

TRINITY COLLEGE EAST

FORM FOUR English B (LITERATURE)

2012-2013

SCHEME OF WORK

TERM I---Drama & Poetry

Week	Topic and Content	Resources
Week One	<p>What is English B.</p> <p>Outline of the assessment for CSEC English B, the profiles under which English B is studied. The areas of Understanding, expression and Quality of Language.</p> <p>Reviewing the literary genres:</p> <p>What is a novel; short story; poem and play.</p> <p>Specific reference to DRAMA as a genre.</p>	<p>CSEC Syllabus, pgs. 23-27 and 28-29</p> <p>Internet and <i>The Riverside Shakespeare</i>.</p> <p>Assessment One:</p> <p>Total 16mks Weighting--- 8</p> <p>Technology Use--- Lab work to source material on the life and times of William Shakespeare.</p>
Week Two	<p>Introduction to William Shakespeare as a playwright. The types of plays written by Shakespeare along with some of his other works. Students to begin reading ‘A Midsummer Night’s Dream’.</p> <p>ASSESSMENT 2: Due Week 4.</p> <p>Project on William Shakespeare’s life to include but not limited to:</p>	<p>Library use --- To source reading material for project as well as viewing of a film on Shakespeare’s life.</p> <p>Reading of Text “A Midsummer Night’s Dream” with emphasis on stage directions and other aspects of playwriting, in class and at home.</p>

	<p>The times in which he lived and his use of language in his works. (4mks)</p> <p>The Globe theatre and the company of actors who performed at that time. (4mks)</p> <p>Importance of Patrons of the Arts. (4mks)</p> <p>Comparison of stage performances in Shakespeare's time and modern performances.(4mks)</p> <p>Other <u>Relevant</u> information.(2mks)</p> <p>(10 letter-sized pages, TNR size 12, double-spaced, not to be simply copied and pasted from the internet, must be in your own words as far as possible, bibliography on separate page at back of project with credible sources – books, internet sources, etc., at least 5 pictures/drawings)</p> <p>Total – 32 marks Weighting-- 18</p> <p>Content, including Bib. – 20, Grammar and Mechanics – 4,</p> <p>Relevant Illustrations – 5, Presentation – 3.</p>	<p>Pop quiz to be announced for any reading session. E.g. main characters, setting, plot of play.</p>
<p>Wk 3</p>	<p>Reading of A Midsummer Night's dream (AMSND) (session one)</p> <p>The dramatic significance of Act one.</p> <p>Observation of the literary elements that are specific to drama as the play is being read. Highlighting performance as the main vehicle and the importance of stage directions to the understanding of plot.</p> <p>(Session two)Continued study of literary genres and concepts explored in Literature: states of</p>	<p><i>A Midsummer Night's Dream (AMSND) Introduction to the overall plot and characters.</i></p> <p>Teacher's notes</p>

<p>Wk 4</p>	<p>consciousness; value judgments; critical analysis; author's intention and writer's craft.</p> <p>Session one</p> <p>Collection of project on Shakespeare. Discussion of AMSND and an introduction to character analysis. Main characters of the Court and the Mechanicals. Importance of Characterization to the meaning of a play. How the writer uses characters to express his point of view.</p> <p>Session two</p> <p>The world of AMSND—the Athenian world and the world of the myths and fairies.</p>	<p>CXC English B Study guide pg. 199</p> <p>AMSND with a critical appraisal G.P. Serglass pg 17</p>
<p>Week 5</p>	<p>Session One : Introduction to Poetry – What is Poetry? Formal patterns such as rhyme scheme, rhythm and metre.</p> <p>Study of--- A Contemplation upon Flowers</p> <p>Session two-----Continuation of character analysis from AMSND (Theseus and Hippolyta)</p>	<p><i>A World of Poetry.</i></p> <p><i>Perrine's Sound and Sense</i></p> <p><i>Home assignment:</i> Students to read the poem.</p> <p>AMSND --- act one scene one. Making comparisons and contrasts between characters.</p>
<p>Week 6</p>	<p>Session One-----<u>Assessment Three: Poetry</u></p> <p>Session Two--- Further reading of AMSND. Focus on the relationships among characters in the play. Using a Venn diagram to show how these relationships are linked.</p> <p>Continued study of the performance and other drama specific literary elements that are</p>	<p><i>Selected poem with questions that allow students to identify the formal pattern of the poem and look at contrast used by the poet. Poem to be given.</i></p> <p>Weighting---9</p> <p>AMSND Act one scene two.</p>

	observed.	
Week 7	<p>Sessions One and Two---AMSND</p> <p>Session one Research/Session Two Presentation</p> <p>Themes in the play---overview of some;</p> <p>Illusions/Dreams. The use of magic</p> <p>Relationships Love and Marriage</p> <p>Reason/Reality Jealousy</p> <p>Authority Imagination and Transformation</p> <p>Dominance Destiny/Fate</p>	<p>Technology use: Making use of the IT lab</p> <p>In groups, students to do research on two of the themes and make a presentation to the whole class in the next AMSND session.</p> <p>Students should complete the reading of Act one scenes one and two.</p>
Week 8	<p>POETRY</p> <p>Session One--- A study of ORCHIDS –Hazel Simmons-McDonald</p> <p>Comparison of theme and experience between Orchids and Contemplation upon Flowers.</p> <p>Session two--- ASSESSMENT Four</p> <p>Write an essay that compares and contrasts the Athenian lovers with the craftsmen. Discuss the ways in which the dispositions of the two groups are different? Are they the same in any way? Use examples from the text and character analysis to support your answer. 250-300words.</p> <p>Total --20 mks Weighting-- 20</p> <p>Rubric---</p>	<p>A World of Poetry.</p> <p>AMSND</p>

<p>Week 9</p>	<p>Relevant content--- 5 mks Mechanics of English---5mks</p> <p>Comparison—5mks Contrast -5 mks</p> <p>Session One--Poetry--- Dreaming Black Boy</p> <p>Study of the experience of the boy in his environment. The poet’s economical use of language to convey meaning.</p> <p>Study of poetic devices employed in the poem.</p> <p>Session Two:---Poetry—To An Athlete Dying Young</p> <p>Study of poetic devices used and a comparison with Dreaming Black Boy.</p>	<p>A World of Poetry</p>
<p>Week 10</p>	<p>Session One--- A review of themes in AMSND. Further work from the group presentations to ensure that students are fully aware of the themes as presented in the play.</p> <p>Session two---reading of Act Two scene one--- Introduction of the Fairies</p>	<p>AMSND Act Two; Scene one</p> <p>Homework: Students are to finish reading Act two.</p>
<p>Week 11</p>	<p>Session One</p>	

<p>Week 11</p>	<p>ASSESSMENT Five---Poetry</p> <p>Using any two poems studied this term; identify how the poets made everyday experiences seem to be of great significance to the reader. Name the poems and use lines or phrases from them to support your answer.</p> <p>Rubric----</p> <p>Relevant and accurate content---5mks</p> <p>Development of the significance---5 mks</p> <p>Mechanics of English-----5mks</p> <p>Total 15 Mks Weighting----15</p> <p>Session Two-----Reading of Act Three with review of Acts one and two.</p>	
<p>Week 12</p> <p>Week 13</p>	<p>Session one AMSND Mood and atmosphere in the play. Use of descriptive elements that create mood and atmosphere.</p> <p>Session two—Poetry Ol Higue and Le Loupgarou. How mood and atmosphere are brought out in these poems.</p> <p>Session one Review of themes studied in AMSND so fr in the term viz: Magic, love, reason/ reality, jealousy, destiny and fate, illusions and dreams</p> <p>Poetry. Review of Literary Devices.</p> <p>Coursework 4 (In-class assessment): Revision of Literary Terms.</p> <p>Homework: Students are to finish reading A3.</p>	<p>AMSND</p> <p><i>A world of poetry and teacher's notes.</i></p> <p><i>A World Of Poetry, C.X.C. English B</i></p>

<p>Week 14 and</p>	<p>Preparation for and completion of end of term exams.</p>	
<p>Week 15</p>	<p>Students to complete the reading of play during the vacation.</p> <p>They will answer the following as an at home assignment.</p> <ul style="list-style-type: none"> ➤ Briefly summarise the plot of AMSND and show clearly what part Bottom and Puck play in its development. ➤ Compare and contrast Hermia and Helena in appearance and character. 	<p><i>Students' and teacher's notes and texts.</i></p>