REPUBLIC OF RWANDA

KIGALI CITY

GASABO DISTRICT

SCHEMEOF WORK FOR LITERATURE IN ENGLISH SENIOR SIX (S6)

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

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| DATES | WEEKS | UNIT TITLE | LESSON TITLE +EVALUATION | LEARNING OBJECTIVES | METHODS AND TECHNIQUES | RESSOURCES | | OBSERVATIONS |
| 26-30/09/2022  03-07/10/2022  10-14/10/2022 | **WEEK 1**  **WEEK 2**  **WEEK 3** | **UNIIT 1:** European Literary literary Traditions**/35periods** | **Lesson1**: Review the earlier periods of European literary tradition**(1periods)**  **Lesson2**: Romanticism**(1period)**  **Lesson3**: reading an extract from the pearl, in romanticism **(2periods)**  **Lesson4**: Realism**(2periods)**  **Lesson5**: analyzing an excerpt from “animal Farm” by George Orwell.**(2periods)**  **Lesson6**: Modernism + activity 7. **(1period)**  **Lesson7**: Post modernism **(1period)**  **Lesson8:** Reading and analyzing a passage “I want a **wife” (2periods)**  **Lesso9:** Revising the novel: the pearl **(by using books) (1period)**  **Lesson10**: class discussion (analyzing themes and characters in the pearl) **(1period)**  **Lesson11**: class discussion(analyzing characters , plot and settings from the pearl)**(2periods)**  **Lesson 12**: presentation of different discussions done in groups**(1period)**  **Lesson13** : Revision on the novel “animal farm” summary(**1period)**  **Lesson14**: character analysis **(1period)**  **Lesson15:** plot analysis**(1period)**  **Lesson16**: Themes analysis**(1period)**  **Lesson17:** presentations of different. discussions done in the groups. **(1period)**  **Lesson18:** End unit assessment. **(1period)** | **Knowledge and understanding:**  List and describe the periods of the European literary tradition.  Recognize the social, historical and political context in a novel.  **Skills**: 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.  **Attitudes and values**  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.  **KEY UNIT COMPOETENCE:** To be able to analyse a text according to their social, historical, and political context in European literary tradition. | -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). | |  |
| 17-21/10/2022  24-28/10/2022  31/10-04/11/2022  07-11/11/2022 | **WEEK 4**  **WEEEK 5**  **WEEK 6**  **WEEK 7** | **UNIT2:**  Structure in modern prose/**35periods** | **Lesson1**: Analyzing the stories in “when the sun goes down”. (splitting a class into five groups. Every group will read three stories, and make a summary)**(2periods)**  **Lesson2**: summarizing the stories. **(2periods)**  .**Lesson3**: presentation of the summaries. **(2periods)**  **Lesson4**: presentation of the summaries. **(1period.)**  **Lesson5**: Review of prose**(2periods)**  **Lesson6**: The characteristics of prose. **(1period)**  **Lesson7**: Review plot development(**2periods**).  **Lesson8**: Reading an extract from” when the sun goes down” **(2periods)**  **Lesson9**: plot development (analyzing an extract from animal farm.) **(2periods)**  **Lesson10**: structural devices/stream of consciousness **(2periods)**  **Lesson11**: structural devices/ Flashback**(1period)**  **Lesson12:** structural devices/ Foreshadowing**(1period)**  **Lesson13**: Structural devices/Motif. **(1period)**  **Lesson14**: Structural devices/ Juxtaposition **(1period)**  **Lesson15**: Objective narrator **(1period.)**  **Lesson16**: Omniscient narrator**(1period)**  **Lesson17:** Application activities on the narrators. **(2periods)**  **Lesson18:** Unit content summary. **(1period)**  **Lesson19:** End unit assessment**(1period) page 50** | **Knowledge and understanding:**  Demonstrate understanding of plot development in prose.  Show awareness of structural devices used in modern prose.  Explain the different nature of narrators prose.  **Skills**:    Discover the organization of the plot in modern prose.  Classify the structural devices in modern prose.  Differentiate between an objective and an omniscient narrator.  **Attitudes and Values:**  Demonstrate openness to reading texts written in new styles  Show willingness to cooperate with others in the preparation of a presentation.  **Key unit competence**: to be able to explore the structure of the plot in modern prose. | -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). |  | |
| **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** | **WEEK 8**  **WEEK 9**  **WEEK10**  **WEEK 11**  **WEEK12** | **Unit3:**  Elegy and Epitaph**/25periods** | **Lesson1:** Review types of poems + elegy. **(1period)**  **Lesson2:** Reading and analyzing a poem: The widow’s Lament in springtime. **(1period)**  **Lesson3**: Epitaph+ a poem “someone special”. **(2periods)**  **Lesson4**: Tone + a poem” Road not taken” **(1period)**  **Lesson5**: Atmosphere + the lazy man **(2periods)**  NB: a homework : reading and analyzing a poem “ If we must die”  **Lesson6**: correction of the homework+  Point of view (the first person narrator, in the excerpt from poem “My mistress’s Eye is nothing like the sun) **(2periods)**  NB: exercise in “ I met a Thief”  **Lesson7**: point of view (omniscient, third person limited and multiple point of view.) **(2periods)**  **Lesson8**: Poetic devices(metonymy)**(2periods)**  **Lesson9**: reading and analyzing a poem”I speak for the bush” **(1period)**  **Lesson10**: unit content summary **(1period)**  **Lesson11.** End unit assessment**(1period)p67-70**  **REVISION PERIOD + NON SERIAL AXAMS**  **SERIAL EXAMS**  **Marking + Report**  **END OF TERM ONE** | **Knowledge and understanding**  List the characteristic of different kinds of poems.  Identify poems as elegies and epitaphs.  Demonstrate understanding how tone and atmosphere are created in poems.  **Skill**:  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.  **Attitudes and Values**: appreciate that poems create specific atmospheres. Actively engage in writing poetry.  **Key unit competence:** to be able to identify and analyse elegies and epitaphs and explore their tone and atmosphere created in them. | -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). |  | |
| **09-13/01/2023**  **16-20/01/2023** | **WEEK 1**  **WEEK 2** | **Unit 4:** Limericks-Rhythm and Rhyme**/ 25periods** | **TERM TWO**  **Lesson1**: introduction to limerick **(1period)**  **Lesson2:** Rhyme**(1perio1)**  NB: exercise on the poem “Death, be not proud”.  **Lesson3:** Correction of the exercise**(1period)**  **Lesson4:** Rhythm **(1period)**  NB: exercise on the poem “Drought”.  **Lesson** **5**: poem analysis “Droughr"**(1period )**  **Lesson6:** Poetic devices(Hyperbole) **(1period)**  **Lesson7:** Poetic devices (Euphemism) (**1period)**  NB: exercise on the poem “The guns of Gaborone”  **Lesson8 poem analysis “the guns of Gaborone"(1period)**  **Lesson9**: Poetic devices(Juxtaposition)  **(1period)**  NB: exercise on the poem “some days”.  **Lesson10:poem analysis “some days"**. **(1period)**  **Lesson11:** Poetic devices (Litote ) + application activity **(2periods)**  **Lesson12**: end unit assessment (activity one and two) **(2periods)**  **Lesson13:** end unit assessment activity three. **(1periods)** | **Knowledge and understanding:**  Show awareness of what limerick is and identify its rhythm and rhyme.  Describe a variety of poetic devices.  **Skills:** explain the use of poetry specific conventions.  Analyze the rhythm and rhyme scheme of limericks.  Apply knowledge of poetic structure to write limericks.  **Attitudes and values:**  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.  **Key unit competence**: to be able to identify and analyse limericks referring to their rhythm ,rhyme and poetic devices used. | -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). |  | |
| 23-27/01/2023  30/01-03/02/2023 | **WEEK 3**  **WEEK 4** | **Unit 5:** Free verse | **Lesson1**: Introduction to “Free verse”**(1period)**  **Lesson2:** poetic devices (poetic line) + a poem (mother to son.) **(1period)**  NB: exercise on the poem: “Africa”  **Lesson3:** correction of the exercises **(1period)**  **Lesson4**: Poetic devices(Punctuation)+ a poem” epilogue” **(2periods)**  NB: exercise on the poem “my island is in need of a poem”.  **Lesson5**: correction of the exercise (**1period)**  **Lesson6:** poetic devices(Oxymoron) **(1period)**  NB: exercise on the poem “ Life is Tremulous”  **Lesson7**: poem analysis “Alice is Tremulous “**(1period)**  **Lesson8:**  Poetic devices (paradox in “and when you balance on your head”) **(2periods)**  NB: exercise on the poem “ what is a man?”  **Lesson9:** correction of the exercise **(1period)**  **Lesson10**: end unit assessment.1(activity 1 and 2) **(1period)**  **Lesson11**: end unit assessment. (activity2)  **(1period)**  **Lesson12**: end unit assessment 3(activity3)  **(1period)** | **Knowledge and understanding:**  Identify the characteristic of free verse.  Explain how punctuation is used in free verse.  Analyse the poetic devices in selected poems.  **Skills:**  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.  **Attitudes and values:**  Appreciate that poems may not follow strict structures.  Actively engage in reading and analyzing poetry.  **Key unit competence**: to be able to identify and analyse free verse in poetry | -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  13-17/02/2023  20-24/02/2023  27/02-03/03/2023  06-10/03/2023  13-17/03/2023 | **WEEK 5**  **WEEK 6**  **WEEK 7**  **WEEK 8**  **WEEK 9**  **WEEK10** | **Unit6**: Theatre of the Absurd **/35periods** | **Lesson1**: Introduction to the play “the crucible”**(2periods)**  **Lesson2**: reading the play in five groups. (summarizers, questioners, predictors connectors and visualizers)**(2periods)**  **Lesson3**: presentation of the summarizers, questioners, predictors, connectors and visualizers. **(1period)**  **Lesson4**: acting out the play **(2periods)**  **Lesson5**: Introduction to the play “ Julius Caesar” + splitting the class into five groups(summarizers, questioners, predictors, connectors and visualizers) **(2periods)**  **Lesson6**: reading the play in the groups **(1period)**  **Lesson7**: presentations: summarizers, and questioners)  **(2periods)**  **Lesson8**: presentations: predictors, connectors and visualizers. **(2periods)**  **Lesson 10**: analyzing themes, characters, plot and settings **(2periods)**  **Lesson11**: .acting out the play, Julius Caesar.**(2periods)**  **Lesson12:** Introduction to the theatre of the absurd.**(1period)**  **Lesson13:** Analyzing the play “waiting for Godot”**(2periods)**  **Lesson14:** dramatic techniques **(cliché, word play, nonsense,) (2periods)**  **Lesson15**:Cyclical plot**(2periods)**  **Lesson16:** character pairs. **(1period)**  **Lesson17:** tableau and audience. **(2periods)**  **Lesson 18: a recap of the whole unit(2Periods)**  **Lesson18:** end unit assessment **(1period).** | **Knowledge and understanding:**  Describe the characteristics of the theatre of the absurd.  Identify dramatic devices used in the theatre of the absurd.  Analyze the messages of selected dramas.  .  **Skills:** 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.  **Attitudes and values**  Appreciate the aesthetic value of the language used to achieve certain effects.  **Key unit competence**: to be able to analyse dramas of the theatre of the absurd with regard to the dramatic techniques and their themes and their 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; Instructional Manual(2016). |  | |
| 20-24/03/2023  27-31/03/2023  **17-21/04/2023**  **24-28/04/2023**  **01-05/05/2023**  **08-12/05/2023**  **15-19/05/2023** | **WEEK 11**  **WEEK 12**  **WEEK 1**  **WEEK 2**  **WEEK3**  **WEEK 4**  **WEEK 5** | **Unit7:** Radio and Television Dramas **/35periods** | **Revision + non serial exams**  **Serial Exams +marking + report**  **END OF TERM TWO**  **TERM THREE**  **Lesson1**: Introduction to the radio and television drama**(2periods)**  **Lesson2**: Listening to the audio clip of the excerpt from “the crucible.”**(2periods)**  **Lesson3**: sound effect in Radio/audio Drama \.(1). **(2periods)**  **Lesson4**: Sound effect in Radio/audio Drama(2) **(2periods)**  **Lesson5**: Sound effect in Radio. (**1period**)  **Lesson 6**: Audio drama(3) **(2periods)**  Listening to the audio clip of the extract from the crucible. **(2periods)**  **Lesson7**: Answering the questions about the listened extract from the crucible **+**  television drama**(2periods)**  **Lesson8**: visual effect/activity 7.1 **(2periods)**  **Lesson9:** visual effects(notes) **(1period)**  **Lesson10:** Tragedy of Julius Caesar by William Shakespeare(act III, scene II)  **(2periods)**  **Lesson 11**:Revision of the play “an enemy of the people” **(2periods)**  **Lesson11**: Revision of the play “the Caucasian chalk circle”**(2periods)**  **Lesson12:** Revision of the play(the crucible)  **(1period)**  **Lesson13:** Revision of the play (Julius caesar**) (2periods)**  **Lesson14:** Revision of “mine boy”  **(2periods)**  **Lesson15**: Revision of “a man of the people”.**(2periods**)  **Lesson16:** Revision of the pearl **(1period)**  **Lesson17:** Revision of animal Farm(**2periods)**  **Lesson18:** end unit assessment **(2periods**) | **Knowledge and understanding:**  Demonstrate understanding of the characteristics of radio and television dramas.  Identify themes and messages in radio and television dramas.  **Skills:**  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.  **Attitudes and values:**  Appreciate that the themes discussed in radio and television dramas from around the world may be different from the students’ own culture.  Recognize radio and television dramas for their dramatic as much as their entertainment value.  **Key unit competence:** to be able to analyse radio and television dramas with regards to their dramatic techniques, 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; Instructional Manual(2016). |  | |
| **22-26/05/2023**  **29/05-02/06/2023**  **05-09/06/2023**  **12-16/06/2023**  19-23/06/2023  **26-30/06/2023**  **03-07/07/2023**  **10-14/07/2023**  **17-19/07** | **WEEK 6**  **WEEK 7**  **WEEK 8**  **WEEK 9**  **WEEK 10**  **WEEK 11**  **WEEK 12**  **WEEK 13**  **WEEK 14** | **Unit8:**  Performing Drama **/37periods** | **Lesson1**: Introductory notes and activity**(2periods)**  **Lesson2**: Review of key aspects of drama(plot and setting) **(1period)**  **Lesson3**: Review of key aspects of Drama (Characters, themes.) (**2periods)**  **Lesson4**: Review of key aspects of Drama: message. **(2periods)**  **Lesson5**: Review of dramatic techniques (dialogue, monologue and soliloquy) **(2periods)**  **Lesson6**: Review of dramatic techniques (entrance, exit, stage directions) **(2periods)**  **Lesson 7**: Review of dramatic techniques (asides, props and costumes) **(2periods)**  **Lesson8**: planning and performing drama**(2periods)**  **Lesson9:** dramatizing an enemy of the people. **(2periods)**  **Lesson10**: class discussions about how the play “an enemy of the people “was acted out. (**2periods)**  **Lesson11**: dramatizing “the crucible” (**2periods)**  **Lesson12**: discussions about the crucible  (**2periods)**  **Lesson13**: dramatizing “the Caucasian chalk circle”(**2periods**)  **Lesson14**: discussions about “the Caucasian chalk circle”(**2periods)**  **Lesson15**: dramatizing the play “Julius Caesar” (**2periods**)  **Lesson16**: discussions about the play “Julius Caesar” **(2periods**)  **Lesson17:** end unit assessment**(2periods)**  **Lesson18:** General test about prose and poetry(**2periods)**  **Lesson19:** General test about novels.  (**2periods).**  **Lesson20**: General test about plays.(**2periods)**  **Lesson21:** correction of the tests(**2periods)**  **REVISION PERIOD + NON SERIAL EXAMS**  **SERIAL EXAMS +MARKING + REPORTS**  PNLE | **Knowledge and understanding :**  Recall the key aspects of drama through performing scenes.  Demonstrate understanding of the importance of the elements of drama.  **Skills :**  The lines and movement on stage assigned to a specific character.  Apply knowledge about dramatic techniques in the performance of selected scenes.  Practice self-evaluation and constructive feedback on the performance of others.  .  **Attitudes and values**  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.  **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. | -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). |  | |