



Examples of the Secondary school curriculum taught in English

LOWER SECONDARY (year 7 to 10):

ENGLISH LANGUAGE AND LITERATURE GUIDELINES

The Secondary English programme focuses on developing skills that enable pupils to be successful, confident speakers, readers and writers. Classes may be streamed to accommodate the various levels of English proficiency among our pupils.

In reading, pupils are exposed to a variety of genres, which foster growth in fluency, comprehension and critical thinking skills and build class community. At all levels, pupils are expected to increase their reading stamina. Independent reading is a critical component of this goal. In writing, pupils work through a spiraled curriculum, which emphasizes both narrative and expository writing. English teachers model effective writing skills and strategies through direct instruction, and feedback is provided to pupils in a variety of ways. As pupils progress through the Lower Secondary, English teachers work diligently to provide a positive learning environment where all pupils can flourish as readers and writers.

The following six traits of writing are used to frame reading and writing and include organization, idea development, sentence fluency, word choice, voice and conventions. These traits inform instruction and assessment. Pupils need to learn the mechanics of writing within the context of their own work. Grammar and mechanics are taught throughout the year within the context of reading and the units of study at each grade level.

English teachers may elect some of the class material and literary works they wish to present to their class. However, all must comply with the following guidelines for English classes

1 Students will read print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the world, and to develop a deepening appreciation of aesthetic merit. Among these texts are fiction and nonfiction, classic and contemporary works.

2 Students will read a wide range of literature from many periods and genres to build an understanding of the many dimensions of human experience.

3 Students will apply a wide range of strategies to decode, comprehend, interpret, evaluate and appreciate texts.

4 Students will utilize various speaking and listening skills to communicate effectively with a variety of audiences and for different purposes.

5 Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 Students will apply knowledge of language structure, language conventions, genre, style and media techniques to create, present, discuss and critique print and non-print texts.

7 Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources, including libraries, databases, computer networks and video, to communicate their discoveries in ways that suit their purpose and audience.

8 Students will develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

9 Students will participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

10 Students will discover, appreciate and enjoy spoken, written and visual language, both as individuals and members of a community.

Example:

English Language and Literature 5e (Year 8)

In 5e (Year 8) English focuses on becoming independent readers and writers through developing skills. Students read literature in depth, explore a variety of writing genres, and learn new vocabulary along with some essential grammar concepts. Students develop their skills through reading and writing workshops, which emphasize student goals, student choice, and individualized support.

Writing

In writing workshop, pupils develop their writing skills through genre studies. Year 8 focuses on writing vignettes, poetry, and feature articles. Guided lessons allow pupils to receive structured strategies for writing these specific genres while also learning about the various stages of the writing process. Model mentor texts are used for each genre. Specific writing lessons may focus on idea development, organization, appropriate word choice, voice, or conventions.

Reading

The literature programme reinforces active reading strategies and exposes pupils to a wide variety of texts, including realistic fiction and dystopian novels. To build fluency, independent reading is required. Through their independent reading, pupils practice specific skills learned in

class and set goals for themselves based on their reading abilities. Specific reading lessons may focus on connecting, predicting, inferring, analyzing, and other skills.

Possible texts include *The Curious Incident of the Dog in the Night-time*, *The Giver*, and various vignettes, poems, and other selected mentor texts, such as excerpts from Shakespeare's work. During the study of class texts or literature groups, pupils are loaned a copy(possibly digital) of the book.

HUMANITIES

The French curriculum requires the joint study of World History and World Geography every year in Secondary School. The School chooses to offer parts of these to be taught in English for particularly relevant topics, in harmony and as a complement to the French curriculum.

The French and the English teachers shall collaborate regularly to harmonize lesson plans and ensure the best coverage of topics and issues as mandated by the French national as well as the British national curriculum.

Example:

History 4e (Year 9)

(bilingual)

The Year 9 History and Geography course is designed in the French curriculum to focus on the Modern Times in the world in the 18th and 19th centuries, and is taught in French. However one hour per week the class will be taught in English by a native teacher, with an emphasis on parts of the curriculum and events relevant to the English culture: the building of the British Empire, the North American Colonies, the American Revolution (in relation with both the French Revolution), the roots of World War I, Europe at the dawn of the 20th century.

Current events are a continual focus as pupils connect historical events to present day via newspapers and other media sources. Throughout the year, pupils examine multiple perspectives, utilize primary and secondary sources and practice the skill of using evidence to support their point of view. Varied perspectives are explored starting with a brief review of the French Revolution, followed by an in-depth study of the challenges of creating a new government. Students examine the newly formed French government and Declaration des Droits de l'Homme et du Citoyen, and compare it to the British structure. Issues surrounding human rights range from past to present through a study of French and UK related involvement, from subjugation to modern-day slavery. Students then study conflict and world wars with an in-depth investigation of the European theater in World War I.

This is an important time to practice critical learning skills, throughout this year, pupils work on developing and honing skills such as: historical research, the art of argument (both oral and written), examining primary documents, and analyzing historical issues.