



WOLMER'S BOYS' SCHOOL
Department of Language and Communications
Form 5 – English Literature
Course Outline

RATIONALE:

English Literature 5 is the final stage before the CSEC English Literature examination. It encourages students to critically assess all that they have learnt and collate the information to communicate the same in a clear and effective manner. They become critical thinkers who can then effectively express themselves and transfer the knowledge gained to other areas of life and personal development.

This year sees the cohort studying **selected poems from *A World of Poetry for CXC*, *Twelfth Night* by William Shakespeare, *Animal Farm* by George Orwell and selected stories from the text *A World of Prose for CXC***. The exploration of the following texts will see that students understand the dynamic of person-person interactions, understanding how the different issues of life may be explored and dealt with. They will also come into a greater appreciation for literature as a means of art that demonstrates and reflects human nature and life, being able to reflect and make meaningful connections with the pieces being studied.

Assessments will seek to ensure that students fully understand the work to which they are exposed, by means of making meaningful connections and explorations of the themes being studied. They will also be called upon to demonstrate higher level thinking, showing comprehension to how the themes are demonstrated within the literature, mirror that which can be seen in their own lives, communities, and personal experiences. This approach aims to strengthen students' intellectual development and thinkers, which will effectively equip them to prepare for their CSEC, English B Examination as well as other academic pursuits.

GOALS:

At the end of the academic year, students will have:

1. Developed thorough awareness and appreciation of how literary techniques and themes assist in making the text function as a cohesive unit.
2. Grasped literature as art that mirrors and comments on the intricacies of human interaction and societal complexities.
3. Related literature to their own personal experiences
4. Enhanced their skills as readers and writers and improved their oral skills discussing and processing literature.

CHRISTMAS TERM: Drama

Play: *Twelfth Night*

| Week | NS C Unit | Topics | Lesson/Method of Delivery | Use of ICT | Student Assessment |
|------|-----------------|--|---|---------------------------------|---|
| 1 | | Covid Experience Check Understanding Literature; Poetry | Revision <ul style="list-style-type: none">- Elements of Drama- Elements of Prose- Elements of Poetry | Videos – discussion, quizzes | Graded Assignment: Diagnostic Test (CW) |
| 2 | | Drama – Twelfth Night The Elements of Drama: | <i>Revision activities: Quizizz, Presentations, Worksheet</i> | Videos Group Discussions | <u>An overview or review of Acts 1& 2 will be done</u> CW: Quiz on Acts 1& 2 |

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| | | Stage directions Lighting Props | | | HW: Video presentation |
| 3 | | <u>Act 3</u> Elements of drama: lighting, sound and stage directions, use of props, spectacle | <i>Quizizz, Group discussion</i> - | Video presentation of content Quizizz Worksheet - | <u>Reading: Act 3</u> <u>Graded Assignment</u> <u>HW: _____ Short Answer questions</u> |
| 4 | | <u>Act 4:</u> Elements of drama: lighting, sound and stage directions, use of props, spectacle | <i>Group Discussion</i> <i>Writing worksheet – expectations, areas of development, etc</i> - | Lesson Presentation Breakout Groups – Writing Workshop | <u>Act 3</u> - <u>Writing Workshop</u> - <u>HW: Essay outline</u> |
| 5 | | <u>Act 5</u> Elements of drama: lighting, sound and stage directions | - <i>Lesson presentation, videos, classroom discussion</i> | Lesson Presentation – Breakout Group- Writing Workshops | <u>Graded Assignment</u> <u>CW: Timed Essay</u> <u>HW: Groupwork: Presentation</u> |

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| 6 | | The Unseen Paper | <i>Practice Session</i> | Videos Online study guides Kahoot | - CW: unseen paper |
| 7 | | Major Test | - <i>End of Term Exam</i> | | Exam |

EASTER TERM: Poetry

Poems of Focus: *Little Boy Crying, My Parents, West Indies U.S.A, Test Match Sabina Park, Dreaming Black Boy, Landscape Painter, It is the Constant Image of Your Face and Death be Not Proud.*

| Week | NS C Unit | Topics | Lesson/Method of Delivery | Use of ICT | Student Assessment |
|------|-----------------|----------------------------------|---|--|--|
| 1 | | Understanding Literature; Poetry | Revision - Elements of Poetry | Videos – discussion, quizzes | Students will Create a short poem speaking about an area of interest to them. |
| 2 | | Understanding Literature; Poetry | Revision – Literature; Elements of Poetry Discussion; group work | Research - importance of poetry as a literary genre | Reading Assignment: - <i>The Woman Speaks to the man who has</i> |

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| | | | (Reviewing the elements of poetry, incorporating poems already studied) <ul style="list-style-type: none"> - <i>It is the Constant Image of your Face</i> - <i>Dulce Et Decorum Est</i> - <i>This is the dark time my love</i> | <ul style="list-style-type: none"> - Distinction of poetry between other genres of literature - Lesson Presentation | <i>Employed her Son & A Stone's Throw</i> |
| 3 – 4 | | Context, Content and Meaning Devices | Sharing <ul style="list-style-type: none"> - What did we learn about the poets from their context? - What aspects of society are highlighted? <p><i>The Woman Speaks to the man who has Employed her Son & A Stone's Throw</i></p> <p>Themes: religion Gender roles Role of women in Society</p> <p>Devices: Allusion Irony Pun Sarcasim</p> <p>Tone and mood:</p> <ul style="list-style-type: none"> - Reflective - Sad - Oppressive | Videos Online games Reader response | <u>Task 1: CW: MCQ1</u> Poetry Revision Compare poems using detailed notes <ul style="list-style-type: none"> - Reading task – <i>Birdshooting Season</i> and <i>An African Thunderstorm</i> - |

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| 5 – 6 | | Structure, Atmosphere and Mood | <i>Landscape painter and South</i> - Nature - Devices - Imagery | Videos Recordings Writing Workshops | <u>Essay Outline and Essay</u> <u>Graded Assignment –</u> <u>HW</u> Scaffolding – workshopping the Poetry Essay Reading: (Midterm Break) - Animal Farm |
| 7 | | Practise past paper questions | <i>Exam type questions</i> | External Markers and CSEC Reports Workshops Seminars etc. | Timed Graded pieces For CH and HW |
| 8 | | Context, Content, Meaning and Devices | <i>Students will use skills taught to research and present analysis of the following poems:</i> • <i>Mirror</i> • <i>Death be not Proud.</i> • <i>Sonnet Composed upon West Minister Bridge</i> • <i>A Lesson For this Sunday</i> | Independent research and Group presentation | Graded Homework |
| 9 | | Comparative Analysis | <i>Essay Writing</i> <i>Examine the features of the comparative essay structure</i> | External Markers and CSEC Reports Writing Workshops Seminars etc | <u>Timed graded pieces for classwork</u> |
| 10 | | The Unseen Paper | <i>Practice Session</i> | Videos Online study guides Kahoot | |
| 11 | | Major Test | - <i>End of Term Exam</i> | | Exam |

SUMMER TERM: Prose

Text: *Animal Farm*

| Week | NSC Unit | Topics | Lesson/Method of Delivery | Use of ICT | Student Assessment |
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| 8 | | Revision – Prose Understanding Prose as a literary genre | Elements of Prose – Analysing a story: <ul style="list-style-type: none">- Plot- Setting- Characters- Themes- Point-of-View | Videos Kahoot Quiz | Reading Task: Read up on the history of the Russian Revolution & George Orwell |
| 9 | | Chapters 1 (Introduction) | <i>Animal Farm</i> Elements <ul style="list-style-type: none">- Plot- Setting- Themes- Characterization | Blog posts | Bloggng – responding to question posted online Reacting to at least one response posted by peers |
| 10 | | Chapters 2-3 (Rising Action) | Discussion <ul style="list-style-type: none">- blog posts | Group discussions, video presentations | Interactive Activity: Choose one element |

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| | | | ✓ Elements <ul style="list-style-type: none"> - Plot - Setting - Themes - Characterization - Narrative structure | | Create a question based on the chosen element Post question Respond to at least one question – not yours Reading Task – <i>Chapters 2-3</i> |
| 11 | | Chapters 4-5 (Climactic Events) | Lesson Presentation Themes of Focus: <ul style="list-style-type: none"> - Communism - classism | Research – Prep to present/teach | <u>Graded Activity:</u> <u>Multiple Choice Quiz/Test</u> Reading Task – 4-5 |
| 12 | | Analysing the story: (Predictions, resolutions, analysis) Chapters 5-6 | Themes of focus: <ul style="list-style-type: none"> - corruption - power | Breakout online interaction - Discussion - Comparison grid -Classroom Debate / Group Presentation | HW: Essay outline and development Reading Task: <i>Chapters 5-6</i> |
| 13-14 | | Chapters:7-8 | <i>Lesson Presentation</i> <i>Animal Farm – Worksheet</i> | Online discussion/s and posts | <u>Graded Activity:</u> HW: Essay – Draft 2 |

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| | | | Theme - exploitation of the working class Symbolism Imagery | Writing Workshop – Drat 1 of essays | |
| 15-16 | | Chapters 9-10 | <i>Lesson Presentation</i> <i>Animal Farm – Worksheet</i> Symbolism Imagery | Group Discussion and Activity Quiz/Kahoot | Graded Activity: CW: Essay |
| 17 | | The Unseen Paper | Workshop/discussion session | Videos Online study guides Edpuzzle | <u>Graded Activity:</u> <u>Paper 1: Test</u> |
| 11 | | Examination Preparation | End of Semester Examination | | |

READING LIST:

Twelfth Night
A World of Poetry
Animal Farm

