REPUBLIC OF RWANDA

KIGALI CITY

GASABO DISTRICT

SCHEMEOF WORK FOR LITERATURE IN ENGLISH SENIOR FOUR (S4)

Academic year 2022/2023 Number of periods per week: 7

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| DATES | **WEEKS** | UNIT TITLE | LESSON TITLE +EVALUATION | LEARNING OBJECTIVES | TEACHING METHODS AND TECHNIQUES. | RESSOURCES AND REFERENCES | OBSERVATIONS |
| 26th-30/9/2022  03-07th/10/2022  10- 14 /10/2022  17-21 /10/2022  24-28/10/2022  31/10-04/11/2022 | **WEEK 1**  **WEEK2**  **WEEK3**  **WEEK4**  **Week 5**  **Week6** | **UNIIT1:**  Review the key aspects of prose**/27periods** | **Lesson1**: categories of Literature**.(2periods)**  **Lesson 2**: Forms and genres of Literature. **(2periods)**  **Lesson 3:**  introduction to the key aspects of prose**.(2periods)**  **Lesson4** discussing the characteristics of prose within the extract.**(2periods)**  **Lesson5:** What is a novel? And how to study the novel?**(2periods)**  **Lesson6**: methodologies to be followed while studying a novel.**(2periods)**  **Lesson7**: Elements of the novel (the plot, setting,characters and characterization, themes and ideas, (point of view, Narrative style and techniques, the title.)**(2periods)**  **Lesson8 :**Analyzing the features of a novel.**(2periods)**  NB: introduction to the novel Mine boy, then read it all in groups.  **Lesson9:** Reading the except from the novel ‘The Mine Boy’ by Peter Abrahams in groups and answer the two questions about it.  NB: the homework about the background of the novel, and some extracts will be given to students.**(2periods)**  **Lesson10:** Comparing novella to the short story by analyzing their characteristics**(2periods)**  NB: After this lesson, a homework will be given to students. In two big groups, one will read the Ravine by Anton Chekhov, A Dark Brown Dog by Stephen Crane.) The homework will be submitted and corrected the following day.  **Lesson11:** correction of the homework(2periods)  **Lesson** **12**: analyzing all the key aspects of prose basing on the story “Homecoming”.**(2periods)**  **Lesson 13**: Individual homework, practice exercise 1 and 2.on pages27-32)(2periods)  **Lesson** **14**: **Formative assessment (1period)** | **Knowledge and understanding:** identify different types of narrative prose  Describe the key aspects of analyzing prose.  **Skills**:  Read critically various types of prose.  Identify and carry out a basic aspects of novellas, novels and short stories.  Independently select a short story for reading.  Prepare an oral presentation and deliver it in front of the class.  **Attitudes and values**  Actively participate in reading and analyzing different types of narrative prose.  Appreciate the value of selecting reading materials independently.  **Key unit competence:** To be able to explore the key aspects of narrative prose through the study of short stories, novellas and novels. | PPP strategy  -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 07-11/11/2022  14-18/11/2022  21-25/11/2022  28/11-02/12/2022  05-09 /12/2022  12-16/12/2022  19-23/12/2022 | **Week7**  **Week 8**  **Week9**  **Week**  **10**  **Week 11**  **Week 12**  **Week**  **13** | **UNIT2:**  Introduction to African Literary Traditions.**/27perios** | **Lesson1**: Literary tradition+ activity one**(2periods)**  **Lesson2**: Pre -colonial African Literature**(2periods)**  NB: the homework is about reading the myth of Kigwa.  **Lesson3**: Answering the questions about the myth of kigwa.**(2periods)**  NB: homework: Reading the excerpt from Chinua Achebe’s novel,Arrow of God and the pick out examples of oral literature features.  **Lesson4:**Introduction to the colonial period(per)  + discussing the background of development of modern African literature.**(2periods)**  **Lesson5**: The characteristics of literature of colonial period**.(2periods)**  NB: reading the extract from “No longer at Ease” and answering the questions about it.  **Lesson6**: correcting the homework**(2periods)**  **Lesson7**: Post colonial literary tradition  NB: an activity about answering the questions about a short story “Civil peace”**(2periods).**  **Lesson8**: Comparing the three periods of literary tradition .three groups will be created: one will act out the myth of Kigwa,anotherone will act out the story “ Civil Peace and the last one will draw the extract from no longer at ease.**(2periods)**  **Lesson9**: Group presentation (2periods)  **Lesson 7:** class discussions about the characteristics of pre-colonial literature in the myth.**(2periods)**  **Lesson9**: presentations of the 2nd group+ discussions about postcolonial literature in the story.**(2periods)**  **Lesson10:** presentation of the 3rd group+ discussions of the colonial literature in the extract.**(2periods)**  **Lesson11**: in three groups students will go to visit library and find out one more examples of extract or short story which reflect the three periods(precolonial, colonial and postcolonial)**(2periods)**  **Lesson12**: the three groups will present their works in front of the class.**(2periods)**  **Lesson 13: Recap of the whole unit**  Lesson 14: End unit assessment**(1period)**  **Revision time**  **Examination time**  **Marking and reports** | **Knowledge and understanding:**  Explain what is meant by literary traditions.  Describe the different periods in the African literary tradition.  **Skills**: Apply knowledge gained in another subject for the study of literature.  Listen attentively and respond to other people’s opinion.  Attitudes and Values:  Show tolerance of other people’s opinions, culture, identity and gender.  Appreciate how reader’s personal experiences, beliefs and values may influences the understanding and interpretation of novels, short stories and novellas.  **Key unit competence:** To be able to understand the African literary tradition and identify and analyze texts from each periods. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  Hot seat  Back to the board  Race to the board  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
|  |  |  | End of term one |  |  |  |  |
| 09-13/01/2023  16-20/01/2023  23-27/01/2023  30/01-03/02/2023 | **WEEK1**  **WEEK2**  **WEEK3**  **WEEK4** | **Unit3:**  Literary Techniques in novels**/27periods** | **Term Two:**  **Lesson1:** Correction term1  **(2periods)**  **Lesson3:** discussions in groups about how to make a story interesting.**(2periods)**  **Lesson4:** In group of four,learners discuss the devices on page 53.  NB: in small groups, they read chapter one from things fall apart , and answerthe questions on page 58.**(2periods)**  **Lesson5**: Introduction to literary techniques like: imagery(simile,metaphor,hyperbole and personification)+ activity3.**(2periods)**  literary techniques(irony,satire and symbolism)  **Lesson6:** other aspects of prose(tone,plot,)**(2periods)**  **Lesson7:** other aspects of prose(Character and purpose)**(2periods)**  **NB**: Homework about reading chapter two and three, in things fall apart, then students try to answer the questions about the two chapters.  **Lesson8**: practice exercise1(Reading Things fall apart chapter 2)**(2periods)**  **Lesson9**: Practice exercise1(Reading things fall apart chapter3)**(2periods)**  **Lesson10:** correction of practice exercise  **(1period).**  **Lesson11**: Introduction to the novel: “A man of the people” by Chinua Achebe. + splitting a class into four groups+ giving them tasks.(every group will read three chapters except group four which will read four. Every group will make a short summary of the chapters, draw the story and act it out )**(2periods)**  **Lesson12**: In their respective groups, students read their chapters,make a short summary, draw the story, and take roles.**(2periods)**  **Lesson13:** They continue reading and preparing what to present**(2periods)**  **Lesson14:** Assessment**(1period)** | **Knowledge and understanding**  Identify the literary techniques used in a novel.  Recall key aspects of prose and thee way they advance the development of a set novel.  **Skill**: 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.  **Attitudes and Values**: 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.  Activate participation in the 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  **Key unit competence:** To be able to analyze a set novel referring to the literary techniques used in it. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 06-10/02/2023  13-17/03/2023  20-24/02/2023  27/02-03/03/2023 | **WEEK5**  **WEEK6**  **WEEK7**  **WEEK8** | **Unit 4:** Themes and Messages in a novel./**27periods** | **Lesson1**: presentation of the summaries of the chapters in A man of the people**(2periods)**  **Lesson2:** Presentation of the drawings of the chapters in A man of the people.**(2period)**  **Lesson3:** acting out different chapters in A Man of the people.**(2periods)**  **Lesson 4**: Acting out the whole story in A Man of the people.**(2periods)**  **Lesson5:** Discussion about the meaning of the moral of a story.  NB: A homework: Reading chapter one of The River Between by Ngugi wa thiongo, and try to answerthe questions about it.**(2periods)**  **Lesson6:** Discussions about themes and messages in a novel **(2periods)**  **Lesson7:**Identifying themes. **(1period)**  **Lesson8**: In group of four, learners discuss part one and part two of chapter one in A Man of the people,then answer the questions about. **(2periods)**  **Lesson9:**Correction of part one and 2 questions, and reading part three and four of the same novel**(2periods)**  **Lesson10:**correction of part 3 and 4 questions, and reading part five and six same novel**(2periods)**  **Lesson11:**correcting questions about part five and six **(2periods)**  **Lesson12**: Reading part seven and answering questions about it **(2periodS).**  **Lesson13:**Correcting part seven, questions**(2periods)**  **Lesson14:**assessment**(1period)** | **Knowledge and understanding:** 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 .  **Skills:** critically analyzea historical and cultural context.  Evaluate the present day relevance of the cultural values described in a set novel .  Discover implicitly expressed themes and messages.  **Attitudes and values:**Appreciate that culture is dynamic.  Explore how readers’personal experiences,beliefs and values may influence the understanding and interpretation of a set novel .  **Key unit competence:** To be able to interpret the themes and messages in a set novel based on the historical and cultural contexts. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;  Instructional Manual(2016). |  |
| 06-10/03/2023  13-17/3/2022 | **WEEK 9**  **WEEK**  **10** | **Unit5:** Haiku and Tanka.  **21perio** | **Lesson1**: Introduction to the poetic devices(Alliteration,Assonance,Imagery(metaphor and simile),Onomatopoeia and personification) **(2periods)**  **Lesson2:**poetic devices(Repetition,Rhyme Synecdoche+ stanza**(1period)**)  **Lesson3:**discussions about atmosphere, Theme and Messagein a poem**(1period)**  **Lesson4**:Using internet and copy five different Haikus. Learners will discuss  the five poems and find out the similarities +analyzing a Haiku about the blue sky, and Beans to find out Haiku’s characteristics.**(2periods)**  **Lesson5:** In groups of four. learners read two haikus and answer the questions about them.( with my father and Toast.)**(1period)**  **Lesson6:**  reading “a butterfly” then analyzing the steps to write a haiku.+ sitting in nature outside, learners write haikus following the studied steps.**(2periods)**  **Lesson7**: using internet, we get 3tankas. Learners compare them to find similarities, and compare them with the haikus to find the differences. (the new term,TANKA, will be revealed to learners.)**(1period)**  **Lesson8**: Analyzing a Tanka: A Crash at two A.M.to discover the characteristics of a Tanka.**(1period)**  **Lesson9:**Analyzing the steps to write a Tanka.+ writing a Tanka following the steps.  **(1period)**  **Lesson10:** in groups of four, learners read the two Tankas (For Satori and Sombre Girl) and answer the questions about them.**(1period)**  **Lesson11**: assessment**(1period)** | **Knowledge and understanding:**Demonstrate understanding of the characteristics of haikus and tankas.  Explain what is meant by the atmosphere, the themes and the messages in a poem.  **Skills:** Apply knowledge of poetic devices to analyze poems.  Analyze,explain and discuss the effects of stylistic devices on the reader.  Experiment with writing different forms of poetry.  **Attitudes and values:**Appreciate the aesthetic qualities of language used in poems to achieves a desired effect.  Understand the value of adhering to poetic structures  **Key unit competence**: To be able to identify haikus and tankas and analyze them according to the poetic devices. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 20-24/03/2023  27-31/03/2023 | **WEEK**  **11**  **WEEK**  **12** |  | **REVISION TIME + Exams**  **MARKING AND REPORTS**  **END OF TERM TWO** |  |  |  |  |
| 17-21/04/2023  24-28/04/2023  01-05/05/2023 | **WEEK 1**  **WEEK 2**  **WEEK 3** | **Unit6**: Sonnet and Rhyme**/21periods** | **TERM THREE**  **Lesson 1:** correction of the second term exam. Paper 1 and paper 2**(2periods)**  **Lesson2:** correction of the second term exam paper 3.(**1period)**  **Lesson3**: Introduction to the sonnet(analyzing the poem: Teenage Love) **(1period)**  **Lesson4**: What is a rhyme(analyzing the poem: why should we be in love,)**(1period)**  **Lesson5**: what is masculine and feminine rhyme?(analyzing a poem: Africa.)**(2periods)**  **Lesson6**: The importance of rhyme.**(1periods)**  **Lesson7**: Masculine rhyme (in the poem: Lecture upon the Shadow).**(2periodS)**  **Lesson8**: Feminine rhyme(in the sonnet number 20.)**(1period)**  NB: homework about practice exercise1(graphite Drug) and practice exercise2.(writing sonnets)  **Lesson9**: correction of the homework.  **(1periodS)**  **Lesson10**: Types of sonnets and their rhyme schemes(The Italian or Petrarchan sonnet)**(2periods)**  **Lesson11**: English sonnet or Shakespearean.**(2period)**  **Lesson12**: Poetic devices in poetry(simile,metaphor,Alliteration,Assonance,consonance,onomatopoeia,repetition,Idiophone,symbolism,hyperbole,meter,personification,Allusion)  NB: a homework about activity 13 on page 115+practice exercise3, 4,5.**(2periods)**  **Lesson 13:** end unit assessment**(1period.)** | **Knowledge and understanding:** Demonstrate understanding of the sonnets.  Identify feminine and masculine rhymes.  **Skills:** Apply knowledge of poetic devices to analyze poems.  Analyze,explain and discuss the effects of stylistic devices on the reader.  Experiment with writing different forms of rhyme.  **Attitudes and values :**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.  **Key unit competence:** To be able to identify sonnets and analyze them according to the poetic devices and rhyme schemes. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 08-12/05/2023  15-19/05/2023 | **WEEK 4**  **WEEK5** | **Unit7:** Epigrams**/21periods** | **Lesson1**: Introduction to the epigrams + activity 1.**(2period)**  **Lesson2**: The students read a set of epigrams, then guess its meaning.**(1period)**  **Lesson3**: In pairs. Learners read the three epigrams on page 122, then find out the finds out the poetic devices used in each one of them.**(2periods)**  **Lesson4**: Some poetic devices found in epigrams(Satire, Oxymoron and Sarcasm.)**(1period)**  **Lesson5**: The history of epigrams. + activity4.**(1period)**  **Lesson6**: Epigrams from different cultures and times in history. **(1period)**  **Lesson7:**Discussing and explaining the meaning of the epigrams+  Identifying the imagery used in the epigram. **(2period)**  **Lesson 8**: In the Library students look for a few epigrams and write them down ten examples in their exercise books+ they read them loud for the rest of the class.**(2periods)**  **Lesson 9**: individually, students compose an epigram of their own, and share it with their classmates. **(1period)**  **Lesson10**: end unit assessment**(1period)** | **Knowledge and understanding:** Understand what an epigram and analyze its themes and messages.  Identify a variety of poetic devices.  **Skills:**Explain the use of poetry specific conventions.  Categorize epigrams according to different cultures and times in history.  **Attitudes and values:**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.  Key unit competence: To be able to identify and analyze epigrams referring to their themes and messages. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; InstructionalManual(2016). |  |
| 22-26/5/2023  29/05-02/06/2023 | **WEEK 6**  **WEEK 7** | **Unit8:** Different forms of Drama**/27periods** | **Lesson1**: Introduction to different forms of drama + tragedy +activity3 **(1period)**  **NB:**homework: in group of five, they read the extracts from the play Oedipus the king, and discuss what they think is tragic about it.  **Lesson2**: common stylistic devices used in tragedy(imagery, foreshadowing, Flashback, suspense, anticlimax)**(1period)**  **Lesson3**: Characters in a tragedy**(1period)**  NB: homework: practice Exercise1.  **Lesson4**: Common themes in tragedies(**1period)**  NB: homework: discussing the difference between theme and message.  **Lesson5**: introduction to comedy+activity11.**(1period)**  **Lesson 6**: with a desk mate, the student read the excerpt from Aminata by Francis Imbuga.+ activity13. **(1period)**  **Lesson7**: General characteristics of comedy**(1period)**  **Lesson8:** Reading an excerpt from the Government Inspector by Nikolai Gogol.+ Activity 15.**(2periods)**  **Lesson9**: Tragicomedy+ activity 16,17 and 18.**(1period)**  **Lesson10**: Introduction to melodrama+ Features of melodrama.**(1period)**  NB: homework: in groups of four, the students revisit and discuss the features of melodrama., thereafter, act the play about Hirwa.  **Lesson11**: Correcting the homework + writing and acting a short melodramatic play about love.**(1period)**  NB: a homework about reading a play( an enemy of the people, and decide the form of Drama it could be )  **Lesson12**: The class splits into five groups(Summarizers, questioners, predictors, connectors and visualisers) they read the play “an enemy of the people”**(1period).**  **Lesson13:** End unit assessment**(1period)** | **Knowledge and understanding :**Demonstrate understanding of different types of drama  Explain how to differentiate  The various forms of drama.  **Skills :**Relate the different forms of drama to different contexts .  Investigate the similarities and differences between the different forms of drama .  **Attitudes and values :**Actively participate in reading different forms of drama  Appreciate the imagination and creativity of people in the past and present.  **Key unit competence:** To be able to identify and analyze different forms of drama. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 05-09/06/2023  12-16/6/2023 | **WEEK 8**  **WEEK 9** | **Unit9:** Key aspects of Drama.**/27periods** | **Lesson1:**Presentation of the play (summarizers, questioners and predictors.)**(1periods)**  **Lesson2**: Presentation of the play(connectors and Visualizers)**(1periods)**  **Lesson3**: Acting out the play(an enemy of the people)**(1periods)**  **Lesson4:** Introduction to the key aspects of drama + activity1**(1periods)**  **NB:** Homework: individually, they read the excerpt from Voice of the people by Okiya Omtatah Okoiti. They retell the story in their own words to their groups.  **Lesson5:**Introduction to the plot.+ Types of plot.**(1period)**  NB: homework about practice exercise1.  **Lesson6**: Reading the excerpt from a play entitled Aminata by Francis Imbuga. In pairs, they tell to each other where the event is taking place.**(2period)**  **Lesson7**: the types of settings.**(1period)**  **NB**: homework (practice Exercise 2.)  **Lesson8:** Introduction to the characters Themes + activity 6 ,7 and 8 .**(1period)**  **Lesson10**: Theme of change **(1period)**  NB: homework: practice exercise3(discuss the main theme )  **Lesson11**: dramatic techniques(monologue, soliloquy, Aside, personification,metaphor,Foreshadow,Flashback,Allusion) **(1period)**  **Lesson12**: dramatic techniques(stage props, stage directions, Irony, sarcasm, satire, Imagery, simile)**(1period)**  **Lesson 13**: Plot development(Exposition,Rising action, climax, Falling action, Resolution).**(1period)**  **NB:** homework: read a play” an enemy of the people, and write down its plot development. Clearly show the stages we have just discussed.  **Lesson14**: End unit Assessment**(1period)** | **Knowledge and understanding:** Define key aspects of drama .  Identify dramatic techniques employed in a set play.  Explain what a tableau is .  **Skills:**Identify and analyze key aspects in a set play .  Analyze the dramatic techniques and devices in a set play and how they help plot development in a play.  **Key unit competence:** To be able to explore and analyse drama referring to the key aspects of drama.  **Attitudes and values:**Develop empathy and respect towards characters’ situations in set plays.  Actively participate in presenting a tableau and respect other students ‘contribution to the performance. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:**Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 19-23/06/2023  26-30/6/2023 | **WEEK 10**  **WEEK 11** | **Unit 10:** Periods of African drama**/27periods** | **Lesson1**: introduction to tableau.**(1period)**  **Lesson2:** Activity 10: they read the excerpt and in pairs they create a tableau for the scene.**(2period)**  **Lesson3:** Introduction to the periods of African drama.**(1period)**  **Lesson4**: Pre-colonial period(story telling as drama, comedies and masquerades)(**1period)**  **Lesson5:**Drama in colonial Africa(Drama to reinforce colonial rule, Church and mission drama,)**(1period)**  **Lesson6**: Drama in colonial period(didactic drama, professional theatres and drama in schools)**(1period)**  NB: in small groups,students read an excerpt from William Shakespeare “ as you like it” and answer the questions in activity 6.  **Lesson7:** Drama after colonialism/ post colonial drama:  reading the excerpt from John Ruganda’s play, the Floods, in pairs.  and answering the questions about it.**(2period)**  .  **Lesson8:**  Analysing all the techniques used in “an enemy of the people”+ presentation **(2periods)**  **Lesson10**: discussing the settings, the characters and the themes in a play “an enemy of the people”**(2periods)**   * End unit assessment**(1period)** | **Knowledge and understanding**: Explainthe concepts of themes and messages in dramas.  Point out the historical context of the set play.  Differentiate the periods of African drama.  **Skills:**Relate the themes and messages in dramas to the historical periods of drama.  Explain the historical contexts of the set play .  Trace and describe themes and messages in a set play .  Make connections between the cultural values in a play and in Rwanda / African society .  **Attitudes and values:**Appreciate how readers ‘personal experiences ,beliefs and values may influence the understanding and interpretation of a set play .  Recognise how themes and messages shift focus in different historical periods .  **Key unit competence:** To be able to analyze themes and messages in set dramas with reference to the historical period and the context. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 3-7/7/2023  10-14/7/2023  17-19/07 | **WEEK 12**  **Week 13** |  | **REVISION TIME**  **EXAMINATION TIME+ Report**  **PNLE** |  |  |  |  |