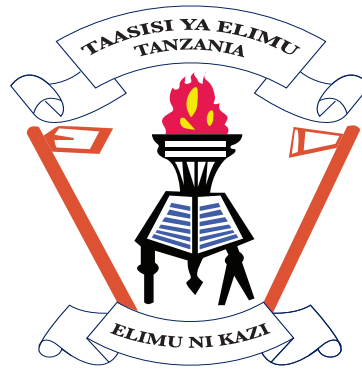


MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA INSTITUTE OF EDUCATION



LITERATURE IN ENGLISH SYLLABUS
FOR SECONDARY SCHOOLS
FORM III-IV

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DECLARATION

This Literature in English Syllabus is approved for use in Secondary Schools in Tanzania.

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1.0 Introduction

This syllabus is designed to guide the teaching and learning of Literature in English at Ordinary Level Secondary Education for Form III and IV. It carries useful information that shall enable teachers to plan their teaching and support students in the learning processes. Therefore, teachers are required to read the information provided in this syllabus in order to be acquainted with competencies, objectives, topics, and sub-topics to be covered in teaching Literature in English as a Subject.

Literature in English is an elective subject which is studied at Ordinary Level Secondary Education. It has fully fledged teaching and learning objectives and has its own workload and instructional time in Secondary Education curriculum.

The pedagogical significance of Literature in English in Tanzania classrooms is to promote literary skills and other skills related to communication, creative and critical thinking. It also serves as a bridge to enable learners appreciate their rich literary traditions, heritage and cultures. Literature in English subject shall enable students to build their personal characters, understand other people's characters, and have a better knowledge of the world.

2.0 Importance of the Syllabus

Literature in English is an important supportive subject for learning English language at Ordinary Level. It is therefore important to have Literature in English syllabus so as to enable teachers to:

- a) consistently handle the scope and sequence of the content according to the stated objectives and competencies;
- b) lay the foundation for Literature in English at advanced levels;
- c) help the student to apply Literature to learn the English language better;
- d) help the student to apply Literature as a tool to learn other life skills;
- e) plan the workload and use different methods in teaching and learning Literature in English;

- f) help the student to appreciate his/her rich literary traditions, heritage and cultures; and
- g) guide the student to build his/her personal characters, understand other people's characters, cultures and get better knowledge of the world.

3.0 Objectives of Education in Tanzania

The objectives of Literature in English Subject reflects the general objectives of education in Tanzania, which are to:

- a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- b) promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes towards the development and improvement of the condition of human and society;
- d) develop and promote self-confidence and inquiring mind, understanding and respect for human dignity and human rights and readiness to work hard for personal self-advancement and national development;
- e) promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) enable every citizen to understand and uphold the fundamentals of the national constitution as well as protecting human and civil rights, obligations and responsibilities; and
- g) promote love for work, self and wage employment and improved performance in the production and service sectors.

4.0 Objectives of Secondary Education in Tanzania

The objectives of Literature in English reflect the objectives of Secondary Education in Tanzania. The objectives of secondary education in Tanzania are to:

- a) consolidate, broaden and develop a deeper understanding of the ideas and concepts acquired at the primary education level;
- b) enhance and further develop an appreciation for cultural values including national unity, identity, democracy, ethics, personal integrity, readiness to work, human rights, customs, traditions, civic responsibilities and obligations;
- c) develop linguistic ability and effective use of communication skills in Kiswahili, English, and at least one foreign language;
- d) develop readiness for tertiary and higher education, vocational, technical and professional training;
- e) inculcate a sense and ability for self-study, self-confidence and self advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and
- f) develop readiness to join the world of work.

5.0 Competencies of the Subject

By the end of the course, students should be competent in:

- a) analysing issues critically with informed arguments;
- b) evaluating aesthetic and moral values;
- c) presenting opinions and facts;
- d) communicating effectively; and
- e) composing literary works.

6.0 Objectives of the Subject

By the end of form IV, students who opted for Literature in English should be able to:

- a) communicate effectively using the English language;
- b) explore, examine and reflect on various issues in literary works;
- c) appreciate aesthetic and moral values in different situations and contexts;
- d) appreciate and analyse literary works and their genres;
- e) promote Tanzanian cultural heritage and identity;
- f) appreciate multiculturalism and develop self-consciousness; and
- g) prepare a foundation to pursue Literature courses at higher levels of education.

7.0 Structure and Organisation of the Syllabus

This syllabus has two parts. The first part comprises of class level competencies and class level objectives. The second part is the syllabus content that presented in the matrix. The matrix includes the topics, sub-topics, specific objectives, teaching and learning strategies, teaching and learning resources, assessment criteria and number of periods.

7.1 Class level competencies

The class level competencies are the general competencies intended to be achieved within the class level or within each year of study. These competencies reflect the skills, knowledge and attitudes which the learner should demonstrate within a particular level of class. However, the competencies are not discrete but rather continuous. It is possible that a particular competency may require more than one year to be fully developed.

7.2 Class level objectives

The class level objectives are intended to be achieved within the class level. These are specific instructional objectives at a particular class level. The class level objectives in this syllabus are stated in general terms, and have been derived from the competencies. For each competency intended to be achieved, one or more objectives have been stated in order to achieve it.

7.3 Topics/sub-topics

This part describes the matter dealt within the subject. The major topics in this syllabus have been derived from the class level competencies and objectives. Every major topic has been divided into several sub-topics. Each sub-topic comprises of a portion of the content of the topic in question. The sub-topics have also been arranged to attain a logical order and facilitate the learning process. The horizontal treatment of this syllabus is controlled by the sub-topics. This means that for every sub-topic, there are teaching and learning strategies, teaching and learning resources, assessment strategies and the estimated number of periods.

7.4 Specific objectives

These include statements that describe results in terms of knowledge, attitude, skill and behaviour that a student is expected to achieve and perform after completing the programme. They also reflect the process of attaining the specified competencies within the cognitive, affective and psycho-motor domains.

7.5 Teaching and learning strategies

Teaching/learning strategies indicate what the teacher and the student are expected to do in the process of teaching and learning. However, the teacher is free to design his/ her own teaching and learning strategies. The teacher is expected to work as a facilitator for supporting students to learn. Participatory and cooperative learning-based activities are encouraged for students to work in groups and participate effectively in learning processes.

7.6 Teaching and learning resources/materials

In the teaching and learning of this subject, many resources shall be needed. The teacher and students should work together to collect or improvise alternative resources available in the school environment when needed. The teacher is also expected to constantly seek information from various sources in order to teach the topics well. The list of texts for reference (plays, novels & short stories as well as poetry) shall be provided by the Ministry of Education, Science and Technology.

7.7 Assessment criteria and methods

Assessment is stated in terms of questions. However, during teaching and learning, the teacher should use different assessment tools and strategies so as to engage students in learning and to assess their understanding of the specific content. Assessment shall focus on assessing students' ability to demonstrate knowledge, attitudes, skills and values of literary works.

Assessment comprises of formative and summative assessments. Formative assessment shall entail classroom based assessment practices and school based summative assessment. School based summative assessment shall be done in a term as mid-term test, terminal and annual examination. Summative assessment shall also constitute national examinations. Part of school based summative assessment marks (i.e. project work marks, tests and examinations) shall be submitted to NECTA as continuous assessment.

7.8 Periods

Literature in English at Ordinary Level Secondary Education is taught in Form III and Form IV. For one academic year, Literature in English shall have 156 periods for one class. Teachers are advised to budget their time and workload carefully in order to cover the syllabus.

FORM III

CLASS LEVEL COMPETENCIES

By the end of Form III, the student should be competent in:

- a) using literary terms appropriately;
- b) analysing the importance and functions of Literature;
- c) analysing the functions of language in Literature;
- d) describing form and content of oral and written Literature;
- e) appreciating/analysing literary works; and
- f) applying literary devices in creative writing.

CLASS LEVEL OBJECTIVES

By the end of Form III, the student should be able to:

- a) define basic literary terms;
- b) explain the importance of language in Literature;
- c) explain the importance and functions of Literature;
- d) identify forms and genres of Literature;
- e) describe the form and content of pieces of literary works;
- f) analyse literary devices;
- g) compose simple literary works; and
- h) explain the relationship between language and Literature.

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
1.0 INTRODUCTION TO LITERATURE	1.1 Overview of the term literature	<p>The student should be able to:</p> <ol style="list-style-type: none"> Define the term Literature. Identify the key terms in Literature. Explain the key terms in Literature. 	<p>The teacher should use brainstorming questions to guide students to:</p> <ol style="list-style-type: none"> Define the term literature. Identify key terms in Literature. Explain the key terms in Literature: <ul style="list-style-type: none"> Art Creativity Language Aesthetic Message Society Form Content Students should present their responses for discussion. The teacher should give feedback and use students' responses as feedback to support/guide them to define the key terms/ concepts used in Literature. 	<ul style="list-style-type: none"> Relevant texts Recorded and written forms of Literature 	<ol style="list-style-type: none"> Is the student able to define the term Literature? Is the student able to identify the key terms in Literature? Is the student able to explain the key terms in Literature? 	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.2 Functions and importance of Literature	<p>The student should be able to:</p> <p>a) Explain the functions and importance of Literature in the society.</p> <p>b) Explain the functions and importance of studying Literature.</p> <p>c) Explain the context in which Literature is applied in the society.</p>	<p>i) The teacher should use questioning strategies (what, why and why questions) to guide students to explain the functions and importance of Literature.</p> <p>ii) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Explain the functions and importance of studying Literature. – Explain the context in which Literature is applied in the society. <p>iii) Students should present their responses for discussion.</p> <p>iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Recorded and written forms of Literature 	<p>1. Is the student able to explain the functions and importance of Literature in the society?</p> <p>2. Is the student able to explain the importance and functions of studying Literature?</p> <p>3. Is the student able to explain the context in which Literature is applied in the society?</p>	4

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.3 Forms of Literature	<p>The student should be able to:</p> <p>a) Mention the forms of Literature.</p> <p>b) Differentiate the forms of Literature.</p> <p>c) Explain the functions of each form of Literature.</p>	<p>i) The teacher should use brainstorming questions to guide students to mention the forms of Literature.</p> <p>ii) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Differentiate the forms of Literature (i.e., oral and written Literature). – Explain the functions of each form of Literature. <p>iii) Students should present their responses for discussion.</p> <p>iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Sample of poems, plays, novels and short stories ● Oral materials (Riddles, Proverbs, Folktales, Legends, etc.) 	<p>1. Is the student able to mention the forms of Literature?</p> <p>2. Is the student able to differentiate oral from written Literature?</p> <p>3. Is the student able to explain the functions of each form of Literature?</p>	6

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.4 Language and Literature	<p>The student should be able to:</p> <p>a) Explain the importance of language in Literature.</p> <p>b) Explain the relationship between language and Literature.</p> <p>c) Explain the difference between ordinary and literary language.</p>	<p>i) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Explain the importance of language in Literature. – Explain the relationship between language and Literature. – Explain the difference between ordinary and literary language. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the task given in part (i).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Recorded/ written speeches 	<p>1. Is the student able to explain the importance of language in Literature?</p> <p>2. Is the student able to explain the relationship between language and Literature?</p> <p>3. Is the student able to explain the difference between ordinary and literary language?</p>	4

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.5 Literary devices	<p>The student should be able to:</p> <p>a) Identify different literary devices.</p> <p>b) Give the meaning and examples of the identified literary devices.</p> <p>c) Explain how the different identified literary devices are used in Literature.</p>	<p>i) The teacher should use texts to guide students in:</p> <p>– Identifying different literary devices (i.e. imagery, metaphor, simile, personification, hyperbole, satire, sarcasm, symbolism, etc.).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected poems, short stories, plays and novels ● Recorded forms of Literature (audio and video) 	<p>1. Is the student able to identify different literary devices?</p> <p>2. Is the student able to give the meaning and examples of the identified literary devices?</p>	10

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		d) Explain the importance of the identified literary devices.	<ul style="list-style-type: none"> – Giving the meaning and examples of the identified literary devices. – Explaining how the different identified literary devices are used in Literature. – Explaining the importance of the identified literary devices. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).</p>		<p>4. Is the student able to explain how the different identified literary devices are used in Literature?</p> <p>5. Is the student able to explain the importance of the identified literary devices?</p>	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.6 Basic elements of Literature	<p>The student should be able to:</p> <ul style="list-style-type: none"> a) Identify the elements of Literature. b) Explain the features of each element of Literature. c) Explain the relationship between the identified elements of Literature. 	<ul style="list-style-type: none"> i) The teacher should use brainstorming questions to guide students to: <ul style="list-style-type: none"> – Identify the elements of Literature (character, theme, plot, point of view, setting, conflict and tone). – Explain the features of each element of Literature. – Explain the relationship between the identified elements of Literature. ii) Students should present their responses for discussion. iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i). 	Relevant novels, poems, short stories and plays	<ul style="list-style-type: none"> 1. Is the student able to identify the elements of Literature? 2. Is the student able to explain the features of each element of Literature? 3. Is the student able to explain the relationship between the identified elements of Literature? 	14

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
2.0 ORAL LITERATURE	Genres of Oral Literature	<p>The student should be able to:</p> <ol style="list-style-type: none"> Identify genres of Oral Literature. Explain genres of Oral Literature. Identify the features of Oral Literature genres. Explain the features of Oral Literature genres. Give examples of Oral Literature found in the society. Explain the importance of Oral Literature in the society. 	<ol style="list-style-type: none"> The teacher should use questions to guide students to: <ul style="list-style-type: none"> Identify genres of Oral Literature (songs, proverbs, sayings, riddles, myths, folktales, fairytales, legends etc.) Explain each genre of Oral Literature. Identify the features of Oral Literature genres. Explain the features of Oral Literature genres. The teacher should organise students in groups and guide them to: <ul style="list-style-type: none"> Give examples of Oral Literature found in the society. Explain the importance of Oral Literature in the society. 	<ul style="list-style-type: none"> Samples of Oral Literature materials (songs, proverbs, sayings, riddles, myths, folktales, fairytales, legends etc) Recorded oral cues Visual and audio tapes 	<ol style="list-style-type: none"> Is the student able to identify genres of Oral Literature? Is the student able to explain the genres of Oral Literature? Is the student able to identify the features of Oral Literature genres? Is the student able to explain the features of Oral Literature genres? Is the student able to give examples of Oral Literature found in the society? 	38

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		g) Recite selected genres of Oral Literature. h) Tell and retell short stories. i) Dramatise selected genres of Oral Literature.	iii) The teacher should create activities for students to: – Recite selected genres of Oral Literature. – Tell and retell short stories. – Dramatise selected genres of Oral Literature. iv) Students should present their responses for discussion. v) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i)-(iii).		6. Is the student able to explain the importance of Oral Literature in the society? 7. Is the student able to recite selected genres of Oral Literature? 8. Is the student able to tell and retell short stories? 9. Is the student able to dramatise selected genres of Oral Literature?	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
3.0 WRITTEN LITERATURE	Genres of written Literature	<p>The student should be able to:</p> <p>a) Identify the genres of written Literature (i.e., poetry, plays, novels and short stories).</p> <p>b) Identify the features of the identified genres.</p> <p>c) Describe the features of the identified genres.</p> <p>d) Give examples of written Literature genres found in the society.</p> <p>e) Explain the concepts of fiction and non-fiction.</p>	<p>i) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Identify genres of written Literature (i.e., poetry, plays, novels and short stories). – Identify the features of the identified genres. – Describe the features of the identified genres. – Give examples of written Literature genres found in the society. – Explain the concepts of fiction and non-fiction. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>	Samples of written Literature (i.e., poetry, plays, novels, drama and short stories)	<p>1. Is the student able to identify the genres of written Literature?</p> <p>2. Is the student able to identify the features of the identified genres?</p> <p>3. Is the student able to describe the features of the identified genres?</p> <p>4. Is the student able to give examples of written Literature genres found in the society?</p> <p>5. Is the student able to explain the concepts of fiction and non-fiction?</p>	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
4.0 APPRECIATING AND ANALYSING OF PLAYS	4.1 Conceptualising common terms used in plays	<p>The student should be able to:</p> <ol style="list-style-type: none"> Identify the common terms used in plays. Explain the meaning of each common terms used in plays. Explain the importance of terms used in plays. Differentiate plays from other literary genres. 	<ol style="list-style-type: none"> The teacher should assign students in groups or individually to read a given play and then guide a discussion using questioning strategies (i.e., what, why and how questions) for students to: <ul style="list-style-type: none"> Identify the common terms used in plays (i.e., act, scene, acting, dialogue, conflict, character, plot, stage direction, script, curtain, theatre, playwright, drama etc.). Explain the meaning of each common term used in plays. The teacher should organise students in groups and guide them to: <ul style="list-style-type: none"> Explain the importance of terms used in the given play. Differentiate plays from other literary genres. Students should present their responses for discussion. 	<ul style="list-style-type: none"> Relevant texts Selected plays, Recorded materials (videos) Out- door theatres 	<ol style="list-style-type: none"> Is the student able to identify the common terms used in plays? Is the student able to explain the meaning of each common term used in plays? Is the student able to explain the importance of terms used in plays? Is the student able to differentiate plays from other literary genres? 	6

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
			iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).			
	4.2 Title of the play	<p>The student should be able to:</p> <p>a) Explain the meaning of the title of the play.</p> <p>b) Relate the title and the content in the play.</p> <p>c) Explain the relationship between the title and message in the play.</p>	<p>i) The teacher should assign students in groups or individually to read a play and then use questioning strategies (i.e., what, why and how questions) to guide students to:</p> <ul style="list-style-type: none"> – Explain the meaning of the title of the play. – Relate the title and the content in the play. – Explain the relationship between the title and message in the play. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected plays ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to explain the meaning of the title?</p> <p>2. Is the student able to relate the title and the content in the play?</p> <p>3. Is the student able to explain the relationship between the title and message in the play?</p>	6

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	4.3 Setting of the play	<p>The student should be able to:</p> <p>a) Describe the setting of the play.</p> <p>b) Describe the culture of the people in which the play was written.</p> <p>c) Identify the period in which the play was written.</p> <p>d) Describe the geographical location in which the play was written.</p>	<p>i) The teacher should assign students in groups or individually to read a given play and then use questions to guide students to:</p> <ul style="list-style-type: none"> – Describe the setting of the play. – Describe the culture of the people in which the play was written. – Identify the period in which the play was written. – Describe the geographical location in which the play was written. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected plays ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to describe the setting of the play?</p> <p>2. Is the student able to describe the culture of the people in which the play was written?</p> <p>3. Is the student able to identify the period in which the play was written?</p> <p>4. Is the student able to describe the geographical location in which the play was written?</p>	6

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	4.4 Plot of the play	<p>The student should be able to:</p> <ol style="list-style-type: none"> Identify different parts of the play. Identify the acts and scenes that make up the play. Describe the sequence of acts and scenes in the play. Describe the plot of the given play. Explain how the acts and scenes relate to each other in the play. Explain how acts and scenes have been arranged. 	<ol style="list-style-type: none"> The teacher should assign students in groups or individually to read a given play and then use questioning strategies (i.e., what, why and how questions) to guide students to: <ul style="list-style-type: none"> Identify the different parts of the play. Identify the acts and scenes that make up the play. Describe the sequence of acts and scenes in the play. Describe the plot of the given play. The teacher should organise students in groups and guide them to: <ul style="list-style-type: none"> Explain how the acts and scenes relate to each other in the play. Explain how acts and scenes have been arranged. Students should present their responses for discussion. 	<ul style="list-style-type: none"> Relevant texts Selected plays Recorded materials (videos) Out- door theatres 	<ol style="list-style-type: none"> Is the student able to identify different parts of the play? Is the student able to identify the acts and scenes that make up the play? Is the student able to describe the sequence of acts and scenes in the play? Is the student able to describe the plot of the given play? Is the student able to explain how the acts and scenes relate to each other in the play? Is the student able to explain how acts and scenes have been arranged? 	10

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
			iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).			
	4.5 Language	<p>The student should be able to:</p> <p>a) Explain the kind of language used in the play.</p> <p>b) Analyse the dramatic techniques used in the play.</p> <p>c) Explain how the playwright uses dramatic devices to convey the message to the audience.</p>	<p>i) The teacher should assign students in groups or individually to read the given play and then use questioning strategies (i.e., what, why and how questions) to guide them to:</p> <ul style="list-style-type: none"> – Explain the kind of language used in the play. – Analyse the dramatic techniques (i.e., language and style) used in the play. <p>ii) The teacher should organise students in groups and guide them to:</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected plays ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to explain the kind of language used in the play?</p> <p>2. Is the student able to analyse the dramatic techniques used in the play?</p>	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		d) Identify the style of language used in the given play. e) Explain the style of language used in the given play. f) Analyse the relevance of language to the audience.	<ul style="list-style-type: none"> – Explain how the playwright uses dramatic devices to convey the message to the audience. – Identify the style and language used in the given play. – Explain the style of language used in the given play. – Analyse the relevance of language to the audience. iii) Students should present their responses for discussion. iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).		3. Is the student able to explain how the playwright uses dramatic devices to convey the message to the audience? 4. Is the student able to identify the style of language used in the given play? 5. Is the student able to explain the style of language used in the given play? 6. Is the student able to analyse the relevance of language to the audience?	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	4.6 Character and characterisation	<p>The student should be able to:</p> <ol style="list-style-type: none"> Identify the characters in the given play. Describe the roles of characters in the given play. Describe how characters relate to one another in the given play. Explain how characters project themes, messages and lessons of the play. Evaluate the relevance of characters in the contemporary society. 	<ol style="list-style-type: none"> The teacher should assign students in groups or individually to read the given text and then use questioning strategies (i.e., what, why and how questions) to guide students to: <ul style="list-style-type: none"> Identify the characters in the given play. Describe the roles of characters in the given play. Describe how characters relate to one another in the given play. The teacher should organise students in groups and guide them to: <ul style="list-style-type: none"> Explain how characters project themes, messages and lessons of the play. Evaluate the relevance of characters in the contemporary society. Students should present their responses for discussion. 	<ul style="list-style-type: none"> Relevant texts Selected plays Recorded materials (videos) Out- door theatres 	<ol style="list-style-type: none"> Is the student able to identify the characters in the given play? Is the student able to describe the roles of characters in the given play? Is the student able to describe how characters relate to one another in the given play? Is the student able to explain how characters project themes, messages and lessons of the play? Is the student able to evaluate the relevance of characters in the contemporary society? 	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
			iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).			
	4.7 Themes and messages	The student should be able to: a) Identify themes, ideas and messages from the selected play. b) Find evidences from the selected play which support the identified ideas/issues and messages.	i) The teacher should assign students in groups or individually to read the given text and then use questioning strategies (i.e., what, why and how questions) for students to: – Identify themes, ideas and messages from the selected play.	<ul style="list-style-type: none"> ● Relevant texts ● Selected plays ● Recorded materials (videos) ● Out- door theatres 	1. Is the student able to identify the themes, ideas and messages from the selected play? 2. Is the student able to find evidences from the selected play which support the identified ideas/issues and messages?	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		c) Identify themes, messages and lessons from the selected play and relate them to the real life situation. d) Present the identified themes, messages and lessons from the given play. e) Explain the usefulness of literary devices in conveying the message of the given play. f) Assess the relevance of the play to the contemporary society.	<ul style="list-style-type: none"> – Find evidences from the selected play which support the identified ideas/issues and messages. – Identify themes, messages and lessons from the selected play and relate them to the real life situation. ii) The teacher should organise students in groups and guide them to: <ul style="list-style-type: none"> – Present the identified themes, messages and lessons from the given play. – Explain the usefulness of literary devices in conveying the message of the given play. – Assess the relevance of the play to the contemporary society. 		3. Is the student able to identify themes, messages and lessons from the selected play and relate them to the real life situation? 4. Is the student able to present the identified themes, messages and lessons from the given play? 5. Is the student able to explain the usefulness of literary devices in conveying the messages of the given play? 6. Is the student able to assess the relevance of the play to the contemporary society?	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		g) Summarise the main themes, messages and lessons in the play. h) Dramatise the given play.	iii) The teacher should design activities for students to summarise the main themes, messages and lessons in the play. iv) The teacher should use role play method to guide students to dramatise the given play. Students should present the responses obtained from each task for discussion. vi) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i)-(iv).		5. Is the student able to summarise the main themes, messages and lessons in the play? 6. Is the student able to dramatise the given play?	

FORM IV

CLASS LEVEL COMPETENCIES

By the end of Form IV, the student should be competent in:

- a) appreciating literary works (plays, novels, poems and short stories);
- b) analysing the title, setting, characters, style and language use in literary works;
- c) comprehending issues and their related implications (messages and lessons);
- d) making critiques of pieces of literary works;
- e) writing simple pieces of literary works in specified genres; and
- f) narrating a piece of work and performing it on stage.

CLASS LEVEL OBJECTIVES

By the end of Form IV, the student should be able to:

- a) understand the setting, plot, style and language of a literary work;
- b) describe characters and characterisation in a literary work;
- c) assess the relevance of a text in the contemporary society;
- d) use literary devices in composing literary works and dramatising plays; and
- e) make a review of pieces of literary works.

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.1 Conceptualising common terms used in novels and short stories	<p>The student should be able to:</p> <p>a) Identify the terms used in the analysis of novels and short stories.</p> <p>b) Explain the meaning of the identified terms.</p> <p>c) Identify the type of the given novel or short story.</p> <p>d) Describe the type of the given novel or short story.</p> <p>e) Identify the features of the novel or short story.</p> <p>f) Distinguish fiction from non fiction.</p>	<p>i) The teacher should use questions to guide students to:</p> <ul style="list-style-type: none"> – Identify the terms used in the analysis of novels and short stories. – Explain the meaning of each term identified. – Identify the type of the given novel or short story. – Describe the type of a given novel or short story. <p>ii) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Distinguish fiction from non fiction. – Identify the features of the novel or short story. <p>iii) The teacher should give feedback and use students' responses as feedback to support them in conceptualising the common terms used in novels and short stories.</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected novels ● Speeches ● Autobiography ● Biography ● Essays 	<p>1. Is the student able to identify the terms used in the analysis of novels and short stories?</p> <p>2. Is the student able to explain the meaning of the identified terms?</p> <p>3. Is the student able to identify the type of the given novel or short story?</p> <p>4. Is the student able to describe the type of the given novel or short story?</p> <p>Is the student able to identify the features of the novel or short story?</p> <p>6. Is the student able to distinguish fiction from non fiction?</p>	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.2 Title of the novel or short story	<p>The student should be able to:</p> <p>a) Explain the meaning of the title.</p> <p>b) Relate the title and the content/ message of the novel or short story.</p> <p>c) Explain the relevance of the title to the message of the novel or short story.</p>	<p>i) The teacher should assign students in groups or individually to read the given novel or short story and then use questioning strategies (i.e., what, why and how questions) to guide students to:</p> <ul style="list-style-type: none"> – Explain the meaning of the title. – Relate the title to the content/message of the given novel or short story. – Explain the relevance of the title to the message of the novel or short story. <p>ii) Students should present their responses for discussion.</p> <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to explain the meaning of the title of the given novel or short story?</p> <p>2. Is the student able to relate the title and the message/ content of the given novel or short story?</p> <p>3. Is the student able to explain the relevance of the title to the message of the novel or short story?</p>	4

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.3 Setting of the novel or short story	<p>The student should be able to:</p> <p>a) Identify the setting of the novel or short story.</p> <p>b) Describe the time and geographical location within the narrative.</p> <p>c) Describe the culture of people in the given novel or short story.</p> <p>d) Identify the historical period when the text was written.</p> <p>e) Analyse the setting of the selected novel or short story.</p>	<p>i) The teacher should use questions to guide students in identifying the setting of the novel or short story.</p> <p>ii) The teacher should use questioning strategies (what, why and how questions) to guide students to:</p> <ul style="list-style-type: none"> – Describe the time and geographical location within the narrative. – Describe the culture of people in the given novel or short story. – Identify the historical period when the text was written. – Analyse the setting of the selected novel or short story. <p>iii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected novel or short story ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to identify the setting of the novel or short story?</p> <p>2. Is the student able to describe the time and geographical location within the narrative?</p> <p>3. Is the student able to describe the culture of people in the given novel or short story?</p> <p>4. Is the student able to identify the historical period when the text was written?</p> <p>5. Is the student able to analyse the setting of the selected novel or short story?</p>	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.4 Plot	<p>The student should be able to:</p> <p>a) Identify the different parts of the novel or short story.</p> <p>b) Explain the features of the selected novel or short story.</p> <p>c) Identify the events in the selected novel or short story.</p> <p>d) Examine the sequence of events in the novel or short story.</p> <p>e) Examine the sequencing of events, episodes, actions, resolutions and climax that make up a story in the novel or short story.</p>	<p>i) The teacher should assign students in groups or individually to read the given novel or short story and then use questioning strategies (i.e., what, why and how questions) to guide them in:</p> <ul style="list-style-type: none"> – Identifying the different parts of the novel or short story. – Explaining the features of the novel or short story. – Identifying the events in the selected novel or short story. <p>ii) The teacher should organise students in groups and guide them to:</p> <ul style="list-style-type: none"> – Examine the sequencing of events, episodes, actions, resolutions and climax that make up the novel or short story. – Explain how events relate to each other in the novel or short story. 	<ul style="list-style-type: none"> ● Relevant texts ● Selected novel or short story ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to identify the different parts of the novel or short story?</p> <p>2. Is the student able to explain the features of the selected novel or short story?</p> <p>3. Is the student able to identify the events in the selected novel or short story?</p> <p>4. Is the student able to examine the sequence of events in the novel or short story?</p> <p>5. Is the student able to examine the sequencing of events, episodes, actions, resolutions and climax that make up the novel or short story?</p>	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		f) Explain how events relate to each other in the novel or short story. g) Explain how events have been arranged.	– Explain how events have been arranged. iii) Present their responses for discussion. iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).		6. Is the student able to explain how events relate to each other in the story? 7. Is the student able to explain how events have been arranged?	
	1.5 Character and characterisation	The student should be able to: a) Identify the characters in the given novel or short story. b) Describe the type of characters in the given novel or short story. c) Describe the role of each character in the given novel or short story.	i) The teacher should assign students in groups or individually to read the given novel or short story and then use questioning strategies (i.e., what, why and how questions) to guide them in: – Identifying the characters in the given novel or short story. – Describing the type of characters in the given novel or short story.	<ul style="list-style-type: none"> ● Relevant texts ● Recorded materials (videos) ● Out- door theatres 	1. Is the student able to identify the characters in the given novel or short story? 2. Is the student able to describe the type of characters in the given novel or short story?	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		d) Describe how characters relate to one another in the novel or short story. e) Identify the person who tells the story/narrator in the novel or short story. f) Explain how the characters project themes and deliver messages and lessons of the novel or short story. g) Analyse characters in the selected novel or short story.	<ul style="list-style-type: none"> – Describing the role of each character in the given novel or short story. – Describing how characters relate to one another in the novel or short story. – Identifying the person who tells the story/ narrator in the novel or short story. ii) The teacher should guide students' group discussion in: <ul style="list-style-type: none"> – Explaining how characters project themes, messages and lessons of the novel or short story. – Analyse characters in the selected novel or short story. 		3. Is the student able to describe the role of each character in the given novel or short story? 4. Is the student able to describe how characters relate to one another in the novel or short story? 5. Is the student able to identify the person who tells the story/narrator in the novel or short story? 6. Is the student able to explain how characters project the themes, messages and lessons of the novel or short story?	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		h) Analyse how a certain character was affected by the situation in the novel or short story.	<ul style="list-style-type: none"> – Analysing how different characters are affected by different situations in the novel or short story. ii) Students should present their responses for discussion. ii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii). 		<p>7 Is the student able to analyse characters in the selected novel or short story?</p> <p>8. Is the student able to analyse how characters are affected by different situations in the novel or short story?</p>	
	1.6 Style	<p>The student should be able to:</p> <p>a) Explain the language used in the given novel or short story.</p> <p>b) Describe the techniques used in the novel or short story.</p>	<p>i) The teacher should assign students in groups or individually to read the given novel or short story and then use questioning strategies (i.e., what, why and how questions) to guide them in:</p> <ul style="list-style-type: none"> – Explaining the language used in the given novel or short story. – Describing the techniques used in the novel or short story. 	<ul style="list-style-type: none"> ● Relevant texts ● Recorded materials (videos) ● Out- door theatres 	<p>1. Is the student able to explain the language used in the given novel or short story?</p> <p>2. Is the student able to describe the techniques used in the novel or short story?</p>	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		c) Explain how the writer uses language devices to convey the message to the audience. d) Identify the style and language used in the given novel or short story. e) Analyse the relevance of language to the audience.	iii) The teacher should arrange students in groups and guide them to: <ul style="list-style-type: none"> – Explain how the writer uses language devices to convey the message to the audience. – Identify the style and language used in the given novel or short story. – Analyse the relevance of language to the audience. iii) Students should present their responses for discussion. iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).		3. Is the student able to explain how the writer uses language devices to convey the message to the audience? 4. Is the student able to identify the style and language used in the given novel or short story? 5. Is the student able to analyse the relevance of language to the audience?	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	1.7 Themes and messages	<p>The student should be able to:</p> <p>a) Identify themes, ideas and messages from the selected novel or short story.</p> <p>b) Find evidences to support the identified themes, ideas and messages.</p> <p>c) Present the identified themes, ideas/ issues and messages from the given novel or short story.</p> <p>d) Identify the lessons learnt from the given novel or short story.</p>	<p>i) The teacher should assign students in groups or individually to read the given novel or short story and then use questioning strategies (i.e., what, why and how questions) to guide students in:</p> <ul style="list-style-type: none"> – Identifying themes, ideas and messages from the selected novel or short story. – Finding evidences to support the identified themes, ideas and messages. – Presenting the identified themes, ideas/issues and messages from the selected novel or short story. 		<p>1. Is the student able to identify themes, ideas and messages from the selected novel or short story?</p> <p>2. Is the student able to find evidences to support the identified themes, ideas and messages?</p> <p>3. Is the student able to present the identified themes, ideas/issues and messages from the selected novel or short story?</p> <p>4. Is the student able to identify the lessons learnt from the selected novel or short story?</p>	18

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		<p>e) Assess the relevance of the given novel or short story to the contemporary society.</p> <p>f) Summarise the main themes, messages and issues of the given novel or short story.</p>	<p>v) The teacher should arrange students in groups and guide them to:</p> <ul style="list-style-type: none"> – Identify the lessons learnt from the novel or short story. – Assess the relevance of the given novel or short story to the contemporary society. <p>vi) The teacher should create activities for students to summarise the main themes, messages and issues of the given novel or short story.</p> <p>vii) Students should present their work for discussion</p> <p>viii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) -(iii).</p>		<p>5. Is the student able to assess the relevance of the given novel or short story to the contemporary society?</p> <p>6. Is the student able to summarise the main themes, messages and issues in the given novel or short story?</p>	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
2.0 APPRECIATING AND ANALYSING POETRY	2.1 Common terms in poetry	<p>The student should be able to:</p> <p>a) Identify the common poetic terms used in the analysis of poems.</p> <p>b) Differentiate the two categories of poetry.</p> <p>c) Differentiate poetry from other genres of Literature.</p> <p>d) Identify the poetic devices used in the selected poem.</p> <p>e) Explain the poetic devices identified in the selected poem.</p>	<p>i) The teacher should arrange students in groups and guide them to:</p> <ul style="list-style-type: none"> Identify the common poetic terms used in the analysis of poems (i.e., poet, verse, stanza, rhyme, rhythm, persona, tone, mood, attitude, poetic license). Differentiate the two categories of poetry. Differentiate poetry from other genres of Literature. <p>ii) The teacher should use questioning strategies (what, why and how questions) to guide students to:</p> <ul style="list-style-type: none"> Identify the poetic devices used in the selected poem. Explain the poetic devices identified in the selected poem. 	<ul style="list-style-type: none"> Relevant texts Relevant songs or poems 	<ol style="list-style-type: none"> Is the student able to identify the common poetic terms used in the analysis of poems? Is the student able to differentiate the two categories of poetry? Is the student able to differentiate poetry from other genres of Literature? Is the student able to identify the poetic devices used in the selected poem? Is the student able to explain the poetic devices identified in the selected poem? 	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
			vi) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).			
	2.2 Poetic devices	The student should be able to: a) Identify poetic devices in the selected poem. b) Identify musical devices in the selected poem.	i) The teacher should assign students in groups or individually to read the given poem and then use questioning strategies (i.e., what, why and how questions) to guide them in: – Identifying the poetic devices in the selected poem (i.e., verse, persona, stanza, mood, tone and attitude). – Identifying musical devices in the selected poem (i.e., rhyme, refrain, alliteration, consonance and assonance). ii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).	<ul style="list-style-type: none"> ● Relevant texts ● Relevant songs or poems 	1. Is the student able to identify poetic devices in the selected poem? 2. Is the student able to identify musical devices in the selected poem?	4

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	2.3 Language devices	<p>The student should be able to:</p> <p>a) Identify figures of speech in the selected poem.</p> <p>b) Explain each figure of speech in the selected poem.</p> <p>c) Explain the poetic diction in the selected poem.</p> <p>d) Analyse how language devices are used in the selected poem.</p> <p>e) Explain how language style is used in the selected poem.</p> <p>f) Explain how the poet/poetess uses language to convey the message to the audience.</p>	<p>i) The teacher should assign students in groups or individually to read the given poem and then use questioning strategies (i.e., what, why and how questions) to guide them in:</p> <ul style="list-style-type: none"> – Identifying figures of speech in the selected poem (i.e., simile, personification, metaphor, satire, imagery, sarcasm, hyperbole and symbolism). – Explaining each figure of speech in the selected poem. – Explaining the poetic diction in the selected poem. <p>ii) The teacher should arrange students in groups and guide them in:</p> <ul style="list-style-type: none"> – Analysing how language devices are used in the selected poem. 	<ul style="list-style-type: none"> ● Relevant texts ● Relevant song or poem 	<ol style="list-style-type: none"> 1. Is the student able to identify figures of speech in the selected poem? 2. Is the student able to explain each figure of speech in the selected poem? 3. Is the student able to explain poetic diction in the selected poem? 4. Is the student able to analyse how language devices are used in the selected poem? 5. Is the student able to explain how language style is used in the selected poem? 6. Is the student able to explain how the poet/poetess uses language to convey the message to the audience? 	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
			<ul style="list-style-type: none"> – Explaining how language style is used in the selected poem. – Explaining how the poet/poetess uses language to convey the message to the audience. <p>iii) Students should present their responses for discussion.</p> <p>iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>			
	2.4 Structural devices	<p>The student should be able to:</p> <p>a) Identify the number of stanzas in the selected poem.</p> <p>b) Identify the number of verses used in the selected poem.</p>	<p>i) The teacher should assign students in groups or individually to read the given poem and then use questions to guide them in:</p> <ul style="list-style-type: none"> – Identifying the number of stanzas in the selected poem. – Identifying the number of verses used in the selected poem. 	<ul style="list-style-type: none"> ● Relevant texts ● Relevant songs or poems 	<p>1. Is the student able to identify the number of stanzas in the selected poem?</p> <p>2. Is the student able to identify the number of verses used in the selected poem?</p>	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		c) Describe the length of verses in the selected poem. d) Analyse punctuation marks as used in the poem.	ii) The teacher should arrange students in groups and guide them in: – Describing the length of verses in the selected poem. – Analysing the punctuation marks as used in the poem. iii) Students should present their responses for discussion. iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).		3. Is the student able to describe the length of verses in the selected poem? 4. Is the student able to analyse the punctuation marks as used in the poem?	
	2.5 Plot and setting	The student should be able to: a) Examine the plot as used in the poem. b) Identify the types of setting in the poem.	i) The teacher should assign students in groups or individually to read the given poem and then use questioning strategies (i.e., what, why and how questions) to guide them in: – Examining the plot as used in the poem. – Identifying the types of setting in the poem.	<ul style="list-style-type: none"> ● Relevant texts ● Selected poems ● Relevant songs 	1. Is the student able to examine the plot as used in the poem? 2. Is the student able to identify the types of setting in the poem?	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		c) Describe time and geographical location within the poem. d) Identify the period when the poem was written. e) Explain the period when the poem was written.	– Describing time and geographical location within the poem. – Identifying the period when the poem was written. – Explaining the period when the poem was written. ii) The teacher should give feedback and use students' responses as feedback to support them to perform the tasks given in part (i).		3. Is the student able to describe time and geographical location within the poem? 4. Is the student able to identify the period when the poem was written? 5. Is the student able to explain the period when the poem was written?	
	2.6 Persona/ speaking voice	The student should be able to: a) Analyse the persona used in the selected poem. b) Describe the types of persona used in the given poem. c) Analyse the message conveyed by the persona.	i) The teacher should assign students in groups or individually to read the given poem and then use questioning strategies (i.e., what, why and how questions) to guide them in: – Analysing the persona used in the selected poem. – Describing the type of persona in the given poem.	<ul style="list-style-type: none"> ● Relevant texts ● Relevant song or poem 	1. Is the student able to analyse the persona used in the selected poem? 2. Is the student able to describe the type of persona used in the given poem? 3. Is the student able to analyse the message conveyed by the persona?	8

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		d) Explain how the persona projects messages and lessons of the poem. e) Evaluate the relevance of the persona to the society.	<ul style="list-style-type: none"> Analysing the message conveyed by the persona. Explaining how the persona projects messages and lessons of the poem. Evaluating the relevance of the persona to the society. ii) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in part (i).		4. Is the student able to explain how the persona projects messages and lessons of the poem? 5. Is the student able to evaluate the relevance of the persona to the society?	
	2.7 Theme and message	The student should be able to: a) Identify the themes and messages in the selected poem. b) Find evidences that support the identified themes and messages in the poem.	i) The teacher should assign students in groups or individually to read a given poem and then use questioning strategies (i.e., what, why and how questions) to guide them in: <ul style="list-style-type: none"> Identifying the themes and messages in the selected poem. 	<ul style="list-style-type: none"> Relevant texts Selected poems Relevant songs 	1. Is the student able to identify the themes and messages in the selected poem? 2. Is the student able to find evidences that support the identified themes and messages in the poem?	12

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
		<p>c) Describe the lesson learnt from the selected poem.</p> <p>d) Analyse the relevance of messages and themes of the selected poem to the contemporary society.</p>	<p>– Finding evidences that support the identified themes and messages in the poem.</p> <p>iii) The teacher should organise students in groups and guide them in:</p> <p>– Describing the lesson learnt from the selected poem.</p> <p>– Analysing the relevance of messages and themes of the selected poem to the contemporary society.</p> <p>iii) Students should present their responses for discussion.</p> <p>iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>		<p>3. Is the student able to describe the lesson learnt from the selected poem?</p> <p>4. Is the student able to analyse the relevance of messages and themes of the selected poem to the contemporary society?</p>	

MAIN TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	NO. OF PERIODS
	2.8 Reciting poems	<p>The student should be able to:</p> <p>a) Identify the voice of the poem.</p> <p>b) Identify the rhyme and rhythm of the poem.</p> <p>c) Memorise the given poem.</p> <p>d) Recite the selected poem.</p> <p>e) Compose short poems in any cross-cutting issue in the contemporary society.</p>	<p>i) The teacher should use questions to guide students to identify the voice of the poem.</p> <p>ii) The teacher should design activities for students to:</p> <ul style="list-style-type: none"> – Identify the rhyme and rhythm of the poem. – Memorise the given poem. – Recite the selected poem. – Compose short poems in any cross-cutting issue in the contemporary society. <p>iii) Students should present their responses for discussion.</p> <p>iv) The teacher should give feedback and use students' responses as feedback to support them in performing the tasks given in parts (i) and (ii).</p>	<ul style="list-style-type: none"> ● Relevant texts ● Selected poems ● Relevant songs 	<ol style="list-style-type: none"> 1. Is the student able to identify the voice of the poem? 2. Is the student able to identify the rhyme and rhythm of the poem? 3. Is the student able to memorise the given poem? 4. Is the student able to recite the selected poem? 5. Is the student able to compose short poems in any cross-cutting issue in the contemporary society? 	8