
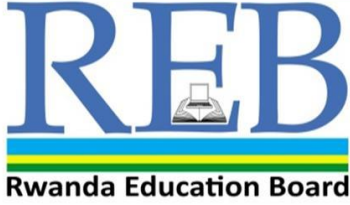


REPUBLIC OF RWANDA




MINISTRY OF EDUCATION



Rwanda Education Board

CURRICULUM FOR SUSTAINABLE DEVELOPMENT



LITERATURE IN ENGLISH SYLLABUS FOR ADVANCED LEVEL (S4-S6)

DIGNITY AND NATIONAL IDENTITY

Kigali, 2015

LITERATURE IN ENGLISH SYLLABUS
ADVANCED LEVEL S4- S6
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

I wish to sincerely extend my special appreciation to the people who played a major role in development of this syllabus. It would not have been successful without the participation of different education stakeholders and financial support from different donors that I would like to express my deep gratitude.

My thanks first goes to the Rwanda Education leadership who supervised the curriculum review process and Rwanda Education Board staff who were involved in the conception and syllabus writing. I wish to extend my appreciation to subject teachers and lecturers whose efforts during conception were much valuable.

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,
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1. INTRODUCTION

1.1 Background to curriculum review

The rationale behind the curriculum review process is to change from a teacher-centred to a learner-centred approach in order to shift from objective and knowledge based learning to active Competence-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 fulfilment in areas that are relevant to their improvement and development.

Broad Literature in English Competences

At the end the Literature in English course, students 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

2.1. The role of the teacher

The change to a Competence-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 organise 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 proportions 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

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-centred education does not mean that the teacher no longer has responsibility of facilitating and guiding so that learning takes place.

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 Competence 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 enrol 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 standardised 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.⁶ 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.

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 Advanced 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 Competence 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 Competence 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 three papers for Literature in English at Advanced level. Paper one will have two sections; Section A for Prose and Section B for Poetry. Candidates answer two questions; one from each section. Paper two will be consisted of set Novels and short stories. Candidates answer two questions, one from Set Novels and the other from an anthology of short stories.

Paper Three will be consist of set plays .Candidates will answer two questions on two plays from a set selection.

Each paper will be marked at 100 marks.

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. Materials needed for implementation

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 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 (S4–S6). A unit consists of one or several key competencies to be acquired by the learners. The learning objectives for each key Competence 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 competencies 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 characterisation.

5.2. Syllabus units for s4

5.2.1. Key Competences by the end of S.4

By the end of S4, a student of Literature in English should be able to:

- Explore key aspects of the three genres through the study of set texts
- Make connections between a wide range of texts from different times and cultures
- Draw interpret from set texts based on historical and cultural contexts
- Stage and perform a set text

5.2.2 Literature in English units for Secondary Four

Topic Area: PROSE			
S 4 Literature in English	Unit 1: REVIEW THE KEY ASPECTS OF PROSE		No. of periods 27
Key Unit Competence: To be able to explore the key aspects of narrative prose through the study of short stories, novellas and novels.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
Identify different types of narrative prose. Describe the key aspects of analysing prose.	Read critically various types of prose. Identify and carry out a basic analysis of key aspects of novellas, novels and short stories. Independently select a short story, novella or novel for reading. Prepare an oral presentation and deliver it in front of the class.	Actively participate in reading and analyzing different types of narrative prose. Appreciate the value of selecting reading materials independently.	Selected novels, novellas and short stories Review of: plot (linear, circular, flashback) setting (time, place, physical details, social, historical, cultural, political context) character (major, minor, positive, negative, simple/flat, complex/round, static, dynamic, protagonist, antagonist) point of view (first, second, third person narrator) subject themes (repetition, link between events, major,
			Work in groups to identify texts as different types of prose such as novels, novellas and short stories. Present findings to the class. Use internet search engines and online or printed encyclopaedias to learn about novels, novellas and short stories. Read independently and analyse in writing a selected short story, novella or novel, using the key aspects of prose. Independently select a short story, novella or novel for reading and prepare a summary of the plot and the analysis of

			minor) messages (implicit/IMPLIED, explicit) audience (reader, intended/target) atmosphere/mood (gloomy, happy, tense) purpose (inform, entertain, explain) Definition of: short stories novellas novels	three chosen aspects for an oral presentation in front of the class.
Links to other subjects: <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>				
Assessment criteria: <i>can identify and apply the key aspects of narrative prose to analyse short stories, , novellas and novels</i>				
Materials: <i>short stories, novellas and novels, computers with internet access, encyclopaedias</i>				

Topic Area: PROSE				
S 4 Literature in English		Unit 2: INTRODUCTION TO AFRICAN LITERARY TRADITIONS		No. of periods 27
Key Unit Competence: To be able to understand the African literary tradition and identify and analyse texts from each period.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain what is meant by literary traditions. Describe the different periods in the African literary tradition.	Apply knowledge gained in another subject for the study of literature. Listen attentively and respond to other people's opinion.	Show tolerance of other people's opinions, culture, identity and gender. Appreciate different cultural norms depicted in novels, short stories and novellas. Appreciate how readers' personal experiences, beliefs and values may influence the understanding and interpretation of novels, short stories and novellas.	Selected stories and novels from each period of the African literary tradition Definition of literary traditions The African literary tradition: pre-colonial literature colonial literature post-colonial literature	Work in groups to examine a selection of short extracts from texts representing the different periods in the African literary tradition. Brainstorm in groups to come up with possible characteristics of literature in these different periods based on previous studies in History and Religion (e.g. the language of literature, oral or written, the subjects and messages). Work in groups to read texts (stories, short stories, novellas or novels) from each period of African literature. Different groups select texts from different periods and prepare group presentations based on the analysis of the text using the key aspects of prose. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write an analytical report on the message of a selected text that lends itself to different interpretation when examining it from different perspectives (i.e. time or nationality). Class debate discussing two possible interpretations of the different messages of a

				selected text.
Links to other subjects: <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>				
Assessment criteria: <i>can understand the African literary tradition and identify and analyse texts from each period using the key aspects of prose</i>				
Materials: <i>stories, short stories, novellas and novels</i>				

Topic Area: PROSE			
S 4 Literature in English	Unit 3: LITERARY TECHNIQUES IN NOVELS		No. of periods 27
Key Unit Competence: To be able to analyse a set novel referring to the literary techniques used in it.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
Identify the literary techniques used in a novel. Recall key aspects of prose and the way they advance the development of a set novel.	Read critically a set novel to make close analysis of the literary techniques used. Explain the effects of the literary techniques on the reader. Infer the purpose of the writer in a novel.	Appreciate how readers' personal experiences, beliefs and values may influence the understanding and interpretation of a set novel. Demonstrate understanding of how literary techniques can be used to inform readers on contemporary and historical issues and perspectives. Active participation in reading and interpreting a set novel by conceptualizing the authors' use of literary techniques. Recognize the aesthetic qualities of language used in the set novel to achieve specific effects and meaning.	A selected novel Review of literary techniques Tone (formal, informal, comic, sad) Further literary devices: irony, satire, symbolism Further aspects of prose: plot (episode, parallel), character (direct, indirect presentation) purpose (manipulative, persuasive)
Work in groups to identify literary techniques used in a set novel. Present findings to the class. Individually write an essay on the use of literary techniques in a set novel. Work in pairs to analyse a set novel using the key aspects of prose. Follow up with a pair to pair discussion comparing the results of the analysis. Search in the library and online to find examples of texts where the literary techniques of irony, satire and symbolism are used. Discuss different literary techniques used in a range of extracts.			
Links to other subjects: <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>			

Assessment criteria: *can analyse a set novel referring to the literary techniques used in it*

Materials: *a selected novel, computers with internet access*

Topic Area: PROSE				
S 4 Literature in English		Unit 4: THEMES AND MESSAGES IN A NOVEL		No. of periods 27
Key Unit Competence: To be able to interpret the themes and messages in a set novel based on the historical and cultural contexts.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Describe the historical and cultural context of a set novel. Demonstrate awareness of Rwandan history and cultural traditions. Identify the main and minor themes and the messages in a set novel.	Critically analyse a historical and cultural context different from the students' own context. Evaluate the present day relevance of the cultural values described in a set novel. Discover implicitly expressed themes and messages.	Appreciate that culture is dynamic. Explore how readers' personal experiences, beliefs and values may influence the understanding and interpretation of a set novel.	A selected novel Examples of themes: love, friendship, war, crime/mystery, revenge, rivalry, heroism, past vs. present Messages: implicit / explicit, revealed through actions/ utterances/ thoughts Historical and cultural context: revealed through clues in the text / based on research	Work in groups to identify the historical and cultural settings in a set novel. Debate on comparing the culture depicted in a set novel to Rwandan traditions. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the themes or the messages in a set novel.
Links to other subjects: <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>				
Assessment criteria: <i>can interpret themes and messages in a set novel based on the historical and cultural contexts</i>				
Materials: <i>a set novel</i>				

Topic Area: POETRY			
S4 Literature in English		UNIT 5: HAIKU AND TANKA	No. of periods 21
Key Unit Competence: To be able to identify haikus and tankas and analyse them according to the poetic devices.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
Demonstrate understanding of the characteristics of haikus and tankas. Explain what is meant by the atmosphere, the themes and the messages in a poem.	Apply knowledge of poetic devices to analyse poems. Analyse, explain and discuss the effects of stylistic devices on the reader. Experiment with writing different forms of poetry.	Appreciate the aesthetic qualities of language used in poems to achieve a desired effect. Understand the value of adhering to poetic conventions and following poetic structures.	Selected poems Haiku Tanka Atmosphere Themes Messages Poetic devices: synecdoche Group reading of selected poems and identifying the main characteristics of haikus and tankas. Class discussion on the poetic devices used in the poems. Search on the internet to find different examples of haikus and <i>tankas</i> . Work in pairs or independently to write haikus and <i>tankas</i> . Present poems to the class. Group discussion on the atmosphere, the themes and the messages in selected haikus and tankas. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on an individually selected haiku or tanka.
Links to other subjects: <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>			
Assessment criteria: <i>can identify haikus and tankas and analyse them according to the poetic devices</i>			

Materials: *selected poems*

Topic Area: POETRY				
S4 Literature in English		UNIT 6: SONNET AND RHYME	No. of periods 21	
Key Unit Competence: To be able to identify sonnets and analyse them according to the poetic devices and rhyme schemes.				
Learning Objectives		Content	Learning Activities	
Knowledge and understanding	Skills			Attitudes and values
Demonstrate understanding of the characteristics of sonnets. Identify feminine and masculine rhymes.	Apply knowledge of poetic devices to analyse poems. Analyse, explain and discuss the effects of stylistic devices on the reader. Experiment with writing different forms of rhyme.	Appreciate the aesthetic qualities of language used in poems to achieve a desired effect. Understand the value of adhering to poetic conventions and following rhyme schemes.	Selected poems Sonnet Review of rhyme Poetic devices: feminine rhyme masculine rhyme	Group reading of selected poems and identifying the main characteristics of sonnets. Class discussion on the poetic devices used in the poems. Examine the rhyme scheme in selected sonnets and experiment with writing feminine and masculine rhymes. Read out sonnets in front of the class to demonstrate the rhyme schemes. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on an individually selected sonnet.
Links to other subjects: <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>				
Assessment criteria: <i>can identify sonnets and analyse them according to the poetic devices and the rhyme scheme</i>				
Materials: <i>selected poems</i>				

Topic Area: POETRY				
S4 Literature in English		UNIT 7: EPIGRAMS		No. of periods 21
Key Unit Competence: To be able to identify and analyse epigrams referring to their themes and messages.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Understand what an epigram and analyse its themes and messages. Identify a variety of poetic devices.	Explain the use of poetry specific conventions. Categorise epigrams according to different cultures and times in history.	Show readiness to appreciate poetic conventions used in specific contexts and cultures. Demonstrate active engagement in producing poetry. Appreciate other students' attempt at writing poetry.	Selected poems Epigrams Poetic devices: sarcasm punch-line satire oxymoron Themes Messages	Read selected epigrams and discuss the poetic devices used in them in groups. Search online or in the library to find examples of epigrams. Discover the themes and messages in them and present findings to the class. Read epigrams from different cultures and times in history and discover similarities and differences in their themes and messages. Experiment with writing epigrams in groups or individually. Present poems to the class. Use of Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a selected epigram.
Links to other subjects: <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>				
Assessment criteria: <i>can identify and analyse epigrams referring to their themes and messages</i>				
Materials: <i>selected poems</i>				

Topic Area: DRAMA			
S 4 Literature in English	Unit 8: DIFFERENT FORMS OF DRAMA		No. of periods 27
Key Unit Competence: To be able to identify and analyse the different forms of drama.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
Demonstrate understanding of different types of drama Explain how to differentiate the various forms of drama.	Relate the different forms of drama to different contexts. Investigate the similarities and differences between the different forms of drama.	Actively participate in reading different forms of drama. Appreciate the imagination and creativity of people in the past and present.	Selected plays Different forms of drama: Tragedy Comedy Tragicomedy Melodrama Work in groups to look at different forms of drama and identify their characteristics and present findings to the class. Discuss in groups and identify the historical period of a selected play. Carry out research on different types of drama. Use the internet and the library. Present findings to the class. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a selected type of drama.
Links to other subjects: <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>			
Assessment criteria: <i>can identify and analyse the different forms of drama</i>			

Materials: *selected plays, computers with internet access*

Topic Area: DRAMA			
S 4 Literature in English	Unit 9: KEY ASPECTS OF DRAMA		No. of periods 27
Key Unit Competence: To be able to explore and analyse a drama referring to the key aspects of drama.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
Define key aspects of drama. Identify dramatic techniques employed in a set play. Explain what a tableau is.	Identify and analyse key aspects in a set play. Analyse the dramatic techniques and devices in a set play and how they help plot development in a play.	Develop empathy and respect towards characters situations in set plays. Actively participate in presenting a tableau and respect other students' contribution to the performance.	A selected play Review of the key aspects of drama: plot, setting, characters, themes, messages, dramatic techniques (dialogue, monologue, soliloquy, body language, flashback, asides, entrance / exit, props, costumes) Plot development Tableaux
Learning Activities			
Work in groups to read a selected play and identify the key aspects of drama. Share finding with the class. Set up a tableau to show the relationship between the main characters, the conflict and the resolution. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a selected aspect of drama.			
Links to other subjects: <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>			
Assessment criteria: <i>can explore analyse a drama referring to the key aspects of drama</i>			
Materials: <i>selected plays</i>			

Topic Area: DRAMA			
S 4 Literature in English	Unit 10: PERIODS OF AFRICAN DRAMA		No. of periods 27
Key Unit Competence: To be able to analyse themes and messages in set dramas with reference to the historical period and the context.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
<p>Explain the concepts of themes and messages in dramas.</p> <p>Point out the historical context of the set play.</p> <p>Differentiate the periods of African drama.</p>	<p>Relate the themes and messages in dramas to the historical periods of drama.</p> <p>Explain the historical contexts of the set play.</p> <p>Trace and describe themes and messages in a set play.</p> <p>Make connections between the cultural values in a play and in Rwandan/African society.</p>	<p>Appreciate how readers' personal experiences, beliefs and values may influence the understanding and interpretation of a set play.</p> <p>Recognise how themes and messages shift focus in different historical periods.</p>	<p>Selected dramas</p> <p>Periods of African drama</p> <p>pre-colonial, colonial, post-colonial</p> <p>Themes</p> <p>Messages</p> <p>Work in groups to identify references to the historical period and context in a set play.</p> <p>Read dramas from different periods and identify characteristics that differentiate them.</p> <p>Compare ideas with other groups. Discuss how the themes and messages are relevant for the historical period and context.</p> <p>Research online and watch videos of plays from the different periods of African drama.</p> <p>Write a short essay describing a chosen character from a selected drama and explain how that character contributed to conveying the message in the drama.</p>
Links to other subjects: <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>			
Assessment criteria: <i>can analyse the themes and messages in dramas with reference to the historical period and the context</i>			

Materials: *selected dramas*

5.3. Literature in English Syllabus for Senior five

5.3.1. Key Competencies for Senior five

By the end of S.5, a student of Literature in English should be able to:

- Analyse how texts are written and read in specific contexts
- Demonstrate deep understanding of the relationships among the elements of literary texts
- Demonstrate understanding of the relationships between various literary techniques and assess their effects.

5.3.2. Literature in English units for Senior five

Topic Area: PROSE				
S5 Literature in English		Unit 1: EUROPEAN LITERARY TRADITIONS 1.		No. of periods 35
Key Unit Competence: To be able to analyse texts according to their social, historical and political contexts in the European literary traditions.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
List and describe the periods of the European literary tradition. Recognise the social, historical and political context in a novel.	Relate the specific context of a novel to the European literary traditions. Develop an understanding of the importance of norms and traditional values. Explain how contexts help in the development of the plot in a novel. Compare and contrast social, historical and political contexts in texts from different periods in the European literary tradition.	Broaden students' literary and cultural horizons beyond the classroom through a set novel. Appreciate that different people lived different lives at different historical times. Critically evaluate how messages in a novel are conveyed in the light of specific contexts.	Selected novels and extracts European literary traditions: Classical ancient Greek and Latin literature Medieval literature Renaissance Baroque Enlightenment Classicism Definition of context: social historical political	Work in groups to read and compare two novels and identify the specific social, historical and cultural contexts in which they are written. Discuss how they fit into a specific period in the European literary tradition. Read critically a set novel and identify the ways in which specific contexts are revealed in the text. Debate in groups how the specific contexts in a set novel affect the development of the plot and of characters. Search in the library and on the internet to learn more about a selected period of the European literary tradition and prepare a group presentation about its most influential writers and their works.
Links to other subjects: <i>creative writing in English and other languages, History and Citizenship: appreciating that different people live</i>				

<i>different lives; many of the themes relate to religion, citizenship, general studies and effective communication</i>
Assessment criteria: <i>can analyze texts according to their specific social, historical and political contexts in the European literary tradition</i>
Materials: <i>selected novels, computers with internet access</i>

Topic Area: PROSE			
S5 Literature in English	Unit 2: UNDERSTANDING PROSE		No. of periods 35
Key Unit Competence: To be able to read and critically analyse novellas and short stories.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
Identify the key aspects of analysis in a short story or novella. Demonstrate how relationships among elements in a set novella or short story advance its plot development.	Select an element of a set novella or short story and show its relationship to another element. Examine how different aspects of a novella or short story relate to the author’s intentions and purpose.	Appreciate that elements of a set short story or novella are used for a purpose. Engage actively in creative writing. Appreciate other students’ creativity in their writing.	Selected novellas and short stories Review the key aspects of prose Review plot development Review literary devices The creative writing process: planning, writing, revision Inference Suspense
			Learning Activities
			Read selected short stories or novellas critically and note how the key aspects of prose are used to convey the messages. Work in groups to discuss moral, ethical and philosophical issues depicted in set short stories. Work individually to write a story either as a prequel to or continuation of a selected short story. Share some pieces with the class. Group work on comparing and contrasting the elements depicted in two short stories or novellas. Presentation of findings to the class

Links to other subjects: <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>
Assessment criteria: <i>can read and critically analyse novellas and short stories</i>
Materials: <i>novellas and short stories</i>

Topic Area: PROSE				
S5 Literature in English	Unit 3: THEMES IN AFRICAN NOVELS		No. of periods 35	
Key Unit Competence: To be able to analyse major and minor themes in African novels and evaluate how they fit into specific historical, economic, social, and cultural contexts.				
Learning Objectives		Content	Learning Activities	
Knowledge and understanding	Skills			Attitudes and values
Identify and explain specific themes in a set novel. Describe cultural, economic, political and historical contexts highlighted in set novels. Restate recurring themes in African novels.	Analyse how contexts contribute to the development of the themes in set novels. Compare the specific contexts of a set novel to students' own experience.	Appreciate that texts are written and read in specific contexts. Explore how writers' personal experiences, beliefs and values may influence the themes in a set novel.	Selected novels Historical themes (independence, war) Economic themes (poverty, development) Political themes (good governance, corruption, unity and reconciliation) Cultural themes (traditions, modernisation)	Work in groups to read and identify different themes depicted in set novels. Compare findings with other groups. Compare and contrast the themes in selected novels with current issues and discuss how relevant they are in the Rwandan context. Class debate on a selected theme depicted in two novels from different contexts. Group work on comparing and contrasting the cultures depicted in a set novel with their own. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a selected theme in an African novel.
Links to other subjects: <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>				

Assessment criteria: <i>can analyse major and minor themes in African novels and evaluate how they fit into specific historical, economic, social and cultural contexts</i>
Materials: <i>selected novels</i>

Topic Area: POETRY			
S5 Literature in English	UNIT 4: EPIC POETRY		No. of periods 25
Key Unit Competence: To be able to make connections between epics from different parts of the world, with regard to their themes to show different times and cultures.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
Demonstrate understanding of selected epics set and written in different contexts and from various parts of the world. Name the main characteristics of an epic.	Read and interpret epics set and written in different contexts and from various parts of the world. Analyse and explain how the themes are developed in epics set and written in different contexts and from various parts of the world. Identify the	Awareness that themes in epics written in different contexts and from various parts of the world represent a particular view or comment on life. Show interest to read and analyse epics from different contexts and from various	Selected epics from Africa and the rest of the world Narrative poetry Characteristics of an epic: preposition, invocation, in medias res beginning, enumeratio, epithet, divine intervention, heroes with special powers, multiple settings, omniscient narrator Review poetic devices: alliteration, repetition,
			Read selected epics individually and work in groups to identify their characteristics. Work in groups to read epics from different parts of the world and discuss how the different cultures and times are represented in them. Prepare a group presentation on a selected antagonist or protagonist in an epic. Hold a class debate on the motivation and personal characteristics of heroes in epics.

	characteristics of epics in the text.	parts of the world.	personification, assonance, simile, synecdoche Metaphor	
Links to other subjects: <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>				
Assessment criteria: <i>can analyze epics from different periods and cultures with regard to their themes</i>				
Materials: <i>selected epics</i>				

Topic Area: POETRY			
S5 Literature in English	UNIT 5: ODES		No. of periods 25
Key Unit Competence: To be able to identify and analyse odes and explore the atmosphere created in them.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
			Learning Activities

Specify the characteristics of different kinds of poems. Demonstrate understanding how the atmosphere is created in odes.	Identify techniques to create certain atmospheres in poems. Apply knowledge about the characteristics of epigrams to practice writing poetry.	Appreciate that poems create specific atmospheres. Actively engage in reading and writing poetry.	Selected poems Review of different types of poems: ballad, elegy, acrostic, concrete, haiku, tanka, sonnet, epigram ,Ode Poetic devices: enjambment, consonance	Work in groups to read selected ballads, elegies, acrostics and concrete poems, haikus, tankas, sonnets and epigrams then recall their characteristics. Look at examples of odes and try to identify some of their characteristics. Work in pairs to read odes and discuss the poetic devices used in these poems. Class discussion on how these poetic devices contribute to creating a specific atmosphere in the poems. Listen online or from CDs to recitation of odes and discuss the atmosphere in the poems. Practice the writing of epigrams individually or in pairs with the aim of creating a specific atmosphere. Use Point, Evidence, Explanation, and Relate (PEER) as a strategy to write a short analytical report on the atmosphere in a selected ode.
Links to other subjects: <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>				
Assessment criteria: <i>can identify and analyse odes and explore the atmosphere created in them</i>				
Materials: <i>selected poems, computers with internet access, CDs, CD players</i>				

Topic Area: POETRY		
S5 Literature in English	UNIT 6: RHYTHM IN AFRICAN POETRY	No. of periods 25
Key Unit Competence: To be able to identify rhythm in selected poems from Africa and understand its relationship to the context of the poems.		
Learning Objectives	Content	Learning Activities

Knowledge and understanding	Skills	Attitudes and values		
Demonstrate understanding of what rhythm is. Describe the rhythm in selected poems. Recall the use of poetic devices in poetry.	Identify rhythm patterns in poems. Analyze and explain the relationships between rhyme and rhythm. Recite poetry in front of others.	Appreciate the aesthetic qualities of language used in a poem to achieve certain effects. Demonstrate self confidence when reciting poetry in front of others. Accept the recitation of others with appreciation.	Selected poems Rhythmic poetry Examples of rhythm Combination of rhythm and rhyme Review poetic devices: alliteration, assonance Onomatopoeia Context	Work in pairs to read examples of African poetry and identify the rhythm pattern. Read out poems aloud to demonstrate their rhyme and rhythm. Accompany recitals with music, drumming or clapping Identify different rhythmic patterns in poems and establish connections to different situations and contexts in their use. Investigate relationships between the rhyme and rhythm in selected poems. Work in groups to identify poetic devices in rhythmic poetry and establish their connection to the context of the poems.
Links to other subjects: <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>				
Assessment criteria: <i>can identify rhythm in selected poems from Africa and understand its relationship to the context of the poems</i>				
Materials: <i>selected poems</i>				

Topic Area: DRAMA			
S 5 Literature in English	UNIT 7: DEVELOPMENT OF EUROPEAN DRAMA	No. of periods 40	
Key Unit Competence: To be able to understand how dramas developed throughout different periods of time and relate their development to different themes and messages.			

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Demonstrate how the context of a play influences its themes and messages.</p> <p>Describe the different periods in the development of drama.</p> <p>Describe the themes and messages in selected plays.</p>	<p>Relate the themes and messages in dramas to the historical period they were written in.</p> <p>Apply techniques of improvisation to perform selected scenes from a drama.</p>	<p>Appreciate how themes and messages changed in different periods of time.</p> <p>Actively engage in miming and improvising selected scenes from plays.</p> <p>Show respect for other students when they participate in miming or improvising selected scenes from plays.</p>	<p>A selected play</p> <p>Periods in the development of drama:</p> <p>Ancient Greek dramas</p> <p>Medieval /Mystery plays</p> <p>Farce</p> <p>Commedia Dell’ Arte</p> <p>Modern drama</p> <p>Review of dramatic techniques</p> <p>Themes</p> <p>Messages</p>	<p>Work in groups to read dramas from different periods and identify the dramatic techniques used in them. Explore the differences in their themes and messages. Discuss findings with the class.</p> <p>Work in pairs to read a selected drama and identify which period it comes from. Discover its main themes and messages.</p> <p>Compare and contrast the themes and messages in two dramas from different periods. Discuss how the dramatic devices contribute to the development of these themes and messages.</p> <p>Select some themes from a historical period of drama and set up mime and improvisation in a group by drawing up a loose outline for characters and action.</p>
<p>Links to other subjects: <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, music dance</i></p>				
<p>Assessment criteria: <i>can understand how dramas developed throughout different periods of time and relate their development to different themes and messages</i></p>				
<p>Materials: <i>selected plays</i></p>				

Topic Area: DRAMA			
S5 Literature in English	UNIT 8: LANGUAGE USE IN DRAMAS		No. of periods 32
Key Unit Competence: To be able to explore the use of language in drama to create tone and atmosphere.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
Recall understanding of literary devices. Describe the atmosphere and the tone in selected dramas. Demonstrate understanding of the importance of dramatic techniques in creating tone and atmosphere.	Perform dialogue in front of an audience. Identify rhyme and rhythm in plays after listening to them. Infer the tone and the atmosphere of a play from the literary devices used.	Actively participate in performing a dialogue with other students. Appraise other students' performance of dialogue from plays.	Selected plays written in verse or prose Review literary devices (metaphor, alliteration, repetition, assonance) Tone Atmosphere Rhyme Rhythm
Work in groups to identify literary devices in a drama. Discuss in pairs how the language contributes to the overall tone and atmosphere of the drama. Exchange ideas with other students. Practise dialogue in pairs to demonstrate the tone of a drama. Listen to or watch dramas written in verse online or from CDs to identify their rhyme schemes and rhythm patterns. Write a short essay on how the literary devices of a selected play contribute to the creation of the tone and atmosphere.			
Links to other subjects: <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>			
Assessment criteria: <i>can explore the use of language in drama to create tone and atmosphere</i>			
Materials: <i>selected plays, computers with internet access, CDs, CD players</i>			

5.4. Literature in English syllabus for Senior six

5.4.1. Key Competencies for Senior six

By the end of S.6, a student of Literature should be able to:

- Demonstrate detailed critical understanding in analysing the ways in which literary elements shape meaning in the texts under study
- Explore connections and comparisons with reference to interpretations of other readers
- Demonstrate understanding of the significance and influence of the context in which literary texts are made

5.4.2. Literature in English Units for Senior six

Topic Area: PROSE			
S6 Literature in English	Unit 1: EUROPEAN LITERARY TRADITIONS 2.		No. of periods 35
Key Unit Competence: To be able to analyse texts according to their social, historical and political contexts in the European literary tradition.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
List and describe the periods of the European literary tradition. Recognise the social, historical and political context in a novel.	Relate the specific context of a novel to the European literary traditions. Develop an understanding of the importance of norms and traditional values. Explain how contexts help in the development of the plot in a novel.	Broaden students' literary and cultural horizons beyond the classroom through a set novel. Appreciate that different people lived different lives at different historical times. Critically evaluate how messages in a novel are conveyed in the light of specific contexts.	Selected novels and extracts Review the earlier periods of the European literary traditions European literary traditions: Romanticism Realism Modernism Postmodernism Context Work in groups to read and compare two novels and identify the specific social, historical and cultural contexts in which they are written. Discuss how they fit into a specific period in the European literary tradition. Debate in groups how the specific contexts in a set novel affect the development of the plot and of characters. Search in the library and on the internet to learn more about a selected period of the European literary tradition and prepare a group presentation about its most influential writers and their works. Write a short essay on a selected novel to demonstrate the characteristics of a certain period of the European literary traditions.
Links to other subjects: <i>creative writing in English and other languages; appreciating that different people live different lives; many of the themes relate to religion, citizenship, general studies and effective communication</i>			
Assessment criteria: <i>can analyse texts according to their social, historical and political contexts in the European literary traditions</i>			

Materials: *selected novels, computers with internet access*

Topic Area: PROSE				
S6 Literature in English	Unit 2: STRUCTURE IN MODERN PROSE		No. of periods 35	
Key Unit Competence: To be able to explore the structure of the plot in modern prose.				
Learning Objectives		Content	Learning Activities	
Knowledge and understanding	Skills			Attitudes and values
Demonstrate understanding of plot development in prose. Show awareness of structural devices used in modern prose. Explain the different nature of narrators in prose.	Discover the organization of the plot in modern prose. Classify the structural devices in modern prose. Differentiate between an objective and an omniscient narrator.	Demonstrate openness to reading texts written in new styles. Show willingness to cooperate with others in the preparation of a presentation.	Selected novels, short stories and novellas Review plot development Structural devices: stream of consciousness flashback foreshadowing motif juxtaposition Narrator (objective, omniscient)	Work in groups to read a selected novel and explore the organisation of its plot. Identify structural devices that characterize modern prose. Explore the nature of the narrator in selected novels. Discuss how the choice of narrator contributes to conveying the message of the novel. Prepare a group presentation on the structure of the plot in a selected novel. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on the structure of a selected novel.
Links to other subjects: <i>creative writing in English and other languages,; appreciating that different people live different lives; many of the themes relate to religion, citizenship, general studies and effective communication</i>				
Assessment criteria: <i>can explore the structure of the plot in modern prose</i>				
Materials: <i>selected novels</i>				

Topic Area: POETRY			
S6 Literature in English		UNIT 3: ELEGY AND EPITAPH	No. of lessons 25
Key Unit Competence: To be able to identify and analyse elegies and epitaphs and explore their tone and the atmosphere created in them.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
List the characteristic of different kinds of poems. Identify poems as elegies and epitaphs. Demonstrate understanding how tone and atmosphere are created in poems.	Apply knowledge to differentiate between different kinds of poems. Employ literary techniques to write poetry. Use knowledge to describe the tone and atmosphere in poems.	Appreciate that poems create specific atmospheres. Actively engage in writing poetry.	Selected poems Review types of poems Elegy Epitaph Tone Atmosphere Point of view: first person narrator Poetic devices: metonymy
			Look at examples of elegies and epigrams to identify some of their characteristics. Compare and contrast the two kinds of poems to identify distinct characteristics. Work in pairs to read elegies and discuss the poetic devices used in these poems. Class discussion on how these poetic devices contribute to creating a specific atmosphere in the poems. Listen online or from CDs to recitation of elegies and epitaphs and then discuss the tone and the atmosphere in the poems. Practice the writing of epitaphs individually or in pairs with the aim of creating a specific tone. Use Point, Evidence, Explanation, and Relate (PEER) as a strategy to write a short analytical report on the atmosphere in a selected elegy.
Links to other subjects: <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>			
Assessment criteria: <i>can identify and analyse elegies and epitaphs and explore their tone and the atmosphere created in them</i>			

Materials: *selected poems, computers with internet access, CDs, CD players*

Topic Area: POETRY			
S6 Literature in English	UNIT 4: LIMERICKS – RHYTHM AND RHYME		No. of periods 25
Key Unit Competence: To be able to identify and analyse limericks referring to their rhythm, rhyme and poetic devices used.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
Show awareness of what a limerick is and identify its rhythm and rhyme. Describe a variety of poetic devices.	Explain the use of poetry specific conventions. Analyse the rhythm and rhyme scheme of limericks. Apply knowledge of poetic structure to write limericks.	Show readiness to appreciate poetic conventions used in specific contexts and cultures. Demonstrate active engagement in producing poetry. Appreciate other students' attempts at writing poetry.	Selected poems Limericks Review of rhythm and rhyme Poetic devices: hyperbole, litotes, euphémisme, juxtaposition
			Work in groups to read selected poems and discuss the poetic devices used in them. Oral presentation of findings to the class. Work in pairs to analyse the rhyme scheme and rhythm in selected limericks. Listen to recitals of limericks online to explore the rhythm and the rhyme scheme. Experiment with writing limericks in groups or individually. Present poems to the class. Use of Point, Evidence, Explanation and Relate (PEER) as a strategy to write a short analytical report on a selected limerick.
Links to other subjects: <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>			
Assessment criteria: <i>can identify and analyse limericks according to their rhythm, rhyme and poetic devices</i>			
Materials: <i>selected poems</i>			

Topic Area: POETRY			
S6 Literature in English		UNIT 5: FREE VERSE	No. of lessons 25
Key Unit Competence: To be able to identify and analyse free verse in poetry.			
Learning Objectives			Learning Activities
Knowledge and understanding	Skills	Attitudes and values	Content
Identify the characteristic of free verse. Explain how punctuation is used in free verse. Analyse the poetic devices in selected poems.	Explore poems to identify a variety of poetic devices in them. Select a poem independently for analysis. Read and critically appreciate poems. Illustrate the relationship between the poetic devices and the message in free verse poems.	Appreciate that poems may not follow strict structures. Actively engage in reading and analysing poetry.	Selected poems Free verse Poetic devices: poetic line punctuation oxymoron paradox
Work in groups to read selected examples of free verse. Discuss the poetic devices used in the poem and present findings to the class. Compare and contrast different example of free verse poems with regards to their punctuation. Select in pairs a poem written in free verse, prepare its detailed analysis and give an oral presentation in class. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of a free verse poem.			
Links to other subjects: <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>			
Assessment criteria: <i>can identify and analyse free verse in poetry</i>			
Materials: <i>selected poems</i>			

Topic Area: DRAMA			
S6 Literature in English		Unit 6: THEATRE OF THE ABSURD	
Key Unit Competence: To be able to analyse dramas of the theatre of the absurd with regards to the dramatic techniques and their themes and messages.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
Describe the characteristics of the theatre of the absurd. Identify dramatic devices used in the theatre of the absurd. Analyse the messages of selected dramas.	Justify the use of the different poetic devices in the theatre of the absurd. Set up tableaux and mime from selected scenes. Employ dramatic techniques when reading dialogue from dramas.	Appreciate the aesthetic value of the language used to achieve certain effects	Selected plays Theatre of the Absurd Dramatic techniques: cliché wordplay nonsense cyclical plot character pairs use of tableaux Role of the audience Work in groups to read selected dramas from the theatre of the absurd. Discuss their main characteristics. Share findings with the class. Read out dialogue from dramas to illustrate certain characteristics of the theatre of the absurd. In groups select scenes from dramas to illustrate the dramatic devices used in the theatre of the absurd. Discuss the messages they convey to the audience. Create tableaux and perform mimes from selected scenes in dramas. Use Point, Evidence, Explanation and Relate (PEER) as a strategy to support analysis of a free verse poem.
Links to other subjects: <i>creative writing in English and other languages</i> ; <i>appreciating that different people live different lives</i> ; <i>many of the themes relate to religion, citizenship, general studies and effective communication</i>			
Assessment criteria: <i>can analyse dramas of the theatre of the absurd with regards to the dramatic techniques and their themes and messages</i>			

Materials: *selected plays*

Topic Area: DRAMA				
S6 Literature in English		Unit 7: RADIO AND TELEVISION DRAMAS		No. of periods 35
Key Unit Competence: To be able to analyse radio and television dramas with regards to their dramatic techniques and the themes and messages.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Demonstrate understanding of the characteristics of radio and television dramas. Identify themes and messages in radio and television dramas.	Explore connections between the dramatic techniques and the themes and messages in radio and television dramas. Explore how the dramatic techniques function in radio and television dramas to achieve specific effects. Apply speaking and dramatization skills to perform selected scenes from radio and television dramas.	Appreciate that the themes discussed in radio and television dramas from around the world may be different from the students' own culture. Recognise radio and television dramas for their dramatic as much as their entertainment value.	Selected radio and television dramas Dramatic techniques: sound effects visual effects Series Soap operas	Listen to selected episodes of radio and television dramas in class. Discuss their main characteristics based on previously learnt key aspects of drama. Work in pairs to listen to a selected episode of a radio drama and provide a comprehensive analysis based on the dramatic techniques used. Read the script of selected radio dramas and perform dramatised readings of selected scenes. Discuss the themes and messages in a complete series of radio drama. Write a short essay to analyse an individually selected episode of a television drama.

Links to other subjects: *creative writing in English and other languages*,: *appreciating that different people live different lives; many of the themes relate to religion, citizenship, general studies and effective communication*

Assessment criteria: *can analyse radio and television dramas with regards to their dramatic techniques and the themes and messages*

Materials: *radio and television dramas, TV sets, radios, scripts of radio dramas*

Topic Area: DRAMA				
S 6 Literature in English		Unit 8: PERFORMING DRAMA		No. of periods 37
Key Unit Competence: To be able to plan and perform selected scenes from a set drama focusing on the use of dramatic techniques to convey messages.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recall the key aspects of drama through performing scenes. Demonstrate understanding of the importance of the elements of drama.	The lines and movement on stage assigned to a specific character. Apply knowledge about dramatic techniques in the performance of selected scenes. Practise self-evaluation and constructive feedback on the performance of others.	Actively participate in performing set scenes from a drama. Value creativity and ideas different from one's own. Cooperate with others in planning and performing selected scenes from a drama.	A selected play Review key aspects of drama: plot, setting, character, themes, messages Review dramatic techniques: dialogue, monologue, soliloquy, entrance / exit, stage directions, asides, props, costumes	Work in groups to read selected scenes or acts from a drama. Discuss the dramatic techniques used and the messages. Share ideas with the class. Set up a role play by assigning students different characters from selected scenes in a drama. Plan movement, practise dialogue and turn-taking. Perform the scenes in front of the class. Make video recordings of the performance and use them for guided self-evaluation. Write a short essay to evaluate another

				group's performance and reflect on their utilization of dramatic techniques.
Links to other subjects: <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>				
Assessment criteria: <i>can plan and perform selected scenes from a set drama focusing on the use of dramatic techniques to convey messages</i>				
Materials: <i>selected plays, props, costumes</i>				

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7. APPENDIX: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL

Subjects in Secondary 4-6		Number of periods per week (1 period = 40 min.)		
		S4	S5	S6
Core subjects				
1. Mathematics		7	7	7
2. Physics		7	7	7
3. Computer Science		7	7	7
4. Chemistry		7	7	7
5. Biology		7	7	7
6. Geography		7	7	7
7. History		7	7	7
8. Economics		7	7	7
9. Literature in English		7	7	7
10. Kinyarwanda major		7	7	7
11. Kiswahili major		7	7	7
12. French major		7	7	7
13. Religion major		7	7	7
14. Entrepreneurship		6	6	6
15. General Studies and Communication skills		3	3	3
16. Subsidiary Mathematics		3	3	3
Electives Subjects	17. English minor	4	4	4
	18. French minor	4	4	4
	19. Kinyarwanda minor	4	4	4
	20. Kiswahili minor	4	4	4

Co-curricular Activities	Religious activities	2	2	2
	Sports/ Clubs	2	2	2
	Computer/library	2	2	2