

ENGLISH LITERATURE
Semester One

Grade: 10

Period: I

Unit: Literature

Topic: African Prose and Literary Devices

Outcomes	Learning Objectives:	Contents	Activities	Materials/Resources	Competencies/Assessment
<p>Learners are able to demonstrate an understanding of literature as a set of related systems and write stories applying the elements of literature</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Identify various themes in a story and textual evidence 2. Compare gender roles in society in relation to sexuality 3. Outline causes of infighting in a story 4. Identify how confrontations between settlers and indigenous affect lives 5. Discuss literary devices in a given prose 	<ol style="list-style-type: none"> 1. Elements of Literature 2. Literary Devices 3. Main issues running through the novel; polygamy, female circumcision, and beating of wives 4. Major and minor characters 5. Kinds of novel: Tragedy, Comedy, Tragic-Comedy, 6. Identify different themes <ol style="list-style-type: none"> a) Grief b) Social class c) The land d) Love e) Infighting f) Women's role in society 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Assign learners to read African novels and make a report. 2. Group learners to discuss main issues running through the novel 3. Class discussion on figurative expressions (Metaphor, Simile, Personification) 4. Learners role play the effects of confrontation between group of people 	<p>Primary Texts Weep Not Child by Ngugi wa Thion'go</p> <p>We wear the mask by Paul Laurence Dunbar-</p> <p>Other Resources/Supplementary Readings Prentice Hall, Literature Audio/ Visual in DVDs</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Creativity and Innovation Skills • Effective Communication Skills <p><u>Assessment Strategies that can be used to check competency; select relevant options.</u></p> <ul style="list-style-type: none"> • Quizzes • Class work, • Homework, • Presentations • Debates

		g) Family loyalty h) Violence 7. Read selected poems	5. Discuss and debate gender role in the school, home and the society 6. Assign learners to write their own short story.		
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Period: II

Unit: Literature

Topic: African Drama

Outcomes	Learning Objectives:	Contents	Activities	Materials/Resources	Competencies/Assessment
Learners are able to write drama depicting the traits and roles of actors and actresses	Upon completion of this topic, learners will: 1. Interpret African drama 2. Distinguish various types of drama 3. Outline the traits and roles of actors/actresses in a drama 4. Utilize figurative language in given works	1. Various types of drama 2. The traits and roles of actors/actresses in a drama 3. African Drama: <ul style="list-style-type: none">• Harvest of Corruption• Frank Ogodo Ogbeche• The Blood of a Stranger 4. Figurative language 5. Drama writing	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, and learning styles. 1. Discuss types of drama, traits and roles of actors and actresses in a drama 2. Assign learners to read selected African drama 3. Assign learners to outline figurative language and discuss them in class 4. Group learners to write their own drama	Primary Texts Harvest of Corruption by Frank Ogodo Ogbeche The Blood of a Stranger by Dele Charley	Expected Competencies <ul style="list-style-type: none">- Effective Communication Skills- Analytical Skills- Creative and Innovation Skills Assessment Strategies that can be used to check competency; select relevant options. <ul style="list-style-type: none">- Quizzes- Classwork- Homework- Oral presentations

Semester One

Grade: 10

Period: III

Unit: Literature

Topic: Poetry Reading

Outcomes	Learning Objectives:	Contents	Activities	Materials/Resources	Competencies/Assessments
Learners are able to demonstrate knowledge of poetry	Upon completion of this topic, learners will: <ol style="list-style-type: none"> 1. Interpret different types of Poetry 2. Appreciate poetry as a work of art 3. Analyze poems using literary devices 4. Discuss the rhyming scheme in a poem 	<ol style="list-style-type: none"> 1. Types of Poetry: <ul style="list-style-type: none"> - Lyric - Narrative - Dramatic 2. Subject Matter; Tone; Literary techniques; Mood; Rhyme; Rhyme Scheme; Rhythm; Meter; diction 3. Poetry: Reading selected African 4. Rhyming scheme Identification 5. Literary Devices 6. Poem writing 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Group learners to discuss and interpret different types of poetry 2. Assign learners to read selected African poems and present report 3. Learners work in groups to identify rhyming scheme in poetry 4. 5. Learners discuss and analyze poems using figurative language 6. Individual learners write their own poem 	<p>Primary Texts Ebony Dust by Birago Diop- Vanity</p> <p>Secondary Texts Literature (Pearson)</p> <p>Other Resources/ Supplementary Readings Audio/Visuals in DVDs on poetry</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> - Analytical Skills - Organizational Skills - Effective Communication Skills <p>Assessment Strategies that can be used to check competency; select relevant options.</p> <ul style="list-style-type: none"> - Quizzes - Classwork - Homework - Oral Presentations

Semester Two

Grade: 10

Period: IV:

Topic: Non-African Prose

Outcomes	Learning Objectives	Contents	Activities	Materials/Resources	Competencies/Assessment
Learners are able to summarize Non-African Prose, create poetic effects and write poems.	Upon completion of this topic, learners will: 1. Outline subject matter, conflict, setting, moral, cultural values, and implications in selected Non-African Prose 2. Utilize figurative language 3. Summarize non-African prose in the form of book reports 4. Analyze different kinds of writings 5. Make Inferences of the point of view of a novel	1. Non-African Prose 2. Figurative Language 3. Elements of Literature 4. Points of views from which a prose is written 5. Effective book report 6. Compose prose to create poetic effects	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. 1. Guide learners to read Non-African prose 2. Discuss the use of figurative language 3. Discuss the format of a book report; have learners write book report. 4. Learners must write prose using figures of speech to create poetic effects.	Primary Texts She stoops to Conquer by Oliver GoldSmith Other Resources/ Supplementary Reading Audio/ Visuals in DVDs On non -African Prose	<u>Expected Competencies</u> <ul style="list-style-type: none">• Creativity and Innovation Skills• Effective Communication Skills <u>Assessment Strategies that can be used to check competency; select relevant options.</u> <ul style="list-style-type: none">• Quizzes,• Classwork• Homework• Oral Presentations

			<ol style="list-style-type: none">5. Discuss the writing process of the different kinds of writings; have learners prepare essay and descriptions using the writing process.6. Discuss the point of view from which a prose is written7. Compose own prose to create poetic effects		
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Semester Two

Grade: 10
Period: V

Topic: African Drama

Outcomes	Learners Objectives	Contents	Activities	Materials/Resources	Competencies/Assessment
Learners are able to demonstrate knowledge of African Drama and relate them to real life situations	Upon completion of this topic, learners will: <ol style="list-style-type: none"> 1. Sequence drama by scenes and acts 2. Explain drama exposition 3. Distinguish the different types of drama 4. Develop drama writing skills 5. Relate events in a drama to real life situations 	<ol style="list-style-type: none"> 1. African Drama/ Selected Non-African Drama- a comparison 2. Literary devices Exposition, Plot, Conflict, Climax, Resolution, Tragic Hero, Tragic Flaw, Protagonist, Antagonist, Irony, Dialogue, Comedy, Tragedy, Tragic-Comedy, Melodrama 3. Similarities and differences in drama 4. Drama writing and acting 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Assign learners to read selected African drama 2. Divide learners into two groups to brainstorm on the similarities and differences of the different types of drama 3. Learners discuss drama exposition and critically answer questions appertaining to the African drama 4. Assign learners to summarize literary devices and discuss them in class 5. Divide learners in pairs to write their own drama and the best drama acted out in class. 	<p>Primary Texts</p> <p>Harvest of Corruption by Frank Ogodo Ogbeche</p> <p>The Blood of a Stranger by Dele Charley</p> <p>Secondary Texts</p> <p>Ebony Dust by Bai T. Moore</p> <p>Murder In the Cassava Patch by Bai T. Moore</p> <p>Other Resources/Supplementary Readings</p> <p>Prentice Hall Literature www.naijapoets.com</p> <p>Audio/Visuals in DVDs</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication Skills • Analytical Skills • Organizational Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Oral Presentations • Drama presentation

SEMESTER TWO

Grade: 10

Period: VI

TOPIC: NON-AFRICAN POEMS

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to demonstrate an understanding of non-African poems	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Analyze non-African poems based on theme, tone, mood, atmosphere, literary devices Deduce the Main Idea and Supporting ideas of a poem Evaluate the tone, mood, atmosphere of a poem with the use of imagery Explain the kinds of poem 	<ol style="list-style-type: none"> The elements of poem: <ul style="list-style-type: none"> Theme, tone, mood, atmosphere, Literary devices. Kinds of poems Imagery: Audio/Visual Poem writing 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> Assign learners to read selected non-African poems Divide learners into groups to discuss the elements of poems, types of poems and their characteristics Learners work in groups of three to analyze a poem and evaluate the tone, mood, atmosphere using imagery and its effects Guide learners to generate their own poems 	<p>Primary Texts</p> <p>Piano and Drums by Gabriel Okara</p> <p>The Gods are not to Blame by Ola Rotimi's</p> <p>Animal Farm by George Orwell,</p> <p>Secondary Texts</p> <p><i>Brave New World</i> by Aldous Huxley</p> <p>Other Resources/Supplementary Readings</p> <ul style="list-style-type: none"> www.naijapoets.com Audio/Visuals in DVDs 	<p>Expected Competencies</p> <ul style="list-style-type: none"> Organizational Ability Effective communication Analytical Skills Creativity and innovation Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> Quizzes Class work Homework Assignments Oral Presentations

Semester One

Grade: 11

Period: I
Topic: African Prose

Outcomes	Learning Objectives:	Contents	Activities	Materials/Resources	Competencies/Assessment
Learners are able to appreciate African Prose and formulate personal opinions	Upon completion of this topic, learners will: 1. Analyze African Prose in relation to the writer's point of view 2. Determine textual evidence in an African Prose 3. Identify literary devices used in African Prose 4. Formulate and defend personal opinions on selected African Prose 5. Discuss sexuality issues based on African Prose	1. African prose 2. Figurative Expressions 3. Cultural background of texts noting the important ideas; major substance of the storyline 4. Themes in a prose- grief, social class, land issue, love women's role in society family loyalty, and violence 5. Composing prose 6. Sexuality	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. 1. Assign learners to read selected African prose and formulate/defend personal opinions 2. Learners discuss author's background and style, various themes, the story's main line, and the cultural relevance 3. Take home assignment for learners to summarize figurative expressions 4. Discuss Sexuality issues emanating from the African Prose 5. Learners compose their own prose	Primary Texts Weep Not Child by Ngugi Wa Thiong'o The Gods are not to Blame by Ola Rotimi's The Rain and the Night by Wilton Sankawulo Secondary Texts A selection of African Poetry by Senanu Other Resources www.naijapoets.com Audio/Visuals and DVDs Graphic organizers	Expected Competencies <ul style="list-style-type: none">• Creativity and Innovation Skills• Analytical Skills• Effective Communication Skills Assessment Strategies that can be used to check competency; select relevant options <ul style="list-style-type: none">• Quizzes,• Classwork,• Homework,• Oral Presentations

Semester One

Grade: 11

Period: II
Topic: African Drama

Outcomes	Learners Objectives	Contents	Activities	Materials/Resources	Competencies/Assessment
<p>Learners are able to use drama to explore, formulate, and express ideas, perceptions, and feelings</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Discuss the exposition, themes, and characters of selected African drama 2. Explain the different types of drama <p>Compare and contrast dramatic forms from different cultures</p>	<ol style="list-style-type: none"> 1. African Drama: Selected African Drama 2. Explain that drama is written in acts and scene 3. Drama consist of different actors 4. Culture, values, norms, and their significance to society. 5. Main issues and ideas running through the drama 6. Composing drama 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Assign learners to read selected African Drama and share their opinions with the class 2. Organize learners to outline and discuss the use of literary terminologies in the writing of drama 3. Demonstrate the acts and scenes of drama 4. Give learners home work to compose their own drama and the best drama acted out in class 	<p><u>Primary Texts</u></p> <ul style="list-style-type: none"> • Harvest of Corruption by Frank Ogodo Ogbeche • The Blood of a Stranger by Dele Charley <p><u>Secondary Texts</u></p> <p>Why No One Knows When He Will Die by Wilton Sankawolu</p> <p>Other Resources/Supplementary Readings</p> <p>www.onestopenenglish.com Audio/Visuals and DVDs</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Creativity and Innovation Skills • Analytical Skills • Effective Communication Skills <p><u>Assessment Strategies that can be used to check competency; select relevant options</u></p> <ul style="list-style-type: none"> • Quizzes, • Classwork, • Homework, • Oral Presentations

Semester One

Grade: 11

Period: III

TOPIC: AFRICAN PROSE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to summarize characters roles in a story, use literary devices and write prose	Upon completion of this topic, learners will: <ol style="list-style-type: none"> Examine the issues of marriage and faithfulness in a story Analyze the roles of major and minor characters in a story Describe the techniques used by poets to convey feelings and emotions. Depict character roles using graphic organizers 	African Prose <ol style="list-style-type: none"> Themes: <ul style="list-style-type: none"> Cultural beliefs Maltreatment, Loneliness Widowhood Hostility Death Literary devices <ul style="list-style-type: none"> Foreshadowing Suspense Flashback Symbolism Using graphic organizers Writing Prose 	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. <ol style="list-style-type: none"> Assign learners to read selected African prose Class discussion on various themes in African prose. Divide learners into groups of two to discuss and develop graphic organizers to depict character roles Pair learners to write prose 	<p>Primary Texts <i>Lonely Days by Bayo Adebowale</i></p> <p>The Panic of Growing Older by Lenrie Peter</p> <p>Ambush by Gbemisola Adeoti</p> <p><i>A Selection of African Poetry</i> Senanu</p> <p><i>Ebony Dust</i> by Bai T. Moore, (Star Books, 2010)</p> <p>Secondary Texts <i>Brave</i> by Aldous Huxley</p> <p>Other Resources/Supplementary Readings www.naijapoets.com www.slideshare.net Audio/Visuals & DVDs</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> Organizational Ability Effective Communication Skills Analytical Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> Quizzes Class work, Homework Assignments Oral Presentations

Semester Two

Grade: 11

Period: IV

TOPIC: NON-AFRICAN PROSE

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to demonstrate understanding of non-African prose and recognize cultural diversity in the context of prose	Upon completion of this topic, learners will: 1. Identify elements of non – African prose 2. Analyze roles of characters in selected non-African prose 3. Prepare a summary report of selected non-African prose using approved formats 4. Utilize figurative expressions in given texts	<ol style="list-style-type: none"> 1. Non – African prose <ul style="list-style-type: none"> - Themes - Style - Content - Plot - Conflict 2. Use of Figurative Expressions 3. Book report format <ul style="list-style-type: none"> - Cover page - Acknowledgement - Table of contents - Introduction - Conclusion - Bibliography 4. Points of view 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Learners read selected non-African prose and discuss themes, style, plot, content, and conflict 2. Assign learners to outline and discuss figurative expressions used in non-African prose 3. Learners adopt and use sample format to write book report of selected non-African prose 	<p>Primary Texts Native Son by Richard Wright The Last Goodman by Patience Swift <i>The Village Son</i> by Dr. Evelyn S. Kandakai <i>Ebony Dust</i> by Bai T. Moore (Star Books, 2010)</p> <p>Secondary Texts <i>Brave</i> by Aldous Huxley <i>New World Literature</i> (Pearson)</p> <p>B. Other Resources/Supplementary Readings www.naijapoets.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> - Research and Problem Solving - Effective Communication Skills - Creativity and Innovation Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> - Quizzes - Class work - Homework - Assignments - Oral Presentations

Semester Two

Grade: 11

Period: V

TOPIC: NON-AFRICAN DRAMA

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to interpret drama scenes and acts and appreciate diversity of values and practices in non-African drama	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Discuss non - African drama and elements 2. Utilize figurative language in Non- African Drama 3. Analyze Non-African drama by scenes and acts 4. Appreciate cultural values, practices, and implications in non – African drama 	<ol style="list-style-type: none"> 1. Non-African Drama 2. Use Figurative Language 3. Exposition, (plot, conflict, climax, resolution), theme, tragedy, comedy 4. Literary Devices: 5. Irony, Flashback, Foreshadowing, Dialogue, Tragic Hero 6. Cultural values, practices and implications. 7. Discuss plot (rising, climax and falling actions) 8. Apply prior knowledge to construct drama 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Assign learners to read and summarize selected Non-African drama 2. Learners discuss the plot diagram, theme, tragedy, comedy, and tragic-comedy in non-African drama 3. Learners discuss and outline literary devices used by writers in Non- African drama 4. Divide learners in a group of two to discuss the implications of cultural values and practices display in non-African drama 5. Learners write and role play drama in mixed groups 	<p>Primary Texts</p> <p><i>She Stoops to Conquer</i> by Oliver GoldSmith</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p><i>The Village Son</i> by Dr. Evelyn S. Kandakai</p> <p><i>Ebony Dust</i> by Bai T. Moore, (Star Books, 2010)</p> <p>Secondary Text</p> <p><i>Brave</i> by Aldous Huxley,</p> <p><i>New World Literature</i> (Pearson)</p> <p>Senanu, <i>A Selection of African Poetry</i></p> <p>B. Other Resources/Supplementary Readings</p> <p>www2.nkfust.edu.tw</p> <p>www.naijapoets.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> - Creativity and Innovation Skills - Effective Communication Skills - Organizational Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> - Quizzes - Classwork - Homework - Assignments - Oral Presentations - Role play/Observation

Semester Two

Grade: 11
Period: VI

TOPIC: NON-AFRICAN POETRY

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to analyze poetry and appreciate diversity of values and practices of non-African poetry	Upon completion of this topic, learners will: 1. Differentiate the types of poetry and their forms 2. Analyze non-African poetry using literary devices and imageries 3. Apply figurative expressions in poetry	1. Types of Poetry: - Narrative - Lyric - Dramatic - Pastoral - Didactic - Satiric - Sonnet - Elegy - Ballad 2. Selected Non-African Poetry 3. Use of Figurative expressions 4. Selected poetry and unperceived poetry. 5. Constructing Non-African poetry	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. 1. Assign learners to read and summarize selected Non-African poetry 2. Group learners to review and discuss figurative expressions 3. Divide learners into groups to discuss the types of poetry, the differences and characteristics of Shakespearean and Patrician sonnets. 4. Give learners project to construct short poetry	<u>Primary Texts</u> <i>The School Boy</i> by William Blake <i>She Stoops to Conquer</i> by Oliver GoldSmith <i>The Village Son</i> by Dr. Evelyn S. Kandakai <i>Ebony Dust</i> by Bai T. Moore, (Star Books, 2010) <u>Secondary Texts</u> Aldous Huxley, <i>Brave New World Literature</i> (Pearson)	<u>Expected Competencies</u> - Creativity and Innovation Skills - Effective Communication Skills - Analytical Skills <u>Assessment Strategies that can be used to check competency; select relevant options</u> - Quizzes - Class work - Homework - Assignment - Oral Presentation - Project

SEMESTER ONE

GRADE: 12
PERIOD: I

TOPIC: AFRICAN POEMS AND FIGURATIVE EXPRESSIONS

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to formulate , express ideas, perceptions, and feelings through poems	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Analyze a poem based on theme, form, tone, mood, literary devices, cultural and societal relevance Create short poems using different themes Utilize figurative expressions in poems 	<ol style="list-style-type: none"> African Poems <ul style="list-style-type: none"> Subject - matter of a Poem, Tone Atmosphere Mood Literary devices Relevance of Poem to society Form etc. Figurative Expressions Construction of poems 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> Divide learners in pairs to review and analyze elements of selected African poems Review figurative expressions and discuss the literary devices of given poems and their cultural and societal relevance Give learners individual assignments to construct poems using different themes 	<p>Primary Texts</p> <p>The Panic of Growing Older by Lenrie Peter</p> <p>The Anvil and the Hammer by Kofi Awoonor</p> <p>The Rain and the Night by Wilton Sankawulo (Star Books, 2010)</p> <p>The Gods are not to be Blame by Ola Rotimi's Senanu, Selection of African Poetry</p> <p>Secondary Texts</p> <p><i>Brave</i> by Aldous Huxley</p> <p>Other</p> <p>www.naijapoets.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> Research And Problem Solving Analytical Skills Creativity and innovation Skills Effective Communication Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> Quizzes Classwork Homework Oral Presentations

GRADE: 12

PERIOD: II

TOPIC: NOVELS and LITERARY DEVICES

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
<p>Learners are able to relate themes in novels to social issues as well as analyze the roles of character in a novel</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Summarize selected novels in the form of a book report Examine the issues of marriage and faithfulness in a story Relate themes in novels to society or other situations <p>Analyze characters in a novel using graphic organizers</p>	<p>Novels and various themes:</p> <ul style="list-style-type: none"> Cultural Beliefs Maltreatment Loneliness Widowhood Hostility Death Grief Social Class The Land Love Infighting Family Loyalty Violence and Women's role in society <ol style="list-style-type: none"> Literary Devices <ul style="list-style-type: none"> - Symbolism - Characterization - Imagery - Foreshadowing - Suspense - Flashback Writing Book Report 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> Assign learners to review and summarize selected novels in pairs Class discussion on the various themes of novels Learners work in groups to outline and discuss literary devices Assign learners to summarize a novel in the form of book report and present to class 	<p>A. Primary Texts</p> <p>Lonely Days by Bayo Adebowale</p> <p>Faceless by Amma Darko</p> <p>The Rain and the Night by Wilton Sankawulo</p> <p><i>The Gods are not to be Blame by Ola Rotimi's</i></p> <p><i>Selection of African Poetry, Senanu</i></p> <p>Secondary Texts</p> <p><i>Brave by Aldous Huxley</i></p> <p>Other</p> <p>www.slideshare.net</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> - Research and Problem Solving - Analytical Skills - Creativity and innovation Skills - Effective Communication Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> - Quizzes - Classwork - Homework - Oral Presentations

SEMESTER ONE

GRADE: 12

PERIOD: III

TOPIC: NON-AFRICAN DRAMA / LITERARY DEVICES

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to examine and demonstrate non-African drama	Upon completion of this topic, learners will: 1. Discuss drama as a representation of life, style, culture, values, and norms 2. Review literary devices 3. Distinguish the types of drama, their cultural and contemporary relevance 4. Explain the use of flashback and imagery in non – African	1. Non-African Drama. 2. Reviewing Literary devices - Comedy - Tragedy - Tragic-Comedy - Melodrama - Cultural Significance - Contemporary relevance - Flashback - Imagery - Suspense 3. Dictions used by authors	Inclusive and differentiated learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. 1. Group learners in pairs to list and discuss literary devices used in non-African drama 2. Assign learners to review the use of flashback, imagery, suspense and dictions used in non – African drama 3. Assign learners to review and write a report on selected Non-African drama	A. Primary Texts <i>Macbeth by Shakespeare</i> <i>Twelfth Night by Shakespeare</i> <i>The Tragedy of Othello by Shakespeare</i> <i>The Rain and the Night</i> by Wilton Sankawulo (Star Books, 2010) <i>The Gods are not to be Blame by Ola Rotimi</i> Secondary Texts <i>Brave by Aldous Huxley</i> Other www.naijapoets.com www.onestopenglish.com	Expected Competencies - Analytical Skills - Organizational Ability - Effective Communication Skills Assessment Strategies that can be used to check competency; select relevant options - Quizzes - Classwork - Homework - Assignments - Oral Presentations

	Drama				
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SEMESTER TWO

GRADE: 12

PERIOD: IV

TOPIC: PROSE, POETRY, DRAMA AND LITERARY DEVICES

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to distinguish literary work and relate same to life experiences	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Compare and contrast prose, poetry, and drama as part of literary work 2. Summarize the themes and lesson learned in selected prose, poetry and drama 3. Compose prose, poetry, and drama using literary devices 	<ol style="list-style-type: none"> 1. Prose, Poetry and Drama, 2. Literary Devices <ul style="list-style-type: none"> - Style - Content - characters roles and traits in Prose, poetry and Drama - Theme - Tone - Mood 3. Writing a prose, poetry and drama 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Divide learners in two groups to compare and contrast prose, poetry, and drama and make presentation 2. Discuss and review literary devices 	<p>A. Primary Texts</p> <p>Faceless by Amma Darko</p> <p>Lonely Days by Bayo Adebowale</p> <p>Native Son by Richard Wright</p> <p>A Raisin in the Sun by Lorraine Hansberry</p> <p>Clipping the Claws by K. Moses Nagbe</p> <p>Crossing the Bar by Lord Alfred Tennyson</p> <p>Macbeth by Shakespeare</p> <p>Twelfth Night by Shakespeare</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> - Analytical Skills - Creativity And Innovation Skill - Effective Communication Skills <p><u>Assessment Strategies that can be used to check competency; select relevant options</u></p> <ul style="list-style-type: none"> - Quizzes - Class work - Homework - Assignments - Oral - Presentations - Project

			<p>derived from selected literary works</p> <p>3. Assign learners to analyze selected literary works, summarize the themes and explain the lesson learned</p> <p>4. Give each learner a project or assignment to write short prose, poetry and drama</p>	<p><i>The Rain and the Night</i> by Wilton Sankawulo (Star Books, 2010)</p> <p><i>The Gods are not to be Blame</i> by Ola Rotimi</p> <p><u>Secondary Texts</u> <i>Brave</i> by Aldous Huxley</p> <p><u>Other</u> www.slideshare.net</p>	
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SEMESTER TWO

GRADE: 12

PERIOD: V

TOPIC: REVIEWING PAST EXAMINATION PAPERS (WASSCE)

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to explore, formulate, and express ideas, and perceptions, from past examinations	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Answer examination questions observing content, expression, mechanics, and style 2. Apply knowledge gained from past examinations to respond effectively to future examinations 	<ol style="list-style-type: none"> 1. Answer questions from past WASSCE papers 2. Literary Devices 3. Discuss past questions in prose, poetry, drama 4. Discuss various themes, characters, exposition, tone, mood 5. Review contents, expressions, mechanics, and styles. 6. Drill for literary devices using examples 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities and learning styles.</p> <ol style="list-style-type: none"> 1. Review past WASSCE examinations, especially on how to answer public test questions. 2. Discuss literary devices 3. Review and discuss questions in prose, poetry, and drama 4. Review and discuss themes, characters, exposition, tone, and mood 5. Review and discuss the different mechanics, diction, and styles used in 	<p><u>A. Primary Texts</u></p> <p>Faceless by Amma Darko</p> <p>Lonely Days by Bayo Adebowale</p> <p>The Last Goodman by Patience Swift</p> <p>She stoops to Conquer by Oliver GoldSmith</p> <p>Vanity by Birago Diop</p> <p>Macbeth by Shakespeare</p> <p><u>B. Secondary Texts</u></p> <p>Past WASSCE</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> - Research and Problem Solving - Organizational Skills - Effective Communication Skills <p><u>Assessment Strategies that can be used to check competency; select relevant options</u></p> <ul style="list-style-type: none"> • Quizzes • Class work • Homework • Assignments • Oral

			writings 6. Review and discuss various literary devices with examples	Examination Papers	<ul style="list-style-type: none"> • Presentations • Debates
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SEMESTER TWO

GRADE: 12

PERIOD: VI

TOPIC: MORE REVIEW WITH PAST EXAMINATION PAPERS, PROSE, POEMS, AND DRAMA

OUTCOMES	Learning Objectives	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	Competencies/Assessment
Learners are able to analyze test questions and demonstrate skills in examination.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Answer examination questions observing content, expression, mechanics, and style. 2. Analyze past examination questions 3. Summarize any given poem, novel, and play 4. Utilize literary devices effectively 	<ol style="list-style-type: none"> 1. Reviewing past examinations questions on selected Poems, Novels and Plays. 2. Survey of literary devices 3. Discuss past questions in Prose, Poetry, Drama 4. Discuss Themes, Characters, Exposition, Tone, Mood, and Plots 5. Content, expression, mechanics, style. 6. Drill for literary devices using examples 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> 1. Reviewing and discussing past WASSCE examinations questions on selected poems, novels, and plays. 2. Survey of literary devices 3. Review and discuss various themes, characters, exposition, tone, mood and plots 4. Review and discuss the 	<p><u>Primary Texts</u></p> <p><i>Faceless by Amma Darko</i></p> <p><i>Lonely Days by Bayo Adebowale</i></p> <p><i>Native Son by Richard Wright</i></p> <p><i>The Castle of Otranto by Horace Walpole</i></p> <p><i>Othello by Shakespeare</i></p> <p><i>The Rain and the Night by Wilton Sankawulo (Star Books, 2010)</i></p> <p><u>Secondary Texts</u></p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> - Research and Problem Solving Skills - Analytical Skills - Effective Communication Skills - Organizational Skills <p><u>Assessment Strategies that can be used to check competency; select relevant options</u></p> <ul style="list-style-type: none"> - Quizzes - Class work - Homework - Assignments - Oral Presentations - Debates.

			mechanics, diction, and style used in given work	Past WASSCE Examination Papers and Syllabuses	
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