

IMMACULATE CONCEPTION HIGH SCHOOL



**ENGLISH DEPARTMENT
GRADE 10 SYLLABUS**

2017-2018

ENGLISH B

GENERAL AIMS:

(See CXC 01/G/SYLL 09 p.1-2)

Prescribed Texts:

A World of Poetry for CXC

A World of Prose for CXC

The Tempest

To Kill a Mockingbird

McWatt and Simmons-McDonald

Williams and Simmons-McDonald

William Shakespeare

Harper Lee

CHRISTMAS TERM – TERM ONE

1. Prose Analysis

Text: **To Kill a Mockingbird**

Careful reading and teaching of the text to highlight and examine the following:

- Identification and discussion on the significance of prose fiction elements including exposition, conflict, characterization, setting, plot, theme, narrative techniques, point of view, style, narrative structure, the significance of the title.
- Characterizations of major and minor characters and their importance in the novel.
- Symbolism – The Mockingbird – Characters who are Mockingbird symbols - These include: Tom Robinson, Jem and Scout, Boo Radley, Mr. Dolphus Raymond.
- Themes – These include: Class and Gender Prejudice/discrimination, Racism, Parent-child relationships, Family Relationships, the Impact of Poverty, Childhood Innocence, Growth and Maturity, the Role/Impact of Education, Power and Authority (The Justice System)
- Essay writing - Interpreting/understanding questions
- Formatting essay responses – drafting, use of textual references.

2. Poetry Analysis

A World of Poetry for CXC - Selections from the prescribed list:

1. *“Dreaming Black Boy”*
2. *“Test Match Sabina Park”*
3. *“Theme for English B”*
4. *Ol’ Higue”*- Mark McWatt
5. *“Mirror”* – Sylvia Plath

Forms of poetry – Ballad, Sonnet, Free Verse, Lyric, Ode, etc.

- Research on the poets and the literary contexts - social, political, historical, religious, ethnic, cultural, moral
- Literal and literary comprehension of the poems
- Identification and discussion on the significance of poetic elements and literary devices: - rhyme, rhyme scheme, diction, tone, mood, simile, metaphor, personification, alliteration, onomatopoeia, imagery, symbolism, pun, irony, contrast, satire.
- Point of view – speaker, persona, poet
- Themes
- Literary Essay Writing – (Comparative Essay)

- Interpreting essay questions
- selecting suitable poems (open questions)
- drafting responses
- essay structure – introduction, thesis statement; topic sentences; paragraphing; transition statements/phrases; conclusion

3. Prose – Short Story Analysis

A World of Prose for CXC

Selections from the prescribed list:

1. “Berry” – Langston Hughes
2. “Blackout”- Roger Mais
3. ‘The Two Grandmothers’ – Olive Senior
4. ‘Mom Luby and the Social Worker’ – Kristin Hunter

Careful reading and teaching of the selections to highlight and evaluate the following:

- Research on authors and the literary contexts: social, cultural, historical, etc.
- Identification and discussion on the significance of prose fiction elements including narrative techniques, stream of consciousness, point of view, characterization, setting, plot, style
- Literary devices – imagery, symbol, irony, allusion, satire
- Themes: Prejudice (Social/Racial), Discrimination, Relationships (Parent/Adult-Child; Adult), Growth and Maturity, Values, Appearance vs Reality, Identity.
- Literary Essay Writing (see Poetry Analysis I above)

3. Paper 1 – Unseen Paper Practice (Introduced)

NB- The format of the examination for Paper 1 has changed to multiple choice

- (a) literal and literary comprehension of:
 - (i) drama extracts,
 - (ii) poems and
 - (iii) prose extracts
- (b) responding to literary questions on drama extracts, poems and prose extracts
- (c) Understanding of the literary concept, ‘dramatic significance’.

Standardized Test#1- To Kill a Mockingbird – Week of October 2, 2017

Standardized Test #2- Unseen Poetry and Prose Week of November 27, 2017
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TERM 2- EASTER

I. Poetry Analysis

A World of Poetry for CXC

Selections from the prescribed list:

1. “*My Parents*” – Stephen Spender
2. “*Once Upon a Time*” – Gabriel Okara
3. “*Little Boy Crying*” – Mervyn Morris
4. “*The Woman Speaks to the Man who Has Employed Her Son*” – Lorna Goodison

2. Paper 1 – Unseen Paper Practice (Continued)

Drama, Poetry, Prose

3. Prose – Short Story Analysis

1. ‘To Da-Duh, in Memoriam’ – Paule Marshall
2. “The Man of the House”- Frank O’Connor
3. “The Boy Who loved Ice-Cream”- Olive Senior
4. “The Day the World Almost Came to an End”- Pearl Clayton

4. Drama Analysis

The Tempest – William Shakespeare

Focus to be placed on:

- 1) The features/elements of Elizabethan theatre and drama including *act, scene, exposition, conflict, complication, climax, falling action, resolution/denouement, main plot, subplot, setting, characterization, irony (verbal, situational, dramatic), dialogue, stage directions, aside, soliloquy.*
- 2) Background: (i) The literary/historical context in which the play was written. (ii) Sources that influenced Shakespeare’s writing of the play.
- 3) The definition of a Shakespearean Romance/Tragi-comedy; its features/characteristics/conventions.
- 4) Themes: These include - Deception, Betrayal, Attitude(s) to Power and Authority, Honour and Loyalty, Impact of the Supernatural
- 5) Use of language and literary devices for dramatic effect:
- imagery, symbolism, motif, verse, prose.

Standardized Test#1– Short answer questions- The Tempest: Week of February 5, 2018

Standardized Test#2 – Comparative essay on Short Stories Week of March 28, 2018

SUMMER TERM – TERM THREE

1. Drama Analysis

❖ **The Tempest (Continued)**

2. Paper 1 – Unseen Paper Practice (Continued)

3. Poetry Analysis

A World of Poetry for CXC - Selections from the prescribed list

1. “*A Stone’s Throw*” – Elma Mitchell
2. “*God’s Grandeur* – Gerard Manley Hopkins
3. “*Sonnet Composed Upon Westminster Bridge*”- William Wordsworth

Standardized Test#1- Comparative short answer questions on poems. Week of April 30, 2018.

Standardized Test#2- Essay on The Tempest. Week of June 5, 2018.

4. Revision of Year’s Syllabus in preparation for the Final Examination.