and write dictated passages	IT	IT	IT	IT	IT	IT
1.32	Listen attentively, taking relevant notes	D	D	D	P	P	R

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	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
1.33	Compare information	D	D	P	P	R	R
1.34	Listen to sequence information	P	P	R	IT	IT	IT
1.35	Identify a speaker's tone	B/D	D	D	D	P	P
1.36	Determine mood	B	D	D	P	R	R
1.37	Determine point of view of speakers	D	D	P	R	R	R
1.38	Determine purpose of speakers	D	D	P	P	R	R
1.39	Determine character	D	D	D/P	P	P	R
1.40	Detect bias(recognizing unfamiliar information)	B	D	D	P	R	R
1.41	Recognize propaganda devices used in speech	B	D	D	P	R	R
1.42	Identify generalizations & unsupported generalizations	B	D	P	P	R	R
1.43	Recognise emotive language	D	D	P	R	R	R
1.44	Recognise a speaker's inferences	B/D	D	D/P	P	R	R
1.45	Make judgements /evaluate sources	D	D	P	P	R	R
1.46	Identify a speaker's techniques/methods/rhetorical strategies	B/D	D	D	P	P	R
1.47	Convey meaning, mood and tone through effective use of the voice	D	D	P	P	R	R

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	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
1.48	Use the telephone to give and receive messages	IT	IT	IT	IT	IT	IT
1.49	Articulate and use troublesome words in dialogue in formal and informal settings	IT	IT	IT	IT	IT	IT
1.50	Provide verbal and non-verbal feedback to a speaker	IT	IT	IT	IT	IT	IT
1.51	Interpret and express sensory impressions gained while listening	B	D	D	P	R	R
1.52	Identify the speaker's reasons for conclusions and points of view given/ judge the intentions and standpoint of a speaker	B	B	D	D	P	P
1.53	Explain statistical and graphical information	IT	IT	IT	IT	IT	IT
1.54	Predict reasonable outcomes based on stories, events, etc.	D	P	P	R	R	R
1.55	Identify relationships between visual material and oral content	IT	IT	IT	IT	IT	IT
1.56	Judge when it is appropriate to intervene after listening with sensitivity	IT	IT	IT	IT	IT	IT
1.57	Respond dramatically to what is heard by improvising	IT	IT	IT	IT	IT	IT

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1.58	Constructively criticize their own and others' performances	IT	IT	IT	IT	IT	IT
1.59	Listen to complex information and respond critically by challenging key ideas	B	D	D	D	P	P
1.60	Watch live theatrical performances and discuss how action, character, atmosphere, tension and themes are conveyed	IT	IT	IT	IT	IT	IT
1.61	Converse with audiences beyond the classroom in unfamiliar situations in order to build their confidence in speaking and listening	IT	IT	IT	IT	IT	IT
1.62	Solve problems cooperatively and creatively in groups by listening critically and responding constructively and cogently	D	D	P	P	R	R
1.63	Identify and use terminology or jargon that is unique to particular occupations or that is unique to specific groups of people	IT	IT	IT	IT	IT	IT

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GENERAL OBJECTIVES

Sub-Goal 2: **communicate ideas, experiences and information clearly, creatively, thoughtfully and coherently when writing, being mindful of style, structure, form, purpose and reader, and accuracy of standard English vocabulary, grammar and mechanics**

Students will be able to:

1. develop confidence, skill and independence in composing their thoughts in print and electronic media, using writing as the vehicle to organize and express their ideas, feelings and opinions relevantly and clearly in sentences, paragraphs and whole texts, using a variety of forms and appropriate registers
2. make use of the writing process to structure and develop in depth and detail their ideas, opinions and feelings in a variety of modes: narrative, expository, argumentative, descriptive and persuasive

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 2: **Communicate ideas, experiences and information clearly, creatively, thoughtfully and coherently when writing, being mindful of style, structure, form, purpose and reader, and accuracy of standard English vocabulary, grammar and mechanics**

General Objective: Develop confidence, skill and independence in composing their thoughts in print and electronic media, using writing as the vehicle to organize and express their ideas, feelings and opinions relevantly and clearly in sentences, paragraphs and whole texts, using a variety of forms and appropriate registers

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2.1	Participate in a variety of creative and practical writing activities, e.g. slogans, excuses, raps, announcements, warnings, menus, recipes, brochures, advertisements, blogs, social notes, messages	B/D	D	P	P	R	IT
2.2	Write a three paragraph-long friendly letter using the appropriate format, style and tone	D/P	P	R	R	IT	IT
2.3	Write a business/formal letter(request, complaint, inquiry, order, invitation, opinion, application, etc.), using the appropriate format, style and tone	B	D	P	R	R	R
2.4	Address business letter envelopes	B	D	P	IT	IT	IT
2.5	Write personal responses to literary works being studied	D	D	P	P/R	R	R
2.6	Write book reports based on in-class and wider reading	D	D	P	R	IT	IT

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General Objective: Develop confidence, skill and independence in composing their thoughts in print and electronic media, using writing as the vehicle to organize and express their ideas, feelings and opinions relevantly and clearly in sentences, paragraphs and whole texts, using a variety of forms and appropriate registers

	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
2.7	Write dialogue in standard English or Creole, converting the reported speech in a text	D	D	P	R	R	R
2.8	Rewrite a skit using reported or direct speech, in standard English or Creole	B/D	D	P	IT	IT	IT
2.9	Use transitions appropriately at sentence and paragraph level	D	D	D	D	P	P
2.10	Write creatively (short stories, poems, etc.) , using a variety of given stimuli	D	D	D	D	D	D/P
2.11	Write a play on a given theme	D	D	D	D/P	R	R
2.12	Use realistic dialogue, whether in Creole or standard English, in narrative compositions	D	D	D/P	P	R	IT
2.13	Write an autobiography or biography	D	D	D/P	P	R	R
2.14	Write journal entries	P	P	R/IT	IT	IT	IT
2.15	Exhibit library skills, locating specific information using reference materials e.g. card catalogue, encyclopedia, Internet sources e.g. OPAC, thesaurus	D	D	D	D	D	D
2.16	Use note-taking strategies when researching	B	B	D	D	D	P
2.17	Write various types of reports	B	B	D	D	P	R
2.18	Write a formal speech	B	D	D	D	P	R
2.19	Write newspaper stories	B	B	D	D	P	R
2.20	Write an editorial	B	D	D	D	P	R
2.21	Compose magazine articles	B	B	D	D	P	R
2.22	Write formal research papers, using basic features of the MLA or APA style of documentation	-	-	-	B	B	D

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Sub-Goal 2: **Communicate ideas, experiences and information clearly, creatively, thoughtfully and coherently when writing, being mindful of style, structure, form, purpose and reader, and accuracy of standard English vocabulary, grammar and mechanics**

General Objective: Make use of the writing process to structure and develop in depth and detail their ideas, opinions and feelings in a variety of modes: narrative, expository, argumentative, descriptive and persuasive

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2.23	Write descriptive, narrative, expository and persuasive paragraphs	P	P	R	R	IT	IT
2.24	Write argumentative paragraphs	B	D	D	P	P	R
2.25	Plan, draft, revise/edit and proofread well-structured, imaginative narrative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story-telling devices are used	D	D	P	R	R	R
2.26	Plan, draft, revise/edit and proofread well-structured descriptive essays in which persons, places or things are depicted using sensory details, figurative language and other devices	D	D	P	R	R	R
2.27	Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively	D	D	P	R	R	R
2.28	Plan, draft, revise/edit and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive techniques and rhetorical devices	D	D	P	R	R	R

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	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
2.29	Plan, draft, revise and proofread argumentative essays which argue a point of view convincingly, using appropriate techniques and different kinds of evidence from a range of sources	B	D	D	P	P	R
2.30	Write timed essays: descriptive, narrative, expository, argumentative and persuasive	IT	IT	IT	IT	IT	IT

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GENERAL OBJECTIVES

Sub-Goal 3: **Interpret, appreciate and respond critically and relevantly to what is read and experienced in everyday situations (vocational, social, recreational, educational), realizing that reading is not passive but is an interactive process involving the work itself, the reader and the context of the reading situation**

Students will be able to:

1. Understand and appreciate developmentally appropriate printed texts, in print and non-print texts, through the use of a variety of strategies, responding at a literal, inferential and evaluative level
2. Acquire a wide and rich vocabulary through the use of a variety of strategies and use the words acquired in relevant contexts

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

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General Objective: Understand and appreciate developmentally appropriate printed texts, in print and non-print texts, through the use of a variety of strategies, responding at a literal, inferential and evaluative level

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3.1	Follow directions	P	P	R	IT	IT	IT
3.2	Identify topic, main idea & supporting points/ specific details	D	D	P	R	R	R
3.3	Note correct sequence and arrange events from the text in sequential and chronological order	P	P	R	IT	IT	IT
3.4	Use dictionary skills to determine word meaning	P	R	IT	IT	IT	IT
3.5	Use context clues to determine meaning of words	D/P	P	P	R	R	R
3.6	Use structural signals to determine word meaning	D/P	P	P	R	IT	IT
3.7	Recognise figurative language	D	D	P	R	R	R
3.8	Differentiate between figurative and literal meaning	B/D	D	D	P	R	R
3.9	Recognise sensory details	B	D	D	P	R	R
3.10	Identify and analyse author's tone	B/D	D	D	D	P	P
3.11	Differentiate facts from opinions	D	D	P	R	R	R
3.12	Voice opinions	D	P	P	R	R	R
3.13	Use facts to support opinions about print and non-print texts	D	P	P	R	R	R

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3.14	Identify & analyse cause and effect relationships	D	D	P	P	R	R
3.15	Draw conclusions/Make inferences	B/D	D	D/P	P	R	R
3.16	Make judgements and support them with details from the text	D	D	P	P	R	R
3.17	Identify plot elements	D	P	R	R	IT	IT
3.18	Identify problem and solution	D	P	R	R	IT	IT
3.19	Determine point of view	D	D	P	R	R	R
3.20	Determine author's purpose	D	D	P	P	R	R
3.21	Predict outcomes	D/P	P	R	R	IT	IT
3.22	Recognise and analyse sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm	B/D	D	D	P	R	R
3.23	Recognise imagery	B	D	D	D/P	P	P
3.24	Recognise and analyse symbols	B	D	D	D/P	P	P
3.25	Analyse characters	D	D	D/P	P	P	R
3.26	Compare and contrast relationships	B	D	D	P	R	R
3.27	Identify the mood and setting of a text	B	D	D	P	R	R
3.28	Determine and analyse cultural context	B	D	D	P	R	R

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3.29	Categorize/classify ideas	D	D	D/P	P	R	R
3.30	Identify generalizations	B	D	P	P	R	R
3.31	Identify assumptions	B	D	D	P	R	R
3.32	Identify propaganda and its techniques	B	D	D	P	R	R
3.33	Interpret pictures	D	D	P	R	R	R
3.34	Interpret statistical and graphical data	B	D	D	D	P	P
3.35	Differentiate between relevant and irrelevant information/details in print and non-print texts	D	P	P	R	R	R
3.36	Use relevant information to summarise print and non-print texts	D	D	P	P	R	R
3.37	Paraphrase print texts	D	D	P	P	R	R
3.38	Synthesize ideas from a variety of texts and media	B	D	D	D	P	P
3.39	Exhibit library skills, locating books/texts for recreational reading	P	P	P	IT	IT	IT

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Sub-Goal 3: Interpret, appreciate and respond critically and relevantly to what is read and experienced in everyday situations (vocational, social, recreational, educational), realizing that reading is not passive but is an interactive process involving the work itself, the reader and the context of the reading situation

General Objective: Acquire a wide and rich vocabulary through the use of a variety of strategies and use the words acquired in relevant contexts

	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
3.40	Use a dictionary to locate words	P	R	R	IT	IT	IT
3.41	Use a thesaurus to locate words	P	P	R	IT	IT	IT
3.42	Recognise and use base words and affixes(prefixes, suffixes)	D	P	R	IT	IT	IT
3.43	Recognise and use multiple-meaning words	D	D	D/P	P	R	R
3.44	Recognise and use synonyms, antonyms and hyponyms	P	IT	IT	IT	IT	IT
3.45	Recognise and use homonyms, homographs and homophones	P	IT	IT	IT	IT	IT
3.46	Identify words that signal cause–effect relationships and sequences	D	D	P	R	IT	IT
3.47	Identify words that signal opinions or judgements, point of view and mood	D	D	P	R	IT	IT
3.48	Recognise and use idioms correctly	D	P	R	IT	IT	IT
3.49	Recognise and avoid the use of clichés	B	D	P	IT	IT	IT

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General Objective: Acquire a wide and rich vocabulary through the use of a variety of strategies and use the words acquired in relevant contexts

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3.50	Identify, define and use key words	D/P	P	R	R	R	R
3.51	Identify and complete analogies [using colon notations]	D	D	D	D/P	P	R
3.52	Use word origins to decipher the meanings of unfamiliar words	B/D	IT	IT	IT	IT	IT
3.53	Differentiate denotation, connotation/ implication of words	B/D	D	D	P	R	R

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GENERAL OBJECTIVES

Sub-Goal 4: **Develop students' ability to understand basic and advanced levels of what is being communicated in literature.**

Students will be able to:

1. Develop an appreciation of the elements of the major forms of literature and activate their interest in reading various genres.
2. Cultivate an understanding and appreciation of the social, moral, cultural and/or historical significance of a selection.
3. Develop a critical appreciation of the writer's craft.

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Sub-Goal 4: **Develop students' ability to understand basic and advanced levels of what is being communicated in literature.**

General Objective: Develop an appreciation of the elements of the major forms of literature and activate an interest in reading various genres.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4.1	Identify and describe setting	D	D	P	R	IT	IT
4.2	Identify the theme in literary works	B	D	D	P	R	IT
4.3	Outline the plot of a story or play	D	D	P	R	IT	IT
4.4	Explain the themes in literary works	B	D	D	P	R	IT
4.5	Arrange events and details in sequential or chronological order	P	R	R	IT	IT	IT
4.6	Identify mood of a literary piece	B	B	D	D	P	R
4.7	Identify tone of a literary piece	B	B	D	D	P	R
4.8	Name the literary work	P	R	R	IT	IT	IT
4.9	Name the author/poet	P	R	R	IT	IT	IT
4.10	Distinguish between fact and fantasy/fiction	D	D	P	R	IT	IT
4.11	Identify the basic elements of a story	D	D	P	R	IT	IT
4.12	Identify the elements of poetry, drama and prose	B	B	D	D	P	R
4.13	Identify different points of view: first person, third person, omniscient	B	B	D	D	P	R

Key: **B= Beginning** **D = Developing** **P = Proficient** **R = Reinforcing** **IT = Incidental Teaching**

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 4: **Develop students' ability to understand basic and advanced levels of what is being communicated in literature.**

General Objective: Cultivate an understanding and appreciation of the social, moral, cultural and/or historical significance of a literary selection.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4.14	Explain key words and phrases of cultural / historical significance found in literary works	B	B	D	P	R	IT
4.15	Explain the significance of key words and phrases in a literary piece	B	B	D	P	R	IT
4.16	Place a literary work in its appropriate social, cultural, and historical context	B	B	B	D	P	R

Key: **B= Beginning** **D = Developing** **P = Proficient** **R = Reinforcing** **IT = Incidental Teaching**

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 4: **Develop students' ability to understand basic and advanced levels of what is being communicated in literature.**

General Objective: Develop a critical appreciation of the writer's craft

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4.17	Identify and describe different types of conflict	B	B	D	P	R	IT
4.18	Identify cause and effect relationships	B	D	P	R	IT	IT
4.19	Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, repetition, alliteration, rhyme, rhythm, imagery and sensory details)	B	D	P	R	IT	IT
4.20	State the writer's purpose	B	B	D	P	R	IT
4.21	Distinguish between internal and external conflict	B	B	B	D	P	R
4.22	Analyse cause/effect relationships	B	B	D	P	R	IT
4.23	Compare and contrast characters	B	D	P	R	IT	IT
4.24	Identify the speaker in a poem	B	D	P	R	IT	IT
4.25	Explain how tone is created	B	B	B	D	P	R
4.26	Explain how mood / atmosphere is created	B	B	B	D	P	R
4.27	Explain the significance of setting in the development of literary elements such as character and theme	B	B	B	D	P	R
4.28	Explain the significance of details in relation to the development of plot (plot map)	B	B	B	D	P	R

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	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
4.29	Trace the development and resolution of internal and/or external conflict/s	B	B	B	D	P	R
4.30	Identify flashback and foreshadowing	B	B	B	D	P	R
4.31	Identify elements of local colour	B	B	B	D	P	R
4.32	Identify elements of plot (e. g. exposition, rising action climax resolution)	B	B	B	D	P	R
4.33	Identify elements of suspense	B	B	B	D	P	R
4.34	Identify examples of sarcasm	B	B	B	B	D	P
4.35	Identify and explain examples of irony	B	B	B	B	D	P
4.36	Identify motifs in literary works	B	B	B	B	D	P
4.37	Distinguish between comedy and tragedy	B	B	B	D	P	R
4.38	Identify elements of characterization distinguish between flat and rounded characters	B	B	D	P	R	IT
4.39	Identify poetic forms based on syllabication and structure	B	B	B	B	D	P
4.40	Identify examples of allusion	B	B	D	P	R	IT
4.41	Identify examples of dialect	B	B	D	P	R	IT
4.42	Identify and explain major and minor themes	B	B	B	D	P	R
4.43	Distinguish between tone and mood	B	D	P	R	IT	IT

Key: **B= Beginning** **D = Developing** **P = Proficient** **R = Reinforcing** **IT = Incidental Teaching**

GENERAL OBJECTIVES

Sub-Goal 5: enhance students' ability to appreciate and respond to different forms of literature

Students will be able to:

1. Respond with feeling and empathy to the reading of novels, short-stories, folktales, biographies, poetry, drama, essays and articles.
2. Cultivate an appreciation of works by a variety of authors through exposure to the literature of Bahamian, Caribbean and other cultures.
3. Enjoy the reading of literature for its own sake both within and beyond the class-room.

Key: B= Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 5: Enhance students' ability to appreciate and respond to different forms of literature

General Objective: Respond with feeling and empathy to the reading of novels, short-stories, folktales, biographies, poetry, drama, essays and articles

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5.1	Demonstrate knowledge of content of literary works	B	D	P	R	IT	IT
5.2	Outline the main ideas of a literary work	B	D	P	R	IT	IT
5.3	Summarise the plot of a story/novel/play	B	B	D	P	R	IT
5.4	Write personal responses in Standard English to characters and events	B	D	P	R	IT	IT
5.5	Predict outcomes	B	D	P	R	IT	IT
5.6	Make inferences about characters	B	D	D	P	R	IT
5.7	Express orally and in writing personal responses in Standard English to theme and setting	B	B	D	D	P	R
5.8	Comment on / evaluate writer's diction	B	B	B	D	D	P
5.9	Explain the significance of the title of a literary work	B	D	P	R	IT	IT
5.10	Evaluate the writer's attitude towards characters, theme etc.	B	B	B	D	D	P
5.11	Explain how the writer's purpose is revealed	B	B	B	D	D	P
5.12	Explain the effect of literary devices: figures of speech, symbolism, rhyme, rhythm, imagery	B	B	B	D	D	P
5.13	Write logical, coherent and effective personal responses in Standard English to literary works	B	B	B	D	D	P
5.14	Explore the theme of a literary work; show how the theme is	B	B	D	D	P	R

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	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	developed throughout the work						
5.15	Respond to tone, mood and atmosphere	B	B	B	D	D	P
5.16	Evaluate different aspects of plot: exposition, rising action, climax and resolution	B	B	D	P	R	IT
5.17	Comment on the effect of imagery in descriptive writing	B	B	B	D	P	R
5.18	Interpret and respond appropriately to a variety of literary questions	B	B	D	D	D	P

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 5: Enhance students' ability to appreciate and respond to different forms of literature

General Objective: Cultivate an appreciation of works by a variety of authors through exposure to the literature of Bahamian, Caribbean and other cultures.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5.19	State ways in which the writer's personal background has influenced the literary work	B	B	D	P	R	IT
5.20	State ways in which the historical background has influenced the literary work	B	B	D	P	R	IT
5.21	Identify unique Bahamian and Caribbean cultural aspects in a literary work	B	B	D	P	R	IT
5.22	Compare / contrast the presentation of different cultural perspectives	B	B	D	D	P	R

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 5: Enhance students' ability to appreciate and respond to different forms of literature

General Objective: Enjoy the reading of literature for its own sake both within and beyond the classroom.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5.23	Compare / contrast works by the same writer	B	B	B	D	D	P
5.24	Compare / contrast literary works studied in class with literary works of other authors	B	B	B	D	D	P
5.25	Compare / contrast literary works studied in class with other forms of literary and non-literary writing	B	B	D	D	P	IT
5.26	Make connections between what is seen in the literary work and what is seen, heard, and experienced in real life situations	B	B	D	P	R	IT

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GENERAL OBJECTIVES

Sub-Goal 6: Develop creative self-expression through writing and performance

Students will be able to:

1. Write creatively following models in various genres of literature
2. Interpret various genres of literature artistically, vocally, musically and dramatically
3. Express individual thoughts, ideas, emotions and values through various genres of literature

Key: B= Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 6: **Develop creative self-expression through writing and performance**

General Objective: Write creatively following models in various genres of literature

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.1	Write fables and anthropomorphic stories	B	D	P	R	IT	IT
6.2	Write poems which employ specific literary structures related to sound and syllabication (e.g. rhymed couplets, quatrains, haiku, limerick)	D	D	P	R	IT	IT
6.3	Write stories from first and third person points of view (e.g. biography)	D	D	P	R	IT	IT
6.4	Write poems which employ figurative language and imagery	D	D	D	P	R	IT
6.5	Write stories that continue or expand on the writer's viewpoint, tone and mood	B	B	B	D	P	R
6.6	Write poems which develop particular themes, concepts or ideas	B	B	D	D	P	R
6.7	Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals, news articles, speeches, advertisements etc.	B	D	D	P	R	IT
6.8	Write skits or other short dramatic forms	B	B	D	D	P	R
6.9	Write poems which employ free verse	B	B	D	D	P	R

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 6: Develop creative self-expression through writing and performance

General Objective: Interpret various genres of literature artistically, vocally, musically and dramatically

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.10	Convert narratives between prose and poetry	B	B	D	D	P	R
6.11	Convert narratives between prose and drama	B	B	D	D	P	R
6.12	Convert narratives between drama and poetry	B	B	D	D	P	R
6.13	Present poetry orally through choral speaking and individual reading	B	B	D	D	P	R
6.14	Dramatize a play by portraying characters and events	B	D	D	P	R	IT
6.15	Dramatize a play by creating sets, costumes, and music	B	B	B	D	P	R
6.16	Dramatize a play by employing the full range of dramatic elements – director, producer, cast, crew, scenery, sets, and lighting	B	B	B	D	D	P
6.17	Re-express ideas and information found in literary texts using other forms of artistic expression e.g. music, dance, drawing, craftwork, etc.	B	B	B	D	P	R
6.18	Interpret the local colour of literary texts through song, dance, painting, craftwork, and related art forms	B	B	B	D	P	R

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 6: Develop creative self-expression through writing and performance

General Objective: Express individual thoughts, ideas, emotions and values through various genres of literature

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.19	Write stories, plays and poems that employ a variety of literary elements in order to express their own ideas, emotions and values	B	B	B	D	D	P
6.20	Write stories, plays and poems that employ a unique voice to create mood and tone	B	B	B	D	D	P

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GENERAL OBJECTIVES

Sub-Goal 7: Communicate their ideas clearly and effectively using Standard English, demonstrating technical accuracy (grammatical structures, spelling, punctuation, word usage) while appreciating the place and value of Bahamian dialect and other creoles in appropriate social and cultural situations

Students will be able to:

1. Confidently and correctly use the grammatical structures of standard English when writing and speaking, appreciating its difference from and not superiority to Bahamian dialect and other creoles;
2. Communicate meaning clearly in written texts by making use of the full range of punctuation marks;
3. Spell correctly across the range of complexity and use vocabulary accurately and sensitively.

Key: B= Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 7: **Communicate their ideas clearly and effectively using Standard English, demonstrating technical accuracy (grammatical structures, spelling, punctuation, word usage) while appreciating the place and value of Bahamian dialect and other creoles in appropriate social and cultural situations**

General Objective: Confidently and correctly use the grammatical structures of standard English when writing and speaking, appreciating its difference from and not superiority to Bahamian dialect and other creoles

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.1	Identify the eight parts of speech	R	R	IT	IT	IT	IT
7.2	Distinguish between sentences and phrases	D	D	P	P	R	R
7.3	Identify , punctuate and classify sentences that are classified according to purpose – declarative, interrogative, exclamatory, imperative	R	IT	IT	IT	IT	IT
7.4	Identify and use various kinds of nouns – common, proper, compound, collective, abstract, concrete	P	R	IT	IT	IT	IT
7.5	Distinguish between singular and plural endings	R	IT	IT	IT	IT	IT
7.6	Form the plurals of nouns with regular and irregular plural endings	R	IT	IT	IT	IT	IT
7.7	Distinguish between common and proper nouns	IT	IT	IT	IT	IT	IT
7.8	Form the singular and plural of possessive nouns	P	R	R	R	IT	IT
7.9	Identify the gender of a noun- masculine, feminine, common or neuter	R	IT	IT	IT	IT	IT
7.10	Distinguish between plural nouns and possessive nouns	P	R	IT	IT	IT	IT

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General Objective: Confidently and correctly use the grammatical structures of Standard English when writing and speaking, appreciating its difference from and not superiority to Bahamian dialect and other creoles

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.11	Identify and use a variety of adjectives – quality, quantity, demonstrative, interrogative, proper, compound, etc.	D/P	P	R	IT	IT	IT
7.12	Identify, form and use adverbs of a variety of kinds – manner, number, time, place, degree	P	R	R	IT	IT	IT
7.13	Identify and use verbs – action, linking and helping	P	R	R	IT	IT	IT
7.14	Identify and use the simple present tense of regular and irregular verbs	R	R	R	IT	IT	IT
7.15	Identify and use the simple past tense of regular and irregular verbs	R	R	R	IT	IT	IT
7.16	Identify and use the simple future tense	R	R	R	IT	IT	IT
7.17	Identify and use the continuous tense of verbs	P	R	R	IT	IT	IT
7.18	Recognise and use present and past participles of regular and irregular verbs	B	D	D	P	R	R
7.19	Recognise and use the perfect tense – present, past, future	B	B	D	D	P	P
7.20	Identify and use the progressive tense of verbs	B	D	D	P	R	R
7.21	Identify and combine parts of a sentence – subject and predicate	R	IT	IT	IT	IT	IT
7.22	Practise correct subject-verb agreement in speech and writing	D	D	P	R	R	R
7.23	Identify and use simple and complete subjects and complete predicates	D/P	P	R	IT	IT	IT
7.24	Identify and correct sentence errors – sentence fragments and run-on sentences	D	D	P	R	R	R
7.25	Identify and correct sentence errors – the comma splice	D	P	P	R	R	R

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General Objective: Cconfidently and correctly use the grammatical structures of standard English when writing and speaking, appreciating its difference from and not superiority to Bahamian dialect and other creoles

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.26	Identify and use the correct gender of nouns and pronouns	IT	IT	IT	IT	IT	IT
7.27	Identify and use the correct pronoun – number and person	D	P	R	IT	IT	IT
7.28	Practise pronoun-antecedent agreement (person, number, gender)	D	D	P	R	R	R
7.29	Identify and use nominative and objective case pronouns	D	P	R	IT	IT	IT
7.30	Identify and use the correct pronoun – number and person	D	P	R	IT	IT	IT
7.31	Identify and use personal, possessive, indefinite, reflexive, interrogative, demonstrative, relative pronouns	P	R	R	IT	IT	IT
7.32	Recognise and use the positive, comparative and superlative forms of adjectives and adverbs	P	R	IT	IT	IT	IT
7.33	Distinguish between and use adverbs and adjectives	P	R	R/IT	IT	IT	IT
7.34	Identify and use adjective phrases, adverb phrases	D	P	P/R	IT	IT	IT
7.35	Identify and use prepositions and prepositional phrases	P	R	R/IT	IT	IT	IT
7.36	Identify a variety of conjunctions (coordinate or subordinate) and use them to combine sentences	P	P	R	IT	IT	IT
7.37	Identify and use interjections	IT	IT	IT	IT	IT	IT
7.38	Identify and compose sentences that are classified according to their structure – simple and compound	R	R	R	IT	IT	IT
7.39	Recognise sentence patterns and expand sentences by using these patterns e.g. subject-action verb; subject-action verb-direct object; subject-linking verb-complement (with and without modifiers)	P/R	P/R	IT	IT	IT	IT

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General Objective: Confidently and correctly use the grammatical structures of standard English when writing and speaking, appreciating its difference from and not superiority to Bahamian dialect and other creoles

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.40	Differentiate between and use transitive and intransitive verbs	-	B	D	P	R	R
7.41	Distinguish between and use active and passive voice forms of verbs	-	B	D	P	R	R
7.42	Distinguish between clauses and phrases	D	P	P	R	R	R
7.43	Classify clauses (independent, subordinate/dependent)	D	P	P	R	R	R
7.44	Identify and compose sentences that are classified according to their structure: complex, compound-complex	D	P	P	R	R	R
7.45	Identify, form and use adjective and adverb clauses	B	D	P	R	R	R
7.46	Identify, write and use participial and noun phrases	B	D	P	R	R	R
7.47	Identify and use gerunds	-	-	B/D	P/R	IT	IT
7.48	Identify and use infinitive phrases	B/D	P	R	IT	IT	IT
7.49	Write sentences that make use of parallelisms	-	B	B/D	P	R	R
7.50	Identify and use the emphatic forms of verbs	P	IT	IT	IT	IT	IT
7.51	Practise consistency of tenses	P	R	R	R	R	R
7.52	Identify and avoid the use of the double negative	R	R	R	R	R	R
7.53	Avoid using dangling or misplaced modifiers	B/D	D	P	R	R	R
7.54	Identify the mood of a verb – indicative / subjunctive/ imperative	-	-	-	B/D	P	R
7.55	Identify verbals as verb forms used as adjectives, nouns or adverbs	-	-	-	B/D	P	R
7.56	Recognize that the knowledge and practice of dialect alone may severely limit one's ability to communicate effectively	IT	IT	IT	IT	IT	IT
7.57	Translate sentences from Bahamian dialect and other creoles into standard English	IT	IT	IT	IT	IT	IT

SCOPE AND SEQUENCE

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Sub-Goal 7: **Communicate their ideas clearly and effectively using Standard English, demonstrating technical accuracy (grammatical structures, spelling, punctuation, word usage) while appreciating the place and value of Bahamian dialect and other creoles in appropriate social and cultural situations**

General Objective: Communicate meaning clearly in written texts by making use of the full range of punctuation marks

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.58	Use end marks appropriately according to the kind of sentence written	IT	IT	IT	IT	IT	IT
7.59	Use quotation marks to indicate the exact words spoken by someone	P	R	R/IT	IT	IT	IT
7.60	Use single quotation marks appropriately	B	D	D/P	P	R	R
7.61	Use quotation marks to enclose titles of chapters, short stories, poems, etc.	P/R	P/R	P/R	IT	IT	IT
7.62	Identify, form and use contractions	P	R	R	IT	IT	IT
7.63	Recognise and use the apostrophe e.g. as a symbol of possession and to show omission of letters	P	R	R	IT	IT	IT
7.64	Recognise and use the apostrophe with adjectives of time and amount	IT	IT	IT	IT	IT	IT
7.65	Use the hyphen to divide words between syllables at the end of a line, in certain compound words and with compound numbers	D	P	R	IT	IT	IT
7.66	Use the comma as a multi-purpose tool for separating elements in a phrase, clause or sentence	B	B/D	P	R	IT	IT

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General Objective: Communicate meaning clearly in written texts by making use of the full range of punctuation marks

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.67	Understand the rules of capitalization and capitalize the first letter of words in appropriate situations (places, titles, names, abbreviations, the first word of a greeting and complimentary closing of a letter, in direct quotations, when denoting family relationships)	P	R	R/IT	IT	IT	IT
7.68	Understand the rules of capitalization and capitalize the first letter of words in appropriate situations (a supreme being, sacred writings, the first person pronoun 'I', names of school subjects that are based on proper adjectives, course names followed by numerals, names of schools, organizations and churches, parts of special compound words e.g. pro-Bahamian, etc.)	P	R	R	IT	IT	IT
7.69	Use the colon appropriately when denoting time, listing items, introducing a long statement or quotation, separating two complete sentences when the second illustrates the first	-	B	D	P	R	R
7.70	Use the semi-colon appropriately	-	B	B	D	P	R
7.71	Write a variety of abbreviations correctly and appropriately	IT	IT	IT	IT	IT	IT
7.72	Use the dash appropriately	IT	IT	IT	IT	IT	IT
7.73	Use ellipses appropriately	IT	IT	IT	IT	IT	IT
7.74	Use parentheses appropriately	D	D/P	P	R	IT	IT

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Sub-Goal 7: **Communicate their ideas clearly and effectively using Standard English, demonstrating technical accuracy (grammatical structures, spelling, punctuation, word usage) while appreciating the place and value of Bahamian dialect and other creoles in appropriate social and cultural situations**

General Objective: Spell correctly across the range of complexity and use vocabulary accurately and sensitively.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.75	Use their knowledge of sound-symbol relationships and phonological patterns when spelling	R	R	R	R	IT	IT
7.76	Recognise, spell and use synonyms, antonyms and hyponyms	R	R	R	R	IT	IT
7.77	Recognise, spell and use homonyms, homographs and homophones	R	R	R	R	IT	IT
7.78	Recognise and use simple spelling patterns	R	R	R	R	IT	IT
7.79	Spell commonly occurring simple words	R	R	R	R	IT	IT
7.80	Learn the meaning, use, and spelling of common prefixes and suffixes	R	R	R	R	IT	IT
7.81	Spell words with common prefixes and suffixes	R	R	R	R	IT	IT
7.82	Check the accuracy of their spelling and the meaning of words in dictionaries and thesauruses, applying their knowledge of initial and subsequent letters and the organisation of word books, including headings, abbreviations and other conventions, as the means of locating words	R	R	R	R	IT	IT

Key: **B= Beginning** **D = Developing** **P = Proficient** **R = Reinforcing** **IT = Incidental Teaching**

General Objective: Spell correctly across the range of complexity and use vocabulary accurately and sensitively.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7.83	Learn the relevance of word families, roots and origins of words, accumulating a bank of words related to word families, such as words associated with people, home, school, church, hospital, the weather, government, body parts, food, holidays/calendar events	R	R	R	R	IT	IT
7.84	Learn the spelling of words with inflectional endings	R	R	R	R	IT	IT
7.85	Spell and use complex, polysyllabic words that conform to regular patterns	R	R	R	R	IT	IT
7.86	Spell and use increasingly complex polysyllabic words that do not conform to regular patterns	R	R	R	R	IT	IT
7.87	Break long and complex words into more manageable units, by using their knowledge of meaning and word structure	R	R	R	R	IT	IT
7.88	Memorise the visual patterns of words, including those that are irregular	IT	IT	IT	IT	IT	IT
7.89	Recognise silent letters when spelling words	IT	IT	IT	IT	IT	IT
7.90	Use the apostrophe to spell shortened forms of words	IT	IT	IT	IT	IT	IT
7.91	Proofread their writing carefully to check for errors, using dictionaries where appropriate	D	D	P	R	R	R
7.92	Develop discrimination in relation to other complexities in spelling, including heteronyms, <i>eg minute, lead, wind</i> , and sight rhymes, <i>eg tough, dough</i> .	IT	IT	IT	IT	IT	IT

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GENERAL OBJECTIVES

Sub-Goal 8: Explore and expand their understandings and communicative skills by using visual, and auditory formats to support their written and spoken messages. Students should be stimulated to communicate and respond using a variety of electronic media.

Students will be able to:

1. View numerous forms of electronic presentations for information and enjoyment, and respond critically by creating and executing audio-visual presentations designed to inform, educate and entertain different audiences.

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 8: **Explore and expand their understandings and communicative skills by using visual and auditory formats to support their written and spoken messages. Students should be stimulated to communicate and respond using a variety of electronic media.**

General Objective: View numerous forms of electronic presentations for information and enjoyment, and respond critically by creating and executing audio-visual presentations designed to inform, educate and entertain different audiences.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
8.1	Use words and phrases that convey strong feelings in electronic presentations	B	B/D	P/R	R	R	R
8.2	Deliver orally self-designed electronic presentations	B	D	D	P	R	R
8.3	Organize and report the events in a movie or other audio-visual presentations in sequential order	D	D	P	P	P	R
8.4	Dramatize scenes from literature text and record using video-camera (recording devices)	D	D	P	P	R	R
8.5	Create Language Arts projects using Microsoft Office	D	D	D	D	D	D
8.6	Use simple graphs and charts to report data using Microsoft Office	D	D	D	D	D	D
8.7	Use a rating scale to express feelings about movies, and other audio-visual electronic programs	D	D	D	D	R	R
8.8	Demonstrate an awareness of different media forms and how they contribute to communication	B	B/D	D	D	D	R
8.9	Choose the most appropriate electronic media for a presentation	B	B/D	D	D	R	R

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General Objective: View numerous forms of electronic presentations for information and enjoyment, and respond critically by creating and executing audio-visual presentations designed to inform, educate and entertain different audiences.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
8.10	Use a rubric to evaluate the content of audio- visual presentations	B	D	R	R	P	P
8.11	Communicate through electronic media	D	D	R	R	P	P
8.12	Use the internet for research and documentation	B	D	D	D	R	R
8.13	Paraphrase information taken from the internet	B	D	D	D	R	R
8.14	Create electronic media presentations and written reports using the internet	B	D	D	R	R	P
8.15	Create audio-visual electronic presentations representing a particular tone or mood	B	D	D	R	R	P
8.16	Use electronic media text to explore human relationships, new ideas and aspects of culture	B	D	D	R	R	P
8.17	Present thoughts, ideas, and feelings for specified purposes and audiences through visual and audio electronic media	D	D	D	R	R	P
8.18	Produce an audio-visual presentation for a specific audience and purpose	D	D	D	R	R	P
8.19	Gather information using electronic media such as the internet	B	D	D	R	R	P
8.20	Create websites and design presentations for the internet (i.e. YOUTUBE) to enhance communication skills	B	D	D	R	R	P
8.21	Justify choice of electronic devices used for presentation	B	D	D	D	R	P
8.22	Select media forms appropriate for the viewer's purpose	B	D	D	D	R	P

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GENERAL OBJECTIVES

Sub-Goal 9: **Interpret and evaluate audio-visual material and programs, in this way enhancing their skills in responding, and critically assessing what they see and hear.**

Students will be able to:

1. Employ a variety of strategies to comprehend and reveal their feelings and thoughts about audio-visual electronic programs.

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SCOPE AND SEQUENCE

Overarching Goal: Communicating in English Using the Thinking, Listening, Speaking, Writing, Reading, Representing and Viewing Skills, Within the Grammatical and Technical Framework of the English Language; Facilitating the Intellectual and Emotional Growth of Students through Understanding, Appreciation and Creation of Literature

Sub-Goal 9: **Interpret and evaluate audio-visual material and programs, in this way enhancing their skills in responding, and critically assessing what they see and hear.**

General Objective: Employ a variety of strategies to comprehend and reveal their feelings and thoughts about audio-visual electronic programs.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
9.1	Identify story elements in movies, and audio-visual electronic programs	D	D	D	R	R	P
9.2	Make predictions about information presented in audio-visual electronic programs	D	D	D	R	R	R
9.3	Discuss the rôle of characters from movies, and other audio-visual electronic programs	D	D	D	R	R	R
9.4	Sequence a series of events or images from movies other audio-visual electronic programs	D	D	D	R	R	R
9.5	Retell the story from a movie or other audio- visual electronic media	D	D	R	R	P	P
9.6	Recognize that media messages have different purposes	D	D	R	R	P	P
9.7	Speculate about audio-visual electronic programs for comprehension	D	D	R	R	P	P
9.8	Compare and contrast characteristics in audio -visual electronic programs	D	D	R	R	R	P
9.9	Evaluate various audio-visual electronic programs for credibility	B	B/D	D	R	R	R

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	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
9.10	Recognize that electronic media messages are created to inform, educate, entertain and persuade	D	D	D	R	R	P

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General Objective: Employ a variety of strategies to comprehend and reveal their feelings and thoughts about audio-visual electronic programs.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
9.11	Make judgments about characters, events, and setting in movies and other audio-visual electronic programs and use details to support	B	B	B/D	D	P	R
9.12	Interpret messages in advertisements	B	B	D	P	P	R
9.13	Examine the effects of audio-visual electronic programs on one's mood and emotions	D	D	P	P	P	P/R
9.14	Understand that creators of both print media and electronic media have a purpose and target audience for their work	D	D	P	P	P	R
9.15	Identify the central theme and main idea in audio-visual electronic programs	B	B/D	D	P	P	R
9.16	Explore messages found in advertisements and other audio-visual programs for comprehension	B	B	D	D	P	P
9.17	Interpret visual cues in audio-visual programs that enhance comprehension	B	B	D	D	P	P/R
9.18	Compare stories in print to with their filmed adaptations	D	D	P	P	P	P/R
9.19	Show similarities and differences in the portrayal of characters, plot and setting	D	D	P	P	P	P/R
9.20	Distinguish between factual and fictional in audio-visual electronic programs	D	P	P	P	P	P/R
9.21	Comprehend information found in pictorial graphs	D	D	D	P	P	P/R
9.22	Understand persuasive techniques in advertising	B	B/D	D	P	P	P/R
9.23	Distinguish different points of view in audio-visual electronic programs	B	B/D	D	P	P	R
9.24	Interpret verbal and nonverbal messages presented in audio-visual electronic programs	D	D	P	P	P	P/R

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General Objective: Employ a variety of strategies to comprehend and reveal their feelings and thoughts about audio-visual electronic programs.

	Objectives	Grade	Grade	Grade	Grade	Grade	Grade
		7	8	9	10	11	12
9.25	Understand the uses of the internet	B	D	D	P	P	P/R
9.26	Evaluate the emotional effects of electronic media on audiences	B	B	D	D	P	P
9.27	Describe how techniques used in audio-visual electronic media compares to techniques used in print media.			B	D	P	P/R
9.28	Analyse the use of words, sounds, and movements to convey intended message	B	D	D	P	P	P/R
9.29	Analyse the use of narrative elements in understanding movies and other audio-visual electronic media	D	D	P	P	P	P/R
9.30	Compare and contrast themes in audio-visual electronic media	B	D	D	P	P	P/R
9.31	Evaluate the pros and cons of visual and auditory advertisements	B	D	P	P	P	P/R
9.32	Make inferences based on information presented in audio-visual electronic programs	B	D	D	D	P	P/R
9.33	Examine how aspects of electronic media support the author's point of view, opinion or attitude	B	B	D	P	P	P/R
9.34	Analyse figurative verses' literal meaning in movies and other audio-visual electronic programs	B	D	D	P	P	P/R
9.35	Explain how humour, irony, metaphor, and other literary devices are used in movies and other audio -visual electronic programs	B	D	D	P	P	P/R
9.36	Analyze audio-visual electronic programs for language, subject matter and visual techniques to influence opinions, decision making and cultural perceptions	B	B	D	D	P	P/R

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General Objective: Employ a variety of strategies to comprehend and reveal their feelings and thoughts about audio-visual electronic programs.

	Objectives	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
9.37	Explore study guides for literature texts on the internet and use information to enhance responses			B/D	D	P	R
9.38	Identify the use of literary devices such as flashback, foreshadowing, imagery, and satire in movies and other audio-visual electronic programs		B	B/D	D	D	R
9.39	Respond critically to the content in audio-visual electronic programs	B	B/D	D	D	D	R
9.40	Summarize main points to avoid plagiarism when using electronic media for research	B	B/D	D	D	D	R

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