



WOLMER'S BOYS' SCHOOL

Department of English

Form: One (1)

Subject: Literature

Course Outline 2022-2023

RATIONALE:

Engaging with the discipline of Literature is integral to the holistic development of students. When students arrive at the secondary level of education, further exposure to, and interaction with Literature become even more crucial. Honing and developing more critical thinking skills, understanding their world and the world at large, learning about themselves through engaging in the Bildungsroman experience of fictional characters and gaining insight into these fictive relationships between characters, provide meaningful and useful insight to their own personal identity and growth. Characters like the Baliki children from Serrallier's, *The Silver Sword*, personas like Stanley Niamatali's, "Deportee" speaker and young pragmatic characters like Derek Walcott's, "Ti Jean" from his play *Ti Jean and His Brothers* will provide the opportunity for students to recognise, appreciate and accept ideas about themselves as individuals and emerging adults. They will be exposed to the power of Literature to teach in an often profound way about human nature and the human condition and how all of this is drawn from real life situations, and individuals. Understanding these concepts are what will enable students to interact with the world/literature on far more meaningful and substantial levels. In each term, students are exposed to each of three genres of Literature: Prose fiction; Poetry and Drama.

GOALS:

Written in the Literature/Language Unit is the intention to:

1. Create on a termly basis the opportunity for the students to further develop an interest and keen appreciation and understanding of Literature; focusing on the analysis of Prose fiction, Poetry and Drama as discrete literary modes through close reading of selected texts and material.

2. Ensure that engagement with the genre in combination with rules and usage of Language Arts will develop students who will begin to establish themselves as language learners who are able to effectively communicate their issues and understandings in speaking and writing meaningful work using both the Standard Jamaican English (SJE) and Jamaican Creole (JC) language structures appropriately.
3. Achieve the goal of producing students who will engage in in a focused, committed manner in activities that require them to listen with a purpose; extract meaning while using non-verbal indicators of active listening; ask probing questions to seek clarity based on the content and context of the genre of focus.
4. Encourage the students' use of previous exposure/experience with and prior knowledge of Literature techniques and devices to hone the necessary skills for undertaking the CSEC Examination in four years time.
5. Encourage students to become more aware of their own personal development and growth as individuals; understand more about their own nature as a human living in the world; recognise and create ways to solve problems; respond sensibly to and in various situations as individuals and as part of a collective whole.

Christmas Term: THEME — Exploring Literature - Understanding Self and Others

In this first term, students will be given the opportunity to focus on the analysis of prose fiction as a discrete literary mode. They will do so through reading the novel, ***The Silver Sword*** written by **Ian Serrailier** . Through engagement with Literature and the novel, students will come to appreciate ideas about themselves, and be conversant with ideas about themes, the use of literary devices, and numerous other terms that will “*impress [them] with the life-giving power of literature. [And help them to] gain a sense of [themselves] in the world...*” — Maya Angelou.

Where possible closer connections will be made with the Themed Units in the National Standard's Curriculum.

Disclaimer

Please note that changes may occur within the Course Outline as is necessary due to any unforeseen/unavoidable changes or disruptions in the school's Calendar. Wherever possible announcements regarding these changes will be shared with the students in a timely manner.

Unit 1: *Personal Identity & Social Identity* (*In some lessons units will overlap*)

Genre of Focus: ***Prose Fiction***

Main Text: ***The Silver Sword*** — Ian Serraillier

Non Graded Activity

Diagnostic Test - Short story based Reading Comprehension in MCQ Format
This will aid teachers to get a quick idea of how much exposure students have previously had specifically, with the genre of English Literature (Lingo/jargon specific to Literature) and generally with English Language (Levels of Comprehension).

There will be Approx. Six Graded Assignments in Term One:

1. Graded Quiz on chapters 1 — 5
2. Comprehension Questions 11-15
3. Graded Quiz on Literary devices associated with Prose fiction and Literature
4. Character Analysis — Write a a Friendly Letter discussing Whom you admire from the story.
5. Essay writing — “Wars Create Orphans” **(Classwork)**
6. Essay writing — “Characterisation of a Protagonist”

End of Term Exam

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
1	1 & 2 Personal Identity	<i>The Silver Sword</i>	Reading for Information — Introduction to Literature	Discussion; Reflection & Investigation • What is literature?— Ideas about Literature — Genres — Relevance • What do you know? • How can Literature help us to understand ourselves? • Prose Fiction Definition of key terms Types of Prose fiction Purpose	<ul style="list-style-type: none"> • Short videos • Powerpoint Presentation 	<u>Diagnostic Test</u> Discuss ideas about Literature (Prose fiction) Create a Graphic Organiser on the board demonstrating the use/purpose/fun ctions of Literature/Pros e fiction <u>Homework:</u> Research the author's biography and info about WWII. Read chaps. 1-5

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
2	1 & 2		<i>Reading for Information</i>	Intro to Lit & Prose continue <ul style="list-style-type: none"> • Elements of Prose Fiction <ul style="list-style-type: none"> — Plot — Setting — Narrative Perspective OR Point of View — Characterisation — Theme — Tone & Mood 	<ul style="list-style-type: none"> • YouTube videos such as cartoon(s), Flash movies and Infographics depicting the Elements of Prose fiction and their functions within the genre. 	<p>Discuss the Diagnostic test results. Point out common errors and highlight where students did well, collectively.</p> <p>Word Games</p> <p>Comp. Quests on the Sample story</p> <p>Preparing to read the text: Students will <i>share</i> their Research findings on WWII and about the life of Ian Serrailier.</p> <p>Class discussion based on Chapters 1-5</p> <p>(Exposition)</p>

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
3	1 & 2		Read for Meaning and Enjoyment	Chapters 1-5 Introduction to the novel: <u>The Silver Sword</u> Discussion of facts/info researched <ul style="list-style-type: none"> About the Author - Ian Serraillier Historical context: WWII 	Screen share author's biography Documentaries and short extracts from films and other sources relevant to the story	(Powerpoint) <u>Graded work</u> <i>MCQ quiz based on chapters 1-5 ...</i> <i>Interactive Google slide:</i> Slide share of Germany's impact on infrastructure, adults & children in Poland and Berlin in WWII — ongoing... <u>Homework</u> Reading ahead: Recap chaps. 1-5 Chapters Read: 6-10

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
4	1 & 2			<p>Making a connection between the elements and the story</p> <p>Plot — The Escape</p> <p>Setting — Poland</p> <ul style="list-style-type: none"> • Zakyna and Warsaw <p>Characterisation — Joseph</p> <p>Themes — Suffering; Determination; Love; Survival</p> <p>(thematic concerns will be linked to the UNIT theme of <i>Personal identity</i> — students will respond to questions about themselves and behaviour, thoughts and ideas etc in times of personal hardship/difficulty ...)</p>	<p>Quizziz interactive quiz</p> <p>Viewing still shots of scenes and themes/setting ... in wartime</p> <p>Google Document</p>	<p>Google document — Comp questions and answers based on the chapters</p> <p><u>Homework:</u></p> <p>Read again chapters 6-10</p> <p>Continue Research about the war and its impact on Poland, Germany, Switzerland in terms of humans as resources and on national infrastructures et al. (WWII)</p>

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
5	1 & 2		Communica tion <i>(Paragraph writing towards Essay Writing preparation)</i>	Chapters 6 - 10 The Baliki Children; Jan and A Most needed friend/Ivan <ul style="list-style-type: none"> Discussing how war impacts children <p>Plot — The children’s account of events</p> <p>Characterisation — Ruth, Edek, Bronia Jan & Ivan the Russ. Sentry</p> <p>Setting — Warsaw; the Woods</p> <p>Themes — Friendship; Love; Survival; Determination; Hope & The help of a stranger</p> <p>L</p>	Photo stills and simultaneous reading of text PowerPoint presentation	<u>Graded Class work</u> Write a character analysis using the friendly letter format: i) Name and age ii) Physical description iii) Five character traits which demonstrate individual’s strength/wea kness and relationship/ behaviour towards others... etc Read chapters 11-15.

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
6	1 & 2			Chapters 11-15 Discussion/Brainstorming <i>Plot</i> — Edek is taken away <i>Setting</i> — Warsaw & the woods <i>Characterisation</i> — Ruth , Bronia and Jan <i>Themes</i> — Nature; Friendship; Trust; Family Relationships; Trauma of War	Video excerpts Visual examples of themes through YouTube videos	Complete writing Character Analysis letter in class. <u>Continue...</u> (Discussing the rules of paragraph writing in preparation for essay writing) <u>Graded (Homework)</u> <u>Google Document (Comp quiz) based on chaps. 11-15</u>

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
7& 8	1 & 2			<p><i>Writing Workshop: Analytical Paragraph Writing</i></p> <ol style="list-style-type: none"> 1. Interpreting the Question 2. Responding to the Analysis Question (Building written expression & content organization skills through analysis on a small/compact scale- ie, formulating strong responses in a paragraph...moving towards the Essay) <p><i>Building the paragraphs on the board with students' input</i></p> <p><i>Essay Writing :</i></p> <ol style="list-style-type: none"> 3 Interpreting & Responding to the question 4. Choosing the Best/ Most Relevant Details 5. Creating an Essay Outline/Thesis 6. Writing the three part Essay 	<p>Screen sharing:</p> <p>YouTube videos & Powerpoint presentations</p> <p>Tips on writing Analytical paragraphs writing video/tips</p> <p>Analytical paragraph writing practice</p> <p>Commencing Essay writing putting the paragraphs together...</p>	<p>Preparing the Essay</p> <p>(Paragraph by paragraph)</p> <p>Analytical Paragraph writing practice</p> <p>Focusing on responding to the question through careful selection of content and relevant details</p> <p>Essay Writing</p>

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
9 & 10	1 & 2			Chapters 16-20: Discussion and interrogation <ul style="list-style-type: none"> • Role of News in Plot development • Jan in Conflict- 'Here comes trouble.' • Characterisation: Ruth, Bronia & Jan • Conflict: Jan vs The Americans • Setting: Life on the Farm • Essay Writing workshop (continues) 	Kahoot interactive online quiz Visual examples of Newspaper reports/articles	<u>Graded Class Work completion and submission</u> Essay Writing based on content in the novel up to chapter 20 (Students will be encouraged to read ahead so they can expand their use of information in the text to draw from for essay assignment) (Students will complete each part of the essay in a staggered way as teachers work with them and advise them in their writing...) Essay will be collected at the last class of Week Ten.

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
11	1/2			Chapters 21-25 The Antagonist- The Burgomaster — Escape and going further South Wolffs are our friends not our enemies...Character ization — Elements of Plot Exposition Rising action Climax Falling action Resolution/Denoue ment — Conflict <i>Types of ...</i> <i>Character vs</i> <i>Character</i> <i>Character vs</i> <i>Society</i> <i>Character vs Self</i> <i>Charcter vs Nature</i>	• The Freytag Pyramid OR Plot Structure Powerpoint presentation/Q uick videos	<u>Graded Quiz</u> <u>(Classwork)</u> on Lit and Prose Google Slides Researching, collating and sharing findings on the Plot structure Using any of the stories below to demonstrate understanding of the Plot Structure 🖐 <u>The Three</u> <u>Little Pigs</u> <u>Graded</u> <u>Homework</u> <u>Students will</u> <u>write an essay</u> <u>on their own.</u>
11	1 & 2			Chapters 25-29 Themes — Love ; Hardship; Family & Friendship; Determination ; Adventure & Survival; Hope, Healing & Reunion	Vox pop responses (Smart Phone)	Rapping up the text...

We ek	NSC Unit	Text	Topics/The mes	Lesson/Method of Delivery	Use of ICT	Student Assessment
12	1 & 2			<i>Revision of the Story and the Elements of Prose fiction.</i> <i>Preparing for the Exam</i>	Quizziz online questions	Revision for Exam in Jan.
12	1 & 2			End of Term Revision		End of Term Exam Revision quiz

EASTER TERM

This unit will create the opportunity for the students to further develop an interest in Literature and focus on the analysis of poetry as a discrete literary mode by reading selected poems. Students will be taught how to interpret poems beyond the literal level, through analysing how the elements of the genre and poetic techniques help to create meaning. By the end of this course students should better understand how poems are made and why they are valuable. Students can expect, therefore, to gain not only a knowledge of the nature, history, and variety of poetry, but also greater skill, insight, and pleasure as readers, writers, critical thinkers and literary analysts. *Where possible closer connections will be made with the Themed Units in the National Standards Curriculum.*

Unit 2: *Positive Attitudes/Citizenship and Nation Building (In some lessons units will overlap)*

Genre of Focus: **Poetry**

Main Text: **World of Poetry** — Hazel Simmonds-McDonald
Mark McWatt
(Third Ed.)

Graded Assignments

1. Class Quiz — Elements of Poetry
2. Worksheet — Effectiveness of literary devices (*Death Came to See Me ...*)
3. Compare and Contrast Analytical Paragraph Writing.
4. Literature and Language Project

End Of Term Progress Report period

1. My Parents	Stephen Spender	22
2. Little Boy Crying	Mervyn Morris	32
3. Death Came to See Me in Hot Pink Pants	Heather Royes	185
4. Deportee	Stanley Niamatali	73

List of Prescribed Poems

Week	NSC Unit	Text	Topics	Lesson/Method of Delivery	Use of ICT	Study
1	1 & 2 Term 2	<i>World of Poetry</i>	Reading for Meaning and Enjoyment Poetry	Introduction to Poetry Brain storming/discussion <ul style="list-style-type: none"> • What is Poetry? • How did it develop/start? • Elements of Poetry <ul style="list-style-type: none"> — Metre — Lineation — Rhyme — Rhythm — Diction — Tone — Mood • How To Eat A Poem 	Youtube videos Quizzes Graphic Organizers and Infographics	Com and a
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Week	NSC Unit	Text	Topics	Lesson/Method of Delivery	Use of ICT	Study
2			Reading for information	<p>Introduction To Poetry</p> <p>Looking at random examples of poetry</p> <p>Reading and exposure to different types of poetry</p>	<p>Short YouTube videos</p> <p>Still shots depicting elements</p>	<p>Questions</p> <p>Work</p> <p>Fill i</p> <p>Hom</p> <p>Write</p> <p>colou</p>

Wee k	NSC Unit	Text	Topics	Lesson/Method of Delivery	Use of ICT	Stud
3				<p><i>Introduction to Poetry</i></p> <ul style="list-style-type: none"> • Elements of Poetry <ul style="list-style-type: none"> — Metre — Lineation — Rhyme — Rhythm — Diction — Tone — Mood • Point of View <ul style="list-style-type: none"> — Poet — Persona — Speaker • Types of Stanzas • <i>Literature and Language Project assigned and discussed</i> 	<p>Quick Videos</p> <p>Poem samples projected through screen share</p> <p>Infographics</p>	<p>Scraper</p> <p>Q &</p>
3				<ul style="list-style-type: none"> • Literary Devices <ul style="list-style-type: none"> — What are they? — Why are they important? — The effectiveness of literary devices in poetry 	<p>Powerpoint</p> <p>Presentation</p>	<p><u>Grac</u></p> <p>Class</p> <p>The c</p> <p><u>Hom</u></p> <p><u>Pare</u></p>

Wee k	NSC Unit	Text	Topics	Lesson/Method of Delivery	Use of ICT	Stud
4			Reading for Meaning and Enjoyment	Focus: <i>My Parents</i> Discussion 1. Analysis of the Elements 2. Themes — Youth; Struggle; Rejection; Alienation; Class Struggle; People 3. Devices and Techniques — Simile — Metaphor — Alliteration — Imagery	Powerpoint Presentation Group work to identify Themes and Devices Video/cartoon about types of Imagery Google doc	Resp the p Hom Read prepa Stud infor instr Lang Poet Begi comp

Week	NSC Unit	Text	Topics	Lesson/Method of Delivery	Use of ICT	Study
5-6				<p>Focus: <i>Little Boy Crying</i></p> <p>1. <i>Analysis of the Elements</i></p> <p>2. Themes — Youth; Struggle; Rejection; Alienation; Class Struggle; People; Parent & Child</p> <p>3. <i>Devices and Techniques</i></p> <ul style="list-style-type: none"> — Simile — Metaphor — Alliteration — Aside — Contrast — Imagery 	<p>YouTube videos</p> <p>Screen share: Photo stills that suggest duality of nature/personality</p> <p>Kahoot online game</p>	<p>Google Com</p> <p>Inter</p> <p>(Gro</p> <p>Hom</p> <p>Read</p> <p>Deat</p>

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Stu
7- 8			Focus: <i>Death Came to See Me ...</i> 1. <i>Analysis of the Elements</i> 2. Themes — Dreams; Death; People; Cultural identity 3. <i>Devices and Techniques</i> — Personification — Metaphor — Imagery — Repetition — Contrast	Videos featuring concepts/ideas about death Audio of Calypso music Dream images and their effects Pics of culturally specific images in the Caribbean vs Europe/America	Gr Que abo effe dev Rea nex
9			Focus: “The Deportee” 1. Analysis of the Elements 2. Themes — People; Materialism; Morality; Youth; Power 3. Devices and Techniques — Personification — Metaphor — Imagery — Repetition — Contrast	Youtube video Images of deported Jamaicans Quizziz online interactive questions	Gr Essa (Co
10			Revision of Poems and Content		
11			Mid Term Exam		

Summer Term

This unit will create the opportunity for the students to develop an interest in Literature and focus on the analysis of drama as a discrete literary mode by reading *Ti-Jean and His Brothers* by Derek Walcott and watching a live performance of a play. Students will be taught how to interpret plays beyond the literal level through analyzing how the elements and features of the genre help to create meaning. Additionally, a student-centered classroom will be adopted which will enable students to discover the beauty/complexities of English Literature through their own engagement and critical thinking. *Where possible closer connections will be made with the Themed Units in the National Standards Curriculum.*

Unit: *Recreation and Health (In some lesson units will overlap)*

Genre of Focus: ***Drama***

Main Text: *Plays For Today (Ti Jean and His Brothers)* — Derek Walcott

Graded Assignments

- 1.** Quiz
- 2.** Comprehension questions
- 3.** Literature and Language Project
- 4.** Essay

End of Term/Year Exam

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Stu
1			<p>Introduction to Drama</p> <ul style="list-style-type: none"> • What is Drama? <ul style="list-style-type: none"> — Drama is Mimesis • Why study Drama? • The Elements of Drama: <ul style="list-style-type: none"> — Acts and Scenes — Plot (Elements of Plot) — Exposition; Conflict; Climax; Denouement — Characterisation • Features of Drama <ul style="list-style-type: none"> — <i>Dialogue</i> — <i>Soliloquy</i> — <i>Aside</i> — <i>Stage Direction</i> — <i>Stage Conventions</i> — <i>Chorus</i> — <i>Dramatic Unities</i> — <i>Disguise</i> • Types and Parts of Stages 	<p>Powerpoint presentations</p> <p>Kahoot interactive question and answer Game</p> <p>YouTubevideos</p> <p>Still shots of features of Drama</p>	<p>Role</p> <p>Sho</p> <p>Res</p> <p>que</p>

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Stu
2		Reading for information Introductory content	Introduction to the Play Plot — Exposition Prologue - Analysis of the Elements and Features of Drama: <ul style="list-style-type: none"> — Stage Directions — Setting — Sound Effects — Chorus — Plot - Exposition — Props — Characterisation — Conflict — Costume • Literature and Language Project	YouTube video of the Play Powerpoint presentation Google doc	Rea Role Cho alou Gra Wor <i>Proj</i> <i>will</i> <i>men</i>
3			Plot — Rising Action Act One - Analysis of the Elements and Features of Drama: <ul style="list-style-type: none"> Plot— Rising Action — Conflict — Dramatic Irony — Stage Directions — Props • Characterisation	Watch excerpts from the play via YouTube Quizziz Google doc	Gra Con Via Rea nex

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Activities
4			<i>Ti-Jean and His Brothers</i> — Rising action Act Two <i>Analysis of the Elements and Features of Drama:</i> Plot— Rising Action — Conflict — Dramatic Irony — Stage Directions — Props • <i>Characterisation</i>	Watch excerpts of the Play via YouTube Breakout room Interactive Google Slide	Interpretation Group work Essays Conferences Collaborative
5			Act Three <i>Analysis of the Elements and Features of Drama:</i> Plot— Falling Action — Conflict — Resolution — Dramatic Irony — Stage Directions — Props Revision		Rap Revision
			End of Term/Year Exam		End of Term/Year Exam

READING LIST:

The Silver Sword written by Ian Serraillier

World Of Poetry Edited by Hazel Simmonds-McDonald and Mark McWatt

Plays For Today with contributions by Derek Wall et al

Carlong English B for CSEC with Study Guide and Exercises edited by Keith Noel et al