

INTRODUCTION

The appreciation and reading of literature contribute immensely to the intellectual formation of learners. The continuous development of critical thinking skills and the shaping of moral judgment of human issues. Moreover, it provides pleasure.

The General objectives for Grades 10 – 12 Literature in English:

- 1. Distinguish various types of Literature and their associated techniques of composition.**
- 2. Appreciate Literature as a powerful tool for communicating different human conditions.**
- 3. Appreciate the organized and effective use of language demonstrated in Literature and acquire the necessary skills in the use of such language.**
- 4. Develop acute imagination and creativity in the use of language.**

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE: 10

PERIOD: I

TOPIC: FIGURATIVE EXPRESSIONS AND SHAKESPEAREAN DRAMA

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to demonstrate an understanding of literature as a set of related systems and write plays applying the elements of literature	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Discuss literary devices in a given drama 2. Identify various themes in a drama with textual evidence 3. identify the various characters and their roles 4. Identify the major and minor conflicts in the drama 	<ol style="list-style-type: none"> 1. Elements of Literature 2. Literary Devices 3. Main issues running through the drama 4. Major and minor characters 5. Kinds of drama: Tragedy, Comedy, Tragic-comedy, 6. Identify the different themes 	<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. Class discussion on figurative expressions (Metaphor, Simile, and Personification), etc. 2. Assign learners to read selected Shakespearean drama 3. Group learners to discuss main issues running through the drama 4. Learners to dramatize the play 5. Assign learners to write their own play 	<p>Primary Texts A Midsummer Night's Dream by William Shakespeare Let Me Die Alone by John K. Kargbo</p> <p>A Government Driver On His Retirement By Onu Chibuike</p> <p>Other Resources/Supplementary Readings Prentice Hall, Literature Audio/ Visual in DVDs Listen to the Story Teller—A critical Thinking Liberian Anthology (T. Michael Weah & Llold Aidoo)</p> <p>Links: www.africanbookscollective.com www.literarydevices.net www.study.com www.vocabulary.com </p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Creativity and Innovation Skills • Effective Communication Skills • Digital 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, • Dramatization

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www.poetryfoundation.org

www.poetryoutloud.org

SEMESTER ONE

GRADE: 10

PERIOD: II

TOPIC: FIGURATIVE EXPRESSIONS AND SHAKESPEAREAN DRAMA

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to write drama depicting the traits and roles of characters	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Interpret Shakespearean drama 2. Distinguish various types of drama 3. Outline the traits and roles of characters in the drama 4. Utilize figurative expressions in a given work of arts 	<ol style="list-style-type: none"> 1. Various types of drama 2. The traits and roles of characters in a drama 3. Shakespearean Drama: Midsummer Night's Dream 4. Figurative expressions 5. Drama writing 	<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. Discuss types of drama, traits and roles of characters in the drama 2. Assign learners to read selected Shakespearean drama 3. Assign learners to identify and discuss the figurative expressions as used in the drama 4. Group learners to write their own drama 	<p>Primary Texts</p> <p>A Midsummer Night's Dream by William Shakespeare</p> <p>The Lion and the Jewel by Wole Soyinka</p> <p>Black Woman by L.S. Senghor</p> <p>Bats by D.H. Lawrence</p> <p>Other Resources/Supplementary Reading</p> <p>Prentice Hall Literature</p> <p>Links: www.naijapoets.com</p> <p>Audio/visual in DVDs</p> <p>www.africanbookscollective.com</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p> <p>www.classicsenglishliterature.com</p> <p>www.formalpoetry.com</p> <p>www.poetryfeast.com</p> <p>www.poetryfoundation.org</p> <p>www.poetryoutloud.org</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective Communication Skills • Analytical Skills • Creative and Innovation Skills • Digital Skills <p>Assessment Strategies that can be used to check competency; select relevant options.</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Group Dramatization

SEMESTER ONE

GRADE: 10

PERIOD: III

TOPIC: AFRICAN DRAMA

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to demonstrate knowledge of African Drama and relate them to real life situations	<p>Upon completion of this topic, learners will:</p> <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 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. Play 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 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 selected African drama 4. Assign learners to identify and discuss Literary devices 	<p>Primary Texts The Lion and the Jewel (by Wole Soyinka) Second Class Citizen (by Buchi Emecheta) The Rock (Darlington Johnson) Prentice Hall, Literature Audio/ Visual in DVDs Listen to the Story Teller—A Critical Thinking Liberian Anthology (T. Michael Weah & Llord Aidoo) The Definition of Love (by Andrew Marvell)</p> <p>Other Resources/ Supplementary Readings</p> <p>Prentice Hall Literature</p> <p>Links:</p> <p>www.naijapoets.com</p> <p>www.africanbookscollective.com</p> <p>www.literarydevices.net</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Organizational Skills • Digital Skills <p>Assessment Strategies that can be used to check competency; select relevant options.</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Dramatization

			5. Divide Learners in pairs to write their own plays and the best play acted out in class	<u>www.study.com</u> <u>www.vocabulary.com</u> <u>www.classicsenglishliterature.com</u> <u>www.formalpoetry.com</u> <u>www.poetryfeast.com</u> <u>www.poetryfoundation.org</u> <u>www.poetryoutloud.org</u> Audio/Visuals in DVDs	
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SEMESTER TWO

GRADE: 10

PERIOD: IV:

TOPIC: AFRICAN PROSE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to demonstrate their understanding of Literature as a set of related system and applying the Literary devices	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Interpret different types of Prose 2. Appreciate Prose as a work of art 3. Analyze Prose using Literary devices 	<p>1. Types of Prose</p> <ul style="list-style-type: none"> • Fictional Prose • Non-fictional Prose • Heroic Prose 	<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 prose 2. Assign learners to read selected African Prose and present report 3. Learners discuss and analyze Prose using figurative expression 	<p>Primary Texts</p> <p>Second Class Citizen by Buchi Emecheta The Invisible Man by Ralph Ellison Caged Bird by Maya Angelo The Song Of Women Of My Land by Oumar Farouk Sesay</p> <p>Other Resources/ Supplementary Readings</p> <p>Village Son (by Dr. Kandakai) The Spot(T. Michael Weah)</p> <p>Audio/ Visuals in DVDs on Prose</p> <p>www.africanbookscollective.com www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com www.poetryfoundation.org www.poetryoutloud.org</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Analytical skills • Organizational skills • Effective communication skills • Digital Skills <p>Assessment Strategies that can be used to check competency; select relevant options.</p> <ul style="list-style-type: none"> • Quizzes, • Classwork • Homework • Book Report

SEMESTER TWO

GRADE: 10

PERIOD: V

TOPIC: AFRICAN PROSE

OUTCOMES	LEARNERS OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to summarize given African Prose and write a short story (biography and article, etc.)	<p>Upon completion of topic, learners will:</p> <ol style="list-style-type: none"> 1. Outline subject matter, conflict, setting, moral, cultural values and implementations in selected African Prose 2. Utilize figurative expressions 3. Summarize 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 	<ol style="list-style-type: none"> 1. African Prose 2. Figurative expression 3. Element of Literature 4. Point of view from which a Prose written 5. Effective 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"> 1. Guide learners to read African Prose 2. Discuss the use of figurative expressions 3. Discuss the format of a book report: have learners write book report 4. Learners must write Prose using figures of speech to create images 5. Discuss the writing process of the different kinds of writings; have learners prepare essay 	<p>Primary Texts</p> <p>Unexpected Joy at Dawn by Alex Agyei- Agyiri</p> <p>Fences by August Wilson</p> <p>The Leader and the Lead by Nugi Osundare</p> <p>Journey of the Magi by T.S. Elliot</p> <p>Other Resources/Supplementary Readings</p> <p>The Rain and the Night by Wilton Sankawolo</p> <p>Audio/Visuals in DVDs on prose</p> <p>Links:</p> <p>www.africanbookscollective.com</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p> <p>www.classicsenglishliterature.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Creativity and innovation skills • Effective communication Skills • Digital Skills <p>Assessment Strategies that can be used to check competency; select relevant options</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Book Report

			<p>and descriptions using the writing process</p> <p>6. Discuss the point of view from which a Prose is written</p> <p>7. Write a book report</p>	<p>www.formalpoetry.com</p> <p>www.poetryfeast.com</p> <p>www.poetryfoundation.org</p> <p>www.poetryoutloud.org</p>	
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SEMESTER TWO

GRADE: 10

PERIOD: VI

TOPIC: DRAMA AND PROSE (REVIEW)

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to demonstrate an understanding of Drama and Prose and effectively apply the literary devices	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Analyze African Drama and Prose based on theme, mood, setting and literary devices 2. Discuss the kinds of Drama and Prose 	<ol style="list-style-type: none"> 1. The elements of drama and prose: <ol style="list-style-type: none"> a) Theme, b) Setting c) Mood, d) Plot, e) Conflict, f) Climax g) Literary devices. 	<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 Shakespearean drama 2. Divide learners into groups to discuss the elements of drama and prose 3. Learners work in groups to analyze given drama and prose 	<p>Primary Texts</p> <p>Look Back In Anger by John Osborne</p> <p>Wuthering Heights by Emily Bronte</p> <p>The Grieved Lands by Augustinio Neto</p> <p>Do Not Go Gentle Into That Good Night by Dylan Thomas</p> <p>Felled-1879-Binsey Poplars by G.M. Hopkins</p> <p>Secondary Texts</p> <p>Other Resources/ Supplementary Readings</p> <ul style="list-style-type: none"> • Prentice Hall Literature <p>Links:</p> <p>www.naijapoets.com</p> <p>Audio/Visuals in DVDs</p> <p>www.africanbookscollective.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Organizational Ability • Effective communication • Analytical Skills • Creativity and innovation Skills • Digital 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 • Dramatization

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SEMESTER ONE

GRADE: 11

PERIOD: I

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 the given prose	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 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"> - Title of book - Author/Genre of book/Published date - Sentence Summary of the book i.e.: setting , theme - Characters of the book - Purpose and the Plot 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</p> <p>Native Son by Richard Wright She Stoops To Conquer by Oliver Goldsmith Vanity by Birago Diop Birches by Robert Frost</p> <p>Other Resources</p> <p>The Village Son by Dr. E. Kandakai</p> <p>Links:</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Research and Problem Solving • Effective Communication Skills • Creativity and Innovation Skills • Digital 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 • Classwork, • Homework, • Book Report

SEMESTER ONE

GRADE: 11

PERIOD: II

TOPIC: PROSE AND POETRY

OUTCOMES	LEARNERS OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to appreciate African Prose and formulate personal opinions	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Analyze African Prose in relation to the writer's point of view Determine textual evidence in an African prose Identify literary devices used in African Prose Formulate and defend personal opinions on selected African Prose Discuss sexuality issues based on the selected African Prose text 	<ol style="list-style-type: none"> African Prose: Selected African Prose Figurative Expressions Cultural background of texts noting the important ideas; major substance of the storyline Themes in a prose- grief, social class, land issue, love women's role in society family loyalty, and violence Composing prose Sexuality 	<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 African prose and formulate/defend personal opinions Learners discuss author's background and style, various themes, the story's main line, and the cultural relevance Discuss Sexuality issues emanating from the African Prose Learners compose own short stories 	<p>Primary Texts</p> <p>Lonely Days by Bayo Adebawale / Faceless by Amma Darko Piano And Drum by Gabriel Okara Crossing The Bar by Alfred Tennyson Africa's Plea (Roland T. Dempster) The Human But; A Song Out of Midnight(Roland T. Dempster)</p> <p>Links:</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com www.poetryfoundation.net www.slideshare.net</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> Creativity and Innovation Skills Analytical Skills Effective Communication Skills Digital 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: 11

PERIOD: III

TOPIC: POETRY

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to Analyze poetry (African and Non-African) and appreciate diversity of values and practices	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Differentiate the types of poetry and their forms 2. Appreciate poetry using literary devices and imageries 3. Apply poetic devices in poetry 	<ol style="list-style-type: none"> 1. Types of Poetry: <ul style="list-style-type: none"> - Narrative - Lyric - Dramatic - Pastoral - Didactic - Satiric - Sonnet - Elegy - Ballad 2. Selected poems and Unseen Poems 3. Use of Figurative expressions 4. Literary devices <ul style="list-style-type: none"> - Foreshadowing - Suspense - Flashback - Symbolism 5. Writing 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"> 1. Assign learners to read and appreciate selected poems 2. Group learners to review and discuss poetic devices 3. Divide learners into groups to discuss the types of poems; the characteristics of Shakespearean and Patrician sonnets. 4. Assign learners project to write short poem 	<p>Primary Texts Poems; African and Non-African</p> <p>The Panic of Growing Older by Lenre Peters Shall I Compare thee to a Summer's Day –Shakespearean Sonnet The Dining Table by Gbanabom Hallowell</p> <p>NEW POEMS</p> <p>A Government Driver on his retirement—African The Song of the Women of My Land Caged Bird—Non-African Journey of the Magi Bat by David H. Lawrence—Non African</p> <p>Links:</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Organizational Ability • Effective Communication Skills • Analytical Skills • Digital 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 • Project

SEMESTER TWO

GRADE: 11

PERIOD: IV

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: Irony, Flashback, Foreshadowing, Dialogue, Tragic Hero 5. Cultural values, practices and implications. 6. Discuss plot (rising, climax and falling actions) 7. Apply prior knowledge to construct drama Non-African 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. Place learners in groups to discuss the implications of cultural values and practices display in non-African drama 5. Learners write and role play drama in groups 	<p>Primary Texts</p> <p><i>The Castle Of Otranto by Horace Walpole</i> <i>Awoonor</i> <i>The Proud King by William Morris</i> <i>Native Son by Richard Wright</i></p> <p>Resources/Supplementary Readings</p> <p>Links:</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Research and Problem Solving • Effective Communication Skills • Creativity and Innovation Skills • Digital 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 • Role Play

SEMESTER TWO

GRADE: 11

PERIOD: V

TOPIC: AFRICAN DRAMA AND POETRY

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to use drama to explore, formulate, and express ideas, perceptions, and feelings	<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 3. Compare and contrast dramatic forms from different cultures 	<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 characters 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 by depicting characterizes of the characters. 4. Learners analyze themes and characters from selected dramas making connections to self, text and the world 	<p>Primary Texts</p> <p>Harvest of Corruption by Frank Ogodo Ogbeche</p> <p>The Blood of a Stranger by Dele Charley</p> <p>Ambush by Gbemisola Adeoti</p> <p>The School Boy by William Blake</p> <p>NEW TEXTS</p> <p>Let Me Die Alone by John K. Kargbo</p> <p>The Lion and the Jewel by Wole Soyinka</p> <p>Other Resources/Supplementary Readings</p> <p>Links:</p> <p>www.onestopenglish.com</p> <p>Audio/Visuals and DVDs</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p> <p>www.classicsenglishliterature.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Creativity and Innovation Skills • Effective Communication Skills • Organizational Skills • Digital 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

SEMESTER TWO

GRADE: 11

PERIOD: VI

TOPIC: AFRICAN AND NON-AFRICAN PROSE, POETRY AND DRAMA

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, drama and poetry	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Examine the issues of marriage and faithfulness in the story as well as the treatment of widow 2. Analyze the roles of major and minor characters in a story 3. Describe the techniques used by poets to convey feelings and emotions. 4. Depict character roles using graphic organizers 	<p>African Prose</p> <ol style="list-style-type: none"> a. Themes: <ul style="list-style-type: none"> - Cultural beliefs - Maltreatment, - Loneliness - Widowhood - Hostility - Death b. Literary devices <ul style="list-style-type: none"> - Foreshadowing - Suspense - Flashback - Symbolism c. Using graphic organizers d. Writing Prose/short story Poetry/poem Drama/play 	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <p>5. Assign learners to read selected Non-African prose, drama and poetry</p> <p>6. Class discussion on various themes in selected prose.</p> <p>7. Divide learners into groups to discuss and develop graphic organizers to depict character roles</p> <p>8. Pair learners to write short stories, plays and poems</p>	<p>Primary Texts <i>Lonely Days</i> by Bayo Adebawale <i>She Stoops to Conquer</i> by Oliver Goldsmith <i>Native Son</i> by Richard Wright <i>The Blood of a Stranger</i> by Dele Charley <i>Invisible Man</i> by Ralph Ellison <i>Let Me Die Alone</i> by John K. Kargbo Poems; African and Non-African Poems Piano and Drums The Panic of Growing Older Crossing the Bar Shall I Compare thee to a Summer's Day –Shakespearean Sonnet NEW POEMS A Government Driver on his Retirement The Song of the Women of My Land Caged Bird Journey of the Magi Let me Live My Life (Roland T. Dempster)</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Organizational Ability • Effective Communication Skills • Analytical Skills • Digital 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

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SEMESTER ONE

GRADE: 12

PERIOD: I

TOPIC: REVIEW 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 	<p>1. African Poems</p> <ul style="list-style-type: none"> - Subject - matter of a Poem, - Tone - Atmosphere - Mood - Literary devices - Relevance of Poem to society - Form etc. <p>2. Figurative Expressions</p> <p>3. Writing of poems</p>	<p>Inclusive and differentiated learning</p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <p>1. Assign learners to review and analyze elements of selected African poems</p> <p>2. Review figurative expressions and discuss the literary devices of given poems and their cultural and societal relevance</p> <p>3. Learners analyze and write poems using different themes and figurative expressions</p>	<p>Primary Texts</p> <p>The Panic of Growing Older by Lenre Peters</p> <p>Vanity by Birago Drop,</p> <p>The Anvil and the Hammer by Kofi Awoonor,</p> <p>Piano and Drums by Gabriel Okara</p> <p>The Dining Table by Gbanabom Hallowell</p> <p>Ambush by Gbemisola Adeoti</p> <p>Black Woman by Leopald Sedar Senghor,</p> <p>A Government Driver on his Retirement</p> <p>Onu Chibuike,</p> <p>Links:</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p> <p>www.classicsenglishliterature.com</p> <p>www.formalpoetry.com</p> <p>www.poetryfeast.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 • Digital 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: II

TOPIC: AFRICAN PROSE, POETRY AND LITERARY DEVICES

OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to relate themes in novels to social issues as well as analyze the roles of characters in the novel	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Summarize the selected novel in the form of a book report 2. Examine the main issues running through story 3. Relate themes in novel to society or other situations Analyze characters in a novel using graphic organizers 	<ol style="list-style-type: none"> 1. Non-African prose <ul style="list-style-type: none"> - Themes - Style - Conflict - Plot, etc. 2. Use of Literary Devices <ul style="list-style-type: none"> - Symbolism - Characterization - Imagery - Foreshadowing - Suspense - Flashback 3. 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"> 1. Assign learners to review and summarize selected novels 2. Class discussion on the various themes of the novel 3. Learners work in groups to outline and discuss literary devices 4. Assign learners to summarize the novel in the form of book reports and present to class 	<p>Primary Texts</p> <p>Lonely Days by Bayo Adebawale Faceless by Amma Darko The Leader and the Lead by NiyiOsundare, The Grieved Lands by Agostinito Neto, The Song of the Women of My Land by Oumar Farouk Sesay, Raider of the Treasure Trove by Lade Wosonu</p> <p>NEW TEXT</p> <p>Wuthering Heights by Emily Bronte The Mystic Reformation of Gondolia(Roland T. Dempster)</p> <p>Links:</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.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 • Digital 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 • Book Report

SEMESTER ONE

GRADE: 12

PERIOD: III

TOPIC: REVIEW OF NON-AFRICAN DRAMA / POETRY AND LITERARY DEVICES

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to examine and demonstrate their understanding of the selected non-African drama	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 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 Drama 	<ol style="list-style-type: none"> 1. Non-African Drama. 2. Reviewing Literary devices <ul style="list-style-type: none"> - Comedy - Tragedy - Tragic-Comedy - Melodrama - Cultural Significance - Contemporary relevance - Flashback - Imagery - Suspense 3. Dictions used by authors 	<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 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 the selected non – African drama 3. Assign learners to review and write a report on selected Non-African drama 	<p>A. Primary Texts</p> <p>Othello by Shakespeare She Stoops to Conquer by Oliver Goldsmith A Raisin in the Sun by Lorraine Hansberry</p> <p>NEW TEXTS</p> <p>A Midsummer Night's Dream by Shakespeare</p> <p>Felled -1879 -Binsey Poplars by G.M. Hopkins</p> <p>Do Not Go Gentle into the Good Night by Dylan Thomas</p> <p>www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Analytical Skills • Organizational Ability • Effective Communication Skills • Digital 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

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. Assign learners in groups to compare and contrast prose, poetry, and drama and make presentation 2. Discuss and review literary devices derived from selected literary works 3. Assign learners to analyze selected literary works, summarize the themes and explain the lesson learned 4. Assign each learner a project or assignment to write short prose, poetry and drama 	<p>A. Primary Texts</p> <p>Faceless by Amma Darko Lonely Days by Bayo Adebawale Native Son by Richard Wright A Raisin in the Sun by Lorraine Hansberry Crossing the Bar by Lord Alfred Tennyson I Thank God –A Birthday Poem(Roland T. Dempster) From A Song Out of Midnight</p> <p>Links:</p> <p>www.slideshare.net www.literarydevices.net www.study.com www.vocabulary.com www.classicsenglishliterature.com www.formalpoetry.com www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Analytical Skills • Creativity And Innovation Skill • Effective Communication Skills • Digital 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 • Project

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 writings 6. Review and discuss various literary devices with examples 	<p>A. Primary Texts</p> <p>Faceless by Amma Darko</p> <p>Lonely Days by Bayo Adebawale</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>B. Secondary Texts</p> <p>Past WASSCE Examination Papers</p> <p>Links:</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p> <p>www.classicsenglishliterature.com</p> <p>www.formalpoetry.com</p> <p>www.poetryfeast.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Research and Problem Solving • Organizational Skills • Effective Communication Skills • Digital 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 • Debates

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 mechanics, diction, and style used in given work 	<p>Primary Texts</p> <p><i>Faceless by Amma Darko</i></p> <p><i>Lonely Days by Bayo Adebawale</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>Secondary Texts</p> <p>Past WASSCE Examination Papers and Syllabuses</p> <p>Links:</p> <p>www.literarydevices.net</p> <p>www.study.com</p> <p>www.vocabulary.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Research and Problem Solving Skills • Analytical Skills • Effective Communication Skills • Organizational Skills • Digital 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

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				www.poetryfeast.com	