



**RWANDA EDUCATION BOARD**

P.O. Box 3817 KIGALI

Telephone: (+250) 255121482

E-mail: [info@reb.rw](mailto:info@reb.rw)

Website: [www.reb.rw](http://www.reb.rw)

# **LITERATURE IN ENGLISH SYLLABUS ORDINARY LEVEL S1- S3**

**Kigali 2015**

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## **FOREWORD**

The Rwanda Education Board is honoured to avail Syllabuses which serve as official documents and guide to Competence-based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a Competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organized the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout.

Any comment or contribution would be welcome for the improvement of this syllabus.

**GASANA I. Janvier**

Director General REB

## **ACKNOWLEDGEMENT**

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I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support. We also value the contributions of other education partner organisations, government at local, national, regional and international levels. Their respective initiative, co- operation and support were basically responsible for the successful production of this syllabus by curriculum and pedagogical material production department (CPMD).

**Dr. Joyce MUSABE,**

Head of Curriculum and Pedagogical Material Production Department,

## **LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE DEVELOPMENT OF THE SYLLABUS**

### **Rwanda Education Board**

- Dr Musabe Joyce: Head of Curriculum Pedagogical Material Department as a facilitator
- Gatera Augustin: Director of Languages and Humanities
- Bacumuwenda Nehemiah: Curriculum Specialist in charge of Pedagogical Norms in Languages and Humanities Unit/REB
- Mr. RUSANGANWA Joseph (Literature in English Curriculum Specialist)

### **Lecturer**

- Dr. OYIENGO Karen Atieno (UR/CE)

### **Resource persons**

- Mr. KARUGAHE Antoine (EAD/REB)
- Ms. UWERA Jacqueline (EAD/REB)

### **National Consultants**

- Murekeraho Joseph
- Muhire Cassian

### **Quality assurer**

- TAMARA SZEREZLA

## Contents

<b>FOREWORD</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE DEVELOPMENT OF THE SYLLABUS</b> .....	<b>iii</b>
<b>1. INTRODUCTION</b> .....	<b>1</b>
<b>1.1 Background to curriculum review</b> .....	<b>1</b>
<b>1.2. Rationale for teaching and learning Literature in English</b> .....	<b>1</b>
<b>1.2.1. Literature in English and Society</b> .....	<b>1</b>
<b>1.2.2. Literature and learners</b> .....	<b>1</b>
<b>1.2.3. Competences</b> .....	<b>2</b>
<b>2. PEDAGOGICAL APPROACH</b> .....	<b>5</b>
<b>2.1 The role of the teacher</b> .....	<b>5</b>
<b>2.2. The role of the learner</b> .....	<b>6</b>
<b>2.3 Special needs education and inclusive approach</b> .....	<b>6</b>
<b>3 ASSESSMENT APPROACH</b> .....	<b>8</b>
<b>3.1. Types of assessment</b> .....	<b>8</b>
<b>3.2. Record keeping</b> .....	<b>9</b>
<b>3.3. Item writing in summative assessment</b> .....	<b>10</b>

3.4. Reporting to parents.....	11
4. RESOURCES.....	12
4.1. List of materials and equipment needed .....	12
4.2. Human resource.....	12
5. SYLLABUS UNITS .....	13
5.1. Structure of the literature syllabus.....	13
5.2. Syllabus units for s1 .....	14
5.2.1. Key Competences by the end of S1 .....	14
5.3. SYLLABUS UNITS FOR S2 .....	22
5.3.1. Key Competences by the end of S2 .....	22
5.4. General syllabus units for S3.....	31
5.4.1. Key Competences by the end of S3 .....	31
5.4.2. Literature in English Units table for S3.....	32
6. REFERENCES.....	40
7. APPENDIX: WEEKLY TIME ALLOCATION.....	41





## **1. INTRODUCTION**

### **1.1 Background to curriculum review**

The rationale behind the curriculum review process is to change from a teacher-centered to a learner-centered approach in order to shift from objectives and knowledge based learning to active competency-based learning. Emphasis is no longer on the mere acquisition of passive knowledge but also on the development of skills and attitudes required to make the learner competent in the application of knowledge and on streamlining the coherence within the existing content by benchmarking with syllabi elsewhere with best practices.

The new literature syllabus guides the interaction between the teacher and the learner in the learning processes and highlights the essential competencies a learner should acquire during and by the end of each unit of learning.

### **1.2. Rationale for teaching and learning Literature in English**

#### **1.2.1. Literature in English and Society**

The subject of Literature in English is essential in a society where English is a key language of learning and communication. The study of literature is relevant and important to Rwanda, especially at this time of rapid development and changing perspectives. The major themes of the national policy documents which articulate our aspirations are naturally woven into the subject. The knowledge, skills and attitudes to be acquired will help students grow into active responsible citizens of Rwanda and the world.

#### **1.2.2. Literature and learners**

Studying literature sharpens and broadens the mind and is important for developing generic competencies such as critical thinking, analysis and creativity. Through the study of literary texts, students are enabled to explore human conditions and deepen their understanding of cultural values and social issues in their own society and from other cultures across the world. As students reflect on both current and timeless themes, their lives and the world they live in, the higher order thinking skills imparted by literature will help their subject learning and application of what has been learnt in real life situations. Furthermore, all the cross-cutting issues highlighted in the national policy document are addressed in the themes of literary works.

Literature is a source of both pleasure and information through purposeful and creative use of language in texts, while studying literature offers students opportunities to explore a wide range of literary texts written in different contexts and from different parts of the world. In this regard, literature cultivates a global outlook in students and connects them to other ages and cultures.

### 1.2.3. Competences

Competence is defined as the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task. That is the ability to apply learning with confidence in a range of situations. Basic competencies are addressed as broad subject competences and key competences embodied in the curriculum on a year on year basis and in clearly defined units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process, are briefly described below and teachers will ensure that learners are exposed to tasks that help their learners acquire the skills.

#### Generic Competences

**Critical and problem solving skills:** The acquisition of such skills will help learners think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

**Creativity and innovation:** The acquisition of such skills will help learners to take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

**Research:** This will help learners find answers to questions based on existing information and concepts and use it to explain phenomena from the gathered information.

**Communication:** Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively both in spoken and written form by applying the appropriate language and relevant vocabulary.

**Cooperation, inter personal management and life skills:** This will help learners cooperate as a team in whatever task is assigned and to practice positive ethical moral values whilst respecting the rights, feelings and views of others. Learners will

perform practical activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

**Lifelong learning:** The acquisition of such skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge for personal fulfillment in areas that are relevant to their improvement and development.

### **Broad Literature in English Competences**

During the learning process, the learner should be able to read and understand the texts, empathise with the experiences of the characters portrayed therein and appreciate literary works from different parts of the world in the three main literary genres. In particular, the student should be able to:

- discover the joys of reading literary texts and become aware of new ways of perceiving the world around them
- develop skills of reading literary texts critically and independently
- demonstrate an understanding of the writers' choices of form, structure, language and meanings
- produce informed, independent opinions and judgments on literary texts
- discuss varying opinions of literary works
- communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts
- read confidently and comprehend a variety of simple literary and non-literary texts

### **Literature in English and developing the competencies**

The national policy documents basing on national aspirations identify some “basic Competencies” alongside the “Generic Competencies” that will develop higher order thinking skills and which will help subject learning and application of what has been learnt in real life situation

Through understanding, appreciation and presentation of information during the learning process, the learner develops not only deductive and inductive skills but also communication, critical thinking and problem solving skills in trying to make inferences and conclusions.

Develop ability to discern and grasp attitudes, values feelings and ideas illustrated in literary works not only analytically but also innovation, creativity and research.

Group work and cooperative learning of Literature in English promotes interpersonal relations and teamwork. Learning Literature prepares responsible citizens who are informed, sensitive, responsible citizen whose ability to critique and appreciate the works written in different period of time from different cultures.

## 2. PEDAGOGICAL APPROACH

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons: learner-centered education does not mean that the teacher no longer has responsibility of facilitating and guiding so that learning takes place.

### 2.1 The role of the teacher

The change to a competency-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. Therefore, lessons should be engaging and stimulate students' curiosity, critical thinking and problem solving.

The teachers ought to shift from the traditional method of instruction but rather plays the role of a facilitator in order to value learners' individual needs and expectations. The teacher must identify the needs of each individual learner, the nature of the learning to be done, and the means to shape learning experiences accordingly.

The teacher's role is to organize the learners in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and co-operative.

The teacher will design and introduce the tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge. Learners are taught how to use the textbooks and other resource materials in different ways: to search for and make use of information in writing their own notes.

The teacher must select and develop appropriate materials like teaching models, charts for the learners to use in their work. In practical lessons, the teacher first demonstrates the handling of the apparatus and the way the experiment should be carried out before exposing to the learners the task that can be dangerous. The teacher ought to demonstrate how to mix the reagents

in the correct proportion before leaving the learners to do it on their own.

The teacher must devise remedial strategies in and outside the classroom to address the issue of low achievers and those with learning difficulties to ensure they keep pace with the rest in acquiring the required competencies.

To make learning relevant, real life examples should be given to make connections between chemistry and their environment. In addition

to emphasizing on the application of scientific concepts and principles and minimizing memorization, the teacher should also facilitate students' learning accurate and unbiased information that will contribute to a more scientifically literate citizenry that is capable of making educated decisions regarding the world in which we live.

## **2.2. The role of the learner**

The activities of the learner are indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process. The teaching learning processes will be tailored towards creating a learner friendly environment basing on the capabilities, needs, experience and interests.

The learning activities will be organized in a way that encourages learners to construct the knowledge either individually or in groups in an active way. Learners work on one competency at a time in form of concrete units with specific learning outcomes broken down into knowledge, skills and attitude. In practical lessons learners will work in groups or individually depending on the nature, intended objective of the activity and the availability of the apparatus. However, learners are encouraged to do simple project work individually.

## **2.3 Special needs education and inclusive approach**

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual

learning challenged traditionally known as mental retardation. These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

### **3 ASSESSMENT APPROACH**

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

#### **3.1. Types of assessment**

##### **3.1.1 Formative and continuous assessment (assessment for learning)**

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

##### **3.1.2. Summative assessment (assessment of learning)**

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This



assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of Form.

### **3.2. Record keeping**

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of A level. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

### 3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competencies as stated in the syllabus.

#### **Structure and format of the examination:**

There will be one paper for Literature in English at Ordinary level. This paper consists of Three sections A, B and C. Candidates will answer five question in all, each carrying 20 marks.

**Section A: Prose Fiction** (questions on two short stories from a set anthology); (40 marks) There will be: a context question and an essay question on each story.

Candidates must answer a context question from either story, or an essay question from the other.

**Section B: Poetry (20 marks)**

Candidates must answer short questions from a poem selected from a set anthology.

**Section C: Drama (40 marks)**

There will be: a context question and an essay question on each of two set plays.

Candidates must choose a context question from either play and essay questions from the other.

**3.4. Reporting to parents**

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve. A simple scale of Meeting expectations very well, Meeting expectations, and not meeting expectations for each of knowledge/understanding, subject skills and competencies in a subject will convey more than a single mark. For school based assessments these scores do not need to be added up.

## **4. RESOURCES**

### **4.1. List of materials and equipment needed**

To implement the Literature in English syllabus properly, appropriate and accurate reference materials need to be available and used such as:

- a school library with a wide range of literary texts and general books on literature
- class readers
- set texts and anthologies
- reference texts such as dictionaries and encyclopaedias
- electronic media: computers with Internet access, radios, TVs, CD players, DVD players, CDs, DVDs

### **4.2. Human resource**

To teach the Literature in English well, teachers need to be qualified for advanced secondary level, to be open-minded, to have the following skills:

- knowledge of the subject
- teaching skills
- interpersonal and teamwork communication skills
- organisation skills
- creative intelligence

## **5. SYLLABUS UNITS**

### **5.1. Structure of the literature syllabus**

Literature in English as a subject at lower secondary level is introduced for the first time. Its syllabus is designed to provide students with a strong foundation in the study of literature and cultivate in them a love for the subject by the time they complete lower secondary education. Its focus is on the study of literary texts from the three main genres: prose, poetry and drama. Each genre is treated as a Topic Area, subdivided into corresponding Units for each level of learning (S1–S3). A unit consists of one or several key competencies to be acquired by the learners. The learning objectives for each key competency are set forth in terms of the knowledge, skills and attitudes to be acquired. The contents and learning activities for each unit are closely linked to the competences to be taught and learnt. Time is allocated in terms of class periods and in accordance with the number and complexity of the competencies to be learnt. Finally, the syllabus indicates the specific contribution each unit should make to the attainment of generic competencies, the criteria to be used in assessing the achievements of the learners, the materials required for learning activities and the links between that unit of literature and other subjects. For further information, please refer to the units in the detailed syllabus tables section.

In the learning process, the teacher acts as a facilitator who leads students in analyzing and responding to texts with reference to the five areas of study that make up a literary text: plot and structure, setting/atmosphere, characterization, themes and style. Since these areas of study often overlap, they should not be treated in isolation of one another, but should lead students to a holistic and meaningful appreciation of the text as a whole. The holistic approach does not mean that all the areas of study must be present in every text. For example, a given poem may not lend itself to the study of characterization.

## **5.2. Syllabus units for S1**

### **5.2.1. Key Competences by the end of S1**

By the end of S1, a student of Literature in English should be able to:

- actively participate in reading literary texts
- differentiate between fictional and non-fictional literary texts
- recognise, with understanding, key aspects of prose, poetry and drama.

<b>Topic Area: LITERARY GENRES</b>				
<b>S1 Literature in English</b>		<b>Unit 1: INTRODUCTION TO LITERARY GENRES: FICTION AND NON-FICTION</b>		<b>No of Periods: 6</b>
<b>Key Unit Competency:</b> To be able to actively participate in reading literary texts and understand the differences between fiction and non-fiction.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the three main genres in literature and at least one type of fictional and non-fictional literary work.	Explain the differences between fiction and non-fiction.  Apply the knowledge of literary genres to select texts for reading for pleasure.	Appreciate the value of literature in people's lives.  Appreciate the role of fiction and non-fiction in literature.	Introduction:  Definitions of literature  Main genres (prose, poetry, drama)  Types of literary works (e.g. fairy tale, novel, autobiography, tragedy)	Work in groups and look at different forms of printed and electronic literature to discover tangible differences (without reading the texts). Discover the three main genres based on observation.  Present findings to the class.  Find the meaning of unfamiliar words from the extracts read using electronic or printed dictionaries.  Select texts for independent reading.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, citizenship, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can actively participate in reading literary texts and understand the difference between fiction and non-fiction</i>				
<b>Materials:</b> <i>books, class readers, newspaper articles, extracts of stories, dictionaries, computers with internet access</i>				

<b>Topic Area: PROSE</b>				
<b>S1 Literature in English</b>		<b>Unit 2: INTRODUCTION TO PROSE: PLOT, SETTING AND CHARACTERS</b>		<b>No of Periods: 6</b>
<b>Key Unit Competency:</b> To be able to recognize the key aspects of prose.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the key aspects for analyzing works of prose. Describe the plot, setting and characters in a given story.	Summarize the story using the key aspects of prose as guiding points. Analyse a text according to guiding questions.	Actively participate in reading literary texts. Appreciate that different people around the world live different lives.	Age appropriate stories (e.g. children’s stories, folk tales, fairy tales, fables) and class readers Definition of prose Key aspects of prose: plot (order of events) setting (time, place, physical details) character (major, minor, positive, negative)	Guided reading of selected stories. Find the meaning of unfamiliar words using electronic or printed dictionaries. Class discussion on the stories based on the key aspects of prose. Read and analyse texts in individual study time. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a given story demonstrating a key aspect of prose.
<b>Links to other subjects:</b> creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, , general studies and effective communication				
<b>Assessment criteria:</b> <i>can recognise the key aspects of prose</i>				
<b>Materials:</b> <i>class readers, newspaper articles, extracts from stories, online sources</i>				



<b>Topic Area: POETRY</b>				
<b>S1 Literature in English</b>		<b>UNIT 3: INTRODUCTION TO POETRY</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to understand what poetry is and how to differentiate it from prose.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Recognize the major differences between poetry and prose. Recognise a poem. Name some types of poems. Identify features of poems.	Explain the difference between prose and poetry. Recite traditional poems and songs. Identify some types of poems.	Appreciate the role of poetry in students' own cultural context.  Listen attentively and respect each other as they recite poems or songs.	Definition of poetry Traditional poetry in Rwanda (folk songs, lullabies, wedding songs) Main features of poems rhythm rhyme line length Nursery rhymes	Brainstorming on what poetry is. Learners recite/sing poetry from the Rwandan context. Work in groups to collect and present poems and songs to the class. Discuss the main features of the poems and songs with the class. Guided reading of nursery rhymes from outside Rwanda. Use printed or electronic dictionaries to understand unfamiliar vocabulary. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the main features of an individually selected nursery rhyme.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can understand what poetry is and how to differentiate it from prose</i>				
<b>Materials:</b> <i>nursery rhymes, lullabies, wedding songs, folk songs</i>				

<b>Topic Area: POETRY</b>				
<b>S1 Literature in English</b>		<b>UNIT 4: THEMES AND MESSAGES IN POETRY</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to recognise and understand the themes and messages in simple poems.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Show that poems have themes and messages. Recall themes and messages in a set poem.	Identify the themes in a poem or song. Exchange opinions on the central themes and messages in a poem or song.	Appreciate central ideas and messages of poems. Respect the views of others communicated through poetry.	Age appropriate traditional poems and songs Definition of a theme Definition of a message Types of themes and messages: hidden fully stated	Work in groups to read traditional poems or songs and identify the central themes and messages in each. Compare answers with other groups. Guided reading of simple poems highlighting their central themes and messages. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the themes of an individually selected poem.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can recognise and understand the themes and messages in simple poems</i>				
<b>Materials:</b> <i>traditional poems and songs, simple poems</i>				

Topic Area: POETRY				
S1 Literature in English		UNIT 5: LANGUAGE USE IN POETRY		No of Periods: 4
Key Unit Competency: To be able to recognise examples for the poetic use of language.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognise the use of poetic devices in a poem.</p> <p>Recall repetition and personification in a set poem.</p> <p>Explain use of rhymes in a poem.</p>	<p>Select, lines, and stanzas from poems to identify the linguistic devices used in a poem.</p> <p>Differentiate figurative language from ordinary use of language.</p>	<p>Appreciate the beauty of language use and style in poetry.</p> <p>Listen to and respect each other as students discuss and recite poems or songs.</p>	<p>Simple poems</p> <p>Examples for the poetic use of language:</p> <p>figurative language</p> <p>repetition</p> <p>personification</p> <p>rhyme patterns of rhythm</p>	<p>Class discussion on selected poems in terms of the poetic devices used.</p> <p>Work in groups to compare two similar poems in terms of the poetic devices used.</p> <p>Guided reading of simple poems highlighting the poetic devices used.</p> <p>Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the poetic devices used in an individually selected poem.</p>
<p><b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i></p>				
<p><b>Assessment criteria:</b> <i>can recognise examples of poetic language use in a poem</i></p>				
<p><b>Materials:</b> <i>simple poems</i></p>				

<b>Topic Area: DRAMA</b>				
<b>S1 Literature in English</b>		<b>UNIT 6: INTRODUCTION TO DRAMA</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to read simple plays and understand what drama is.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe what drama is. Recognise the format of drama. Recognise dialogue and non-verbal expressions (movement and voice) used in a play.	Selecting sentences and phrases from the text to support their point. Retell the story of a play. Read and follow the storyline of a play.	Listen and respect each other as they discuss questions about drama. Showing initiative to read aloud in class.	Selected simple plays Definition of drama: (theatre, audience, playwright, actors, script) Key elements of drama: (act, scene, stage directions, dialogue )	Work in pairs to brainstorm about what drama is. Present findings to the class. Work in groups to read various extracts from plays. Identify and discuss the key elements. Free reading and listening to plays. Reading out extracts of plays in class. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of a simple play to demonstrate that it is a drama.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can read simple plays and understand what drama is</i>				
<b>Materials:</b> <i>simple plays, radio and TV, CD player, DVD player, CDs, DVDs</i>				

<b>Topic Area:</b> DRAMA				
<b>S1 Literature in English</b>		<b>UNIT 7: KEY ASPECTS OF DRAMA</b>		<b>No of Periods: 8</b>
<b>Key Unit Competency:</b> To be able to show knowledge of the key aspects of drama.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate understanding of the key aspects of drama.	Select words and phrases from dramas to identify the key aspects of drama.  Use the key aspects of drama to perform an enjoyable reading of extracts from a drama.	Listen to and respect each other as they read out extracts from a drama.  Appreciate different cultures depicted in plays.	Selected dramas  Key aspects of drama: plot (order of events) setting (time, place, physical details) character (major, minor, positive, negative)	Work in groups to identify the key aspects of a selected drama such as plot, setting, characters. Present findings to the class.  Individually select a drama for reading.  In pairs read extracts from a play according to characters.  Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of a key aspect in a selected drama.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can show knowledge of the key aspects of drama</i>				
<b>Materials:</b> <i>printed copies of dramas, extracts from plays</i>				

### **5.3. SYLLABUS UNITS FOR S2**

#### **5.3.1. Key Competences by the end of S2**

By the end of S2, a student of Literature in English should be able to:

- apply knowledge of key aspects of prose, poetry and drama
- explain the importance of language and audience in prose, poetry and drama
- identify various types of poems and the way tone and technique affect meaning.

### 5.3.2. Literature in English Units table for S2

Topic Area: <b>PROSE</b>			
S2 Literature in English		Unit 1: KEY ASPECTS OF PROSE	
No of Periods: 5			
<b>Key Unit Competency:</b> To be able to communicate personal opinion referring to the key aspects of prose.			
<b>Learning Objectives</b>			<b>Content</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>	<b>Learning Activities</b>
Recall and define the key aspects of analysing prose.  Describe the plot and setting of a given short story or novella, including the context.	Evaluate characters' actions, motivations and decisions.  Explain and justify students' ideas about a short story or novella, referring to the key aspects of prose.  Formulate and communicate to others personal opinion about short stories and novellas.	Understand how the context of a short story or novella can relate to their own personal experiences.  Recognise positive characters in short stories and novellas that can be role models.	Selected age appropriate texts from anthologies of short stories and novellas  Further aspects of prose: <ul style="list-style-type: none"> <li>• plot: linear, circular</li> <li>• setting (social, historical, cultural or political context)</li> <li>• character (simple/flat, complex/round)</li> </ul>
Read in groups selected short stories and novellas and identify the key aspects of plot, setting and characters.  Search in the library or online to get information regarding the context of the short story or novella (e.g. by investigating the country or the era).  Discuss in groups the similarities and differences between the culture depicted in the shorts stories, novellas and their own culture.  Use Point, Evidence, Explanation, and Relate (PEER) as a strategy to write a short analytical report on a selected short story or novella, reflecting on the context of the setting.			
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>			
<b>Assessment criteria:</b> <i>can communicate personal opinion referring to the key aspects of prose</i>			
<b>Materials:</b> <i>anthologies of short stories and novellas, library reference books, encyclopedias (printed and online), computers with internet access</i>			

Topic Area: <b>PROSE</b>				
<b>S2 Literature in English</b>		<b>Unit 2: SUBJECT, THEMES AND MESSAGES</b>		<b>No of Periods: 3</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion of literary texts referring to the subject, themes and messages.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the subject and the central theme in a short story or novella. Explain the message in a given short story or novella.	Analyse short stories and novellas considering all of the key aspects of prose with equal value. Justify personal opinion based on evidence from a text.	Appreciate how the themes in a short story or novella relate to their own lives. Recognise positive messages from a short story or novella and consider how they can be implemented in real life.	Selected age appropriate texts from anthologies of short stories and novellas Subject Themes (repetition, link between events) Messages (hidden or fully stated)	Group discussion on the subject, themes and messages of selected short stories and novellas. Groups share ideas with other groups and compare their ideas about the messages and themes in the short story or novella to identify similarities and differences. Impersonate characters in the short story or novella to reflect the author's messages. Use Point, Evidence, Explanation, and Relate (PEER) as a strategy to write a report about the themes or messages in a short story or novella.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can communicate personal opinion of literary texts, referring to the subject, themes and messages.</i>				
<b>Materials:</b> <i>anthologies of short stories and novellas</i>				



<b>Topic Area:</b> PROSE				
<b>S2 Literature in English</b>		<b>Unit 3: LITERARY DEVICES AND AUDIENCE</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion of literary texts referring to literary devices and the audience.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Recognise literary devices used in short stories and novellas.  Show that short stories and novellas are written for a specific audience.	Analyse literary devices used in a short story or novella.  Explain how literary devices contribute to the overall message of a short story or novella.	Appreciate the importance of using literary devices in short stories and novellas.  Show interest to examine the way in which authors create literary works to interact with their audience.	Selected age appropriate texts from anthologies of short stories and novellas  Definition of literary devices  Imagery: personification simile  Audience (reader, intended/ target)	Read selected short stories or novellas in groups to identify literary devices.  Discuss how the language used in the short story or novella contributes to conveying the messages to the audience.  Use Point, Evidence, Explanation, and Relate (PEER) as a strategy to support analysis of literary devices in a short story or novella.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can communicate personal opinion of literary texts referring to literary devices and the audience</i>				
<b>Materials:</b> <i>anthology of short stories, novellas</i>				

Topic Area: <b>POETRY</b>				
<b>S2 Literature in English</b>		<b>Unit 4: BALLADS</b>		<b>No of Periods: 3</b>
<b>Key Unit Competency:</b> To be able to understand that there are different types of poems and know of the characteristics of some types.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate understanding of the different types of poems. Specify the characteristics of ballads.	Explain why poems are recited or sung for different occasions. Differentiate between types of poems according to the occasion.	Appreciate the role of poems in cultural settings. Listen and respect each other as students recite poems.	Selected poems Types of poems: Ballad	Work in groups and read different kinds of poems. Identify some characteristics of ballads based on the samples. Search individually in the library and on the internet for examples of ballads. Listen to recorded performances of this kind of poem. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to identify a poem as a ballad.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can understand that there are different types of poems and knows the characteristics of ballads</i>				
<b>Materials:</b> <i>selection of poems, ballads</i>				

<b>Topic Area:</b> POETRY				
<b>S2 Literature in English</b>		<b>Unit 5: POETIC DEVICES</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion of poems referring to the poetic devices used in the poems.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<p>Explain what is meant by poetic devices.</p> <p>Distinguish between poetic devices.</p>	<p>Identify different poetic devices in selected poems.</p> <p>Use poetic devices to form an opinion about the selected poems.</p>	<p>Appreciate the aesthetic use of language in poetry.</p> <p>Listen to and respect each other as they read aloud and discuss poetry.</p>	<p>Selected poems</p> <p>Review of poetic devices:</p> <ul style="list-style-type: none"> <li>• repetition</li> <li>• personification</li> <li>• simile</li> </ul> <p>Further poetic devices:</p> <ul style="list-style-type: none"> <li>• assonance</li> <li>• alliteration</li> </ul>	<p>Work in groups to identify poetic devices used in a selection of poems. Compare their findings with other groups.</p> <p>Class discussion on how these poetic devices contribute to the overall interpretation of the selected poems.</p> <p>Use Point, Explanation, Evidence, and Relate (PEER) as a strategy to show two different kinds of poetic devices used in an individually selected poem.</p>
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can communicate personal opinion of poems referring to poetic devices</i>				
<b>Materials:</b> <i>a selection of poems</i>				

Topic Area: <b>POETRY</b>				
<b>S2 Literature in English</b>		<b>Unit 6: SUBJECT, THEME AND CONTEXT</b>		<b>No of Periods: 5</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion on the subject matter, themes and the context in poems.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Be aware of themes and subject matter often presented in poetry.  Explain what is meant by the context of a poem.	Identify the themes and subject matter in selected poems.  Relate the themes and subject matter of poems to their specific contexts.	Appreciate the role of poems in cultural, social and political contexts.  Actively engage in reading a wide range of poems that reflect diverse contexts and themes.	Selected poems  Subject  Theme  Context (period, place and writer, the situation in which the poem was written)	Learners give personal opinions and hold class discussion on selected poems in terms of their subject and central themes.  Work in groups to compare two poems from different cultures and periods of time in terms of the situation in which they were composed, highlighting their central themes.  Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of the themes in selected poems.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can communicate personal opinion on the subject matter, themes and the context in poems</i>				
<b>Materials:</b> <i>selected poems</i>				

Topic Area: <b>DRAMA</b>				
<b>S2 Literature in English</b>		<b>Unit 7: DRAMATIC TECHNIQUES</b>		<b>No of Periods: 8</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion of plays referring to dramatic techniques.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe the key elements in a play. Demonstrate understanding of the dramatic techniques used in set plays. Describe some types of character in a set play. Recognize that plays are written for a purpose.	Demonstrate understanding how setting contributes to the development of the play. Identify the various character types in a set play. Evaluate how dramatic techniques supplement the key elements of plot, setting and character in a drama.	Demonstrate awareness of the complexity of human relationships and behaviour through the study of characters in a set play. Show confidence when performing a play using dramatic techniques. Appreciate the importance of using dramatic techniques in the development of a play. Explore how purpose functions in a play to achieve specific effects.	A selected play Review of plot, setting (including context) and character Dramatic techniques: dialogue, monologue, soliloquy, body language (gestures, facial expressions), flashback, asides, entrance / exit, props, costumes Types of character: round, flat, stock Purpose	Work in pairs to read a selected drama and discuss the key aspects of plot, setting and characters. Work in groups to identify dramatic techniques in a selected play. Discuss how they contribute to the development of the plot. Demonstrate the use of dramatic techniques by performing selected parts of a play. Class discussion on the purpose of the play. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to describe a selected character in a play.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can communicate personal opinion about a play, referring to dramatic techniques</i>				

**Materials:** *a selected drama, selected parts of plays*

Topic Area: <b>DRAMA</b>				
<b>S2 Literature in English</b>		<b>Unit 8: SUBJECT MATTER, THEME AND MESSAGE</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to communicate personal opinion of plays referring to the subject matter, the themes and the messages.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify and explain the subject, the main theme and the messages of a set play.	Demonstrate understanding on how themes are identified in a play.	Appreciate the subject and the themes in a play in terms of the context of the play.	A selected play Subject Themes Messages	Work in groups to read a selected play. Discuss the subject, the themes and the messages of the play.  Use Point, Evidence Explanation and Relate (PEER) as a strategy to write a short analytical report on the messages of a selected play.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can analyse and communicate personal opinion of plays referring to the subject matter, the themes and the messages</i>				
<b>Materials:</b> <i>a selected play</i>				

## **5.4. General syllabus units for S3**

### **5.4.1. Key Competences by the end of S3**

By the end of S3, a student of Literature in English should be able to:

- demonstrate how language, style and atmosphere influence meaning in prose, poetry and drama
- compare and contrast key aspects of literary texts in the three main literary genres
- demonstrate specific contexts and fit into literary traditions.

### 5.4.2. Literature in English Units table for S3

Topic Area: PROSE				
S3 Literature in English		Unit 1: REVIEW OF THE KEY ASPECTS OF PROSE		No of Periods: 4
Key Unit Competency: To be able to compare and contrast key aspects of prose in two short stories.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recall how to interpret short stories based on the key aspects of prose.</p> <p>Be aware of techniques for comparison and contrast.</p> <p>Identify key aspects of prose in short stories.</p>	<p>Analyse short stories including all of the key aspects of prose while considering which aspect is more developed in each short story.</p> <p>Demonstrate recognition of the elements of plot and setting and explain their significance in the interpretation of prose.</p>	<p>Appreciate how different pieces of literature convey different messages.</p> <p>Realize that each piece of literary work conveys values, despite personal preferences for some.</p>	<p>Selected age appropriate texts from anthologies of short stories.</p> <p>Review key aspects of prose: (plot, setting (context), character, subject, themes, messages, audience)</p> <p>Techniques for comparison and contrast</p> <p>Further aspects of prose: plot (flashback), character (static, dynamic), point of view (first, second or third person narrator), themes (major, minor)</p>	<p>Work in groups to compare and contrast two short stories based on the key aspects of prose.</p> <p>Write a short analytical report comparing and contrasting two selected short stories based on the key aspects of prose.</p>
<p><b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i></p>				
<p><b>Assessment criteria:</b> <i>can compare and contrast key aspects of analysing prose in two short stories</i></p>				
<p><b>Materials:</b> <i>short stories</i></p>				



<b>Topic Area: PROSE</b>				
<b>S3 Literature in English</b>		<b>Unit 2: PLOT DEVELOPMENT</b>		<b>No of Periods: 5</b>
<b>Key Unit Competency:</b> To be able to compare and contrast two short stories based on plot development.				
<b>Learning</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Objectives</b>				
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe the different steps of plot development. Identify the composition of the plot in two selected short stories.	Analyse the plot of a short story or a novel according to a given structure.	Appreciate that writing literary works involve an element of planning. Understand that the interpretation of short stories and novels can be guided by structure.	Selected age appropriate texts from anthologies of short stories. Plot development: exposition rising action/ complication climax falling action resolution/denouement	Work in groups to read two short stories and discuss how the plot is developed in each. Compare and contrast the two short stories with regard to how the plot is developed (e.g. length of each step, intensity of the climax, etc.). Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of each element of the plot in a selected short story.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast two short stories based on the development of their plot</i>				
<b>Materials:</b> <i>short stories</i>				

<b>Topic Area:</b> PROSE				
<b>S3 Literature in English</b>		<b>Unit 3: TONE, ATMOSPHERE AND PURPOSE</b>		<b>No of Periods: 3</b>
<b>Key Unit Competency:</b> To be able to compare and contrast two short stories based on the tone, atmosphere and purpose.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify literary techniques in two short stories.  Explain what is meant by the atmosphere and the purpose of a short story.	Produce informed opinion on how literary techniques affect the atmosphere reflected in a short story.  Establish connection between the language of a short story and the mood created in the audience.	Appreciate how the literary techniques in short stories affect the reader's understanding of the story.  Discover that authors produce short stories with an intended purpose for the audience.	Selected age appropriate texts from anthologies of short stories  Review of literary techniques  Tone (formal, informal, comic, sad)  Atmosphere/ Mood (gloomy, happy, tense)  Purpose (inform, entertain, explain)	Work in groups to discuss the literary techniques used in extracts of selected short stories.  Class discussion on how literary techniques serve the creation of the tone and the atmosphere in short stories.  Compare and contrast two short stories considering how their tone and the atmosphere contribute to the purpose of the writer.  Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the atmosphere or mood of a selected short story.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast two short stories, based on the tone, atmosphere and purpose</i>				
<b>Materials:</b> <i>short stories</i>				

Topic Area: <b>POETRY</b>				
<b>S3 Literature in English</b>		<b>UNIT 4: TYPES OF POETRY AND POEMS</b>		<b>No of Periods: 5</b>
<b>Key Unit Competency:</b> To be able to compare and contrast different types of poetry and poems.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify lyrical, narrative and descriptive poetry. Recognise acrostic and concrete poems. Produce an acrostic poem.	Discover some characteristics that differentiate different kinds of poetry.  Analyse poems to identify their main characteristics.	Appreciate the artistic value of different forms of poems.  Show continuous desire to read poems in and outside of class.  Experiment creatively with writing poetry.	Selected poems  Types of poetry:  lyrical, narrative, descriptive  Types of poems:  acrostic  concrete	Work in groups and read a selection of poems to identify if they represent lyrical, narrative or descriptive poetry. Present findings to the class.  Search in the library and online for examples of lyrical, narrative and descriptive poems and try to identify their main characteristics.  Look at examples of acrostic and concrete poems and try to identify their main characteristics.  Practice writing acrostic poems.  Use Point, Evidence, Explain and Relate (PEER) as a strategy to write a short analytical report on a selected type of poem.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast different types of poetry and poems</i>				
<b>Materials:</b> <i>anthologies of poems, computers with internet access</i>				

<b>Topic Area:</b> POETRY				
<b>S3 Literature in English</b>		<b>UNIT 5: POETIC DEVICES</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to compare and contrast poems according to the poetic devices, the point of view and the context.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<p>Explain how poetic devices contribute to the meaning of a poem.</p> <p>Identify the point of view in a poem.</p> <p>State the idea of context in a poem.</p>	<p>Apply knowledge about poetic devices in the analysis of a poem.</p> <p>Analyse and explain the effects of point of view on the reader.</p>	<p>Appreciation of the aesthetic qualities of language used in a poem to achieve certain effects.</p> <p>Appreciate different personal, cultural, historical etc. contexts in which poems are written.</p>	<p>Selected poems</p> <p>Review of poetic devices: alliteration, assonance, repetition, personification, simile, rhythm, rhyme</p> <p>Point of view (first, second or third person)</p> <p>Context</p>	<p>Read selected poems individually and work in groups to identify poetic devices.</p> <p>Compare and contrast poems written with different points of view and discuss how the choice of poetic voice contributes to the overall tone of the poem.</p> <p>Search in the library and online to find out about the context of selected poems. Discuss how such information modified students' interpretation of the poems.</p>
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast poems according to poetic devices, point of view and context</i>				
<b>Materials:</b> <i>selected poems, computers with internet access</i>				

<b>Topic Area:</b> DRAMA				
<b>S3 Literature in English</b>		<b>Unit 6: CONTEXT AND PLOT DEVELOPMENT</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to compare and contrast the context and the plot development in two selected plays.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<p>Explain how plot and context contribute to the development of a play.</p> <p>Describe the stages of plot development in a drama.</p>	<p>Trace and analyze the plot and context of a play.</p> <p>Demonstrate recognition of the elements of plot in a play.</p>	<p>Appreciate how the plot and setting in a play affect the reader's understanding of the play.</p> <p>Appreciate the nature of conflicts depicted in dramas.</p>	<p>Two selected plays</p> <p>Context (social, historical, political and cultural)</p> <p>Plot development: exposition / conflict complication climax falling action conclusion</p>	<p>Work in groups to read and analyse the context of two plays. Compare and contrast the two plays with regards to their context.</p> <p>Discuss how the plot development is influenced by the context.</p> <p>Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the plot development of a selected drama.</p>
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast the context and the plot development in set plays</i>				
<b>Materials:</b> <i>two selected plays</i>				

Topic Area: <b>DRAMA</b>				
<b>S3 Literature in English</b>		<b>Unit 7: CHARACTER, SUBJECT MATTER AND THEMES</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to compare and contrast characters, subject matter and themes in two selected plays.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the protagonist and the antagonist in a play.  Show how the author highlights the subject and the themes in a selected play.	Show recognition of how characters contribute to the development of the themes in a play.  Recognise character motivation in a play.	Relate some characters in the play to real life characters.  Express understanding of the themes and ideas in plays.  Value different human motivations depicted through characters of dramas.	Two selected plays  Character (protagonist, antagonist)  Subject  Themes	Set up a role play of characters in the play to demonstrate their role in the conflict of the play. Work in groups to compare and contrast the subject and the main themes of two selected plays.  Compare and contrast two positive or two negative characters in two selected plays.  Conduct peer interviews on the motivation for action or inaction of the main characters in a selected play.  Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of the themes in a selected play.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast characters, subject matter and themes in two selected plays</i>				
<b>Materials:</b> <i>two set plays</i>				

<b>Topic Area:</b> DRAMA				
<b>S3 Literature in English</b>		<b>Unit 8: STYLE, MOOD AND ATMOSPHERE</b>		<b>No of Periods: 4</b>
<b>Key Unit Competency:</b> To be able to compare and contrast two selected plays considering the style, the mood and the atmosphere.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe the atmosphere of a selected play. Analyse the style in a selected play.	Identify the elements of style and show how they are used in the development of the atmosphere in a play.  Explain how the atmosphere is created in a play.	Appreciate how the dramatic devices used in plays affect the reader's understanding of the plot.  Express appreciation for the different moods and atmospheres created in plays.  Relate the atmosphere used in a play to everyday life.	Two selected plays  Style  Atmosphere / Mood	Work in groups to identify dramatic devices in two selected plays. Compare and contrast the two plays to see how the use of dramatic devices contributes to creating the style and the atmosphere of the play.  Prepare group presentations on the style, mood and atmosphere depicted in a selected play.  Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report about the atmosphere of a selected play.
<b>Links to other subjects:</b> <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live different lives; many of the themes relate to religion, general studies and effective communication</i>				
<b>Assessment criteria:</b> <i>can compare and contrast two selected plays considering the style, the mood and the atmosphere</i>				
<b>Materials:</b> <i>two selected plays</i>				

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## 7. APPENDIX: WEEKLY TIME ALLOCATION

Core subjects	Weight (%)	Number of Periods per week (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
<b>Sub Total</b>		<b>41 periods</b>	<b>41 periods</b>	<b>41 periods</b>
<b>II. Elective subjects: Schools can choose 1 subject</b>				
1. Religion and Ethics	4	2	2	2

2.	Music, Dance and Drama	4	2	2	2
3.	Fine arts and Crafts	4	2	2	2
4.	Home Sciences	4	2	2	2
5.	Farming (Agriculture and Animal husbandry)	4	2	2	2
<b>III. Co-curricular activities (Compulsory)</b>					
1.	Physical Education and Sports	2	1	1	1
2.	Library and Clubs	2	1	1	1
<b>Total number of periods per week</b>		<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of contact hours per week</b>			<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>			<b>1170</b>	<b>1170</b>	<b>1170</b>