NOTIFICATION

School Education & Literacy Department, Government of Sindh is pleased to notify the reviewed Curriculum for Grade XI and XII for the subjects of Sindhi, Biology, Physics, Chemistry, English Literature and Computer Science, Ethics for Grade III and IV, Computer Science for Grade IX and X developed by the Directorate of Curriculum, Assessment & Research (DCAR).

(-AHSAN ALI MAANGI-PAS)
Secretary to Government of Sindh

NO: SO (G-III) SELD/3-910/18   Karachi, Dated: 20th November, 2019

Copy is forwarded for information and necessary action:

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro
3. The Chief Program Manager, Reform Support Unit (RSU), Karachi.
4. The Chief Advisor, School Education & Literacy Department, Karachi.
5. The P.S to Secretary School Education & Literacy Department, Karachi.
6. Office Order File.

SECTION OFFICER (G-III)

Literature in English

Grades XI—XII

2019

Government of Sindh

School Education & Literacy Department

Directorate of Curriculum Assessment & Research Jamshoro

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Introduction	

Preface

Twenty first century has ushered in unforeseen challenges for the mankind; life in the modern times is unpredictable and complex. Quality education that offers multidisciplinary expertise truly prepares our young generation for the tribulations of current and future times. This is an age of knowledge-economy whereby knowledge is seen as an inalienable source for both personal growth and national development. In this context, the present English curriculum for class XI and XII is revised and updated in order to bring it at par with academic and social needs of the intermediate students. It is hoped that updated curriculum will greatly contribute to the learners' character building and equip them with traits to become useful and responsible citizen of this great country.

After 18th Constitutional Amendment, education is completely provincial subject. Government of Sindh has embarked upon the mission to revise and modernize curriculum from school to college level. Government of Sindh has undertaken this mission to provide quality and state of the art education in schools and colleges. In this direction, school curriculum has already been revised and updated text books are making a positive difference in terms of teaching and learning at school level. The revised Curriculum for literature in English for Grades XI and XII stresses the value of literature in encapsulating the best accumulated wisdom that has been thought and felt within a culture. The foundation of this document is the national curriculum of literature in English for class XI-XII (2011). The revised curriculum has been set on National curriculum framework. However contextualization, national and international representations, innovative thoughts and emerging trends of literature have been incorporated in it and have made it more user-friendly.

This exercise is the first of its kind in last forty years. The recommended changes in the English curriculum are based on the principle that literature is the most influential medium through which young leaners understand and appreciate various facets of life and they can also be taught useful life skills through the memorizing words of great literary giants. The current curriculum has duly acknowledged the contribution of our indigenous literary writers and included their works in the English curriculum for class XI and XII. The works of Shah Abdul Latif Bhittai, Allama Iqbal, Faiz Ahmed Faiz, Shaikh Ayaz, and Jamal Abro have been incorporated in this curriculum. This curriculum has also added the excerpts from Altaf Shaikh's travels. It is believed that through this learners will learn about foreign countries and cultures. Alongside works of global literary figures like William Shakespeare, Charles Dickens, Spanish writer Miguel de Cervantes and Francis Bacon have been included in the present curriculum. This addition of great western writers will provide our intermediate students with much needed opportunity to familiarize themselves with western thought and culture. The major changes in the document includes: introducing it as competency based, reducing and rephrasing the competencies,

tightening up the benchmarks, streamlining the SLOs to bring about progression and fine tuning the themes and sub-themes, genres etc. Considerably, this reviewed document will serve the purpose of meeting the literature needs as per the contextual realities of today. This curriculum is designed to address the academic needs of intermediate students and prepare them for future academic goals both in terms of language and literature. Literature helps learners identify their own cultural heritage and appreciate that of others, therefore in this curriculum works portraying divergent cultures have been included, so that our young leaners take pride in their culture and learn to appreciate other cultures and people. Learning about world literature and cultures help learners develop a positive and balanced personality; they learn to respect people irrespective of their caste, color and creed.

This curriculum also puts special emphasis on critical thinking and creativity as opposed to rote-learning and memorization of information. According Matthew Arnold literature is 'the best that has been though and said'. Hence, in designing this curriculum, special attention is paid that learners learn to think critically, ask questions and come up with their own creative ideas.

Statement of Philosophy

The revised curriculum of Literature in English for Grades XI and XII places emphasis on understanding and use of literature in different social, cultural and political contexts. Focus is on acquiring knowledge about different genres, techniques and diction, and application of this knowledge for better comprehension, analysis and interpretation of literary texts. Such an approach emphasizes, on the one hand, knowledge about what constitutes literature, its nuances and formalities; and on the other hand, the importance of recognizing the multitude of shades of a society, its people and its value and belief systems represented through literary writings. Students will come closer to the feelings of the writer, relating them to the culture prevalent in that particular time and space; they will accept different points of view and relate all these to their own world. This would aid in broadening their vision to attain a flexible, open- minded, tolerant global perspective by recognizing diverse view points, thoughts and feelings.

This framework provides a base of knowledge, skills and attitudes; a) for students who will opt for further studies in literature in English written both by native and non-native writers, and b) for those who will not continue their study of literature in English in their social and professional lives. For both, growing command over the English language and vocabulary will be a prime asset in their ability to express themselves in original ways in academic and non-academic settings. In addition, this curriculum framework aims to develop the essential qualities of teamwork, collaboration, flexibility, appreciation and respect for others' ideas and personal expressions along with the ability to solve real life problems. The study of literature also contributes immensely to the process of critical thinking; effort has therefore been made through devising competencies and standards to enable students to access literary texts with knowledge of various genres and the writer's craft and understanding of literature in English as situated within, and shaped by social, cultural and political trend soft the time in which it was written. This document serves as a guide for its various stakeholders including teachers, assessors, and textbook compilers. As an evolving

document, it will be refined and improved further as our knowledge increases about how literary sensibility can be developed amongst students who do not have English as their first language. Moreover, the teachers will benefit by having an opportunity to refine their understanding of the aims and objectives of teaching literature in English and undertaking a more comprehensive and coherent approach to introduction of literary texts in the classroom.

Overview of the Literature in English Curriculum

This curriculum provides a comprehensive approach for teaching and learning of Literature in English . In this genre-based curriculum, four competencies and a total of ten standards have been identified. The four competencies encourage students to develop skills for critically examining literary texts and formulate personal responses through self-expression both in oral and written forms. The first competency introduces students the purpose(s) and context for the study of Literature in English enabling them to experience intellectual and emotional delight. Moreover, it encourages them to explore literature for developing understanding and appreciation of human existence in diverse social and cultural setups in general. Furthermore, it encourages them to apply the acquired knowledge for enhancing their ability to understand, explore and evaluate their surroundings and their own cultural and social existence. The second competency deals with selected major genres and their sub-genres in literature and provides a brief contextual overview of their development for a better understanding of literary texts. Moreover, major features of genres along with specific literary devices/techniques used by writers of different sub-genres to express their thoughts and feelings are also included in this competency. The third focuses on strengthening students' ability to formulate critical responses to literary texts using appropriate diction in technically accepted forms. The fourth competency aims at developing life skills through the study of Literature.

Competencies of literature in English curriculum

In this curriculum, four competencies and a total of ten standards have been identified:

Competency 01: *Appreciation and understanding of literature in English.*

Competency 02: *Developing critical insight of different literary genres in literature of English.*

Competency 03: *Reader's response and critical analysis is of literary texts.*

Competency 0 4: *Developing life skills through literature in English.*

All major skills and their sub-skills required in the above competencies are formulated as standards, benchmarks and Students Learning Outcomes (SLOs).

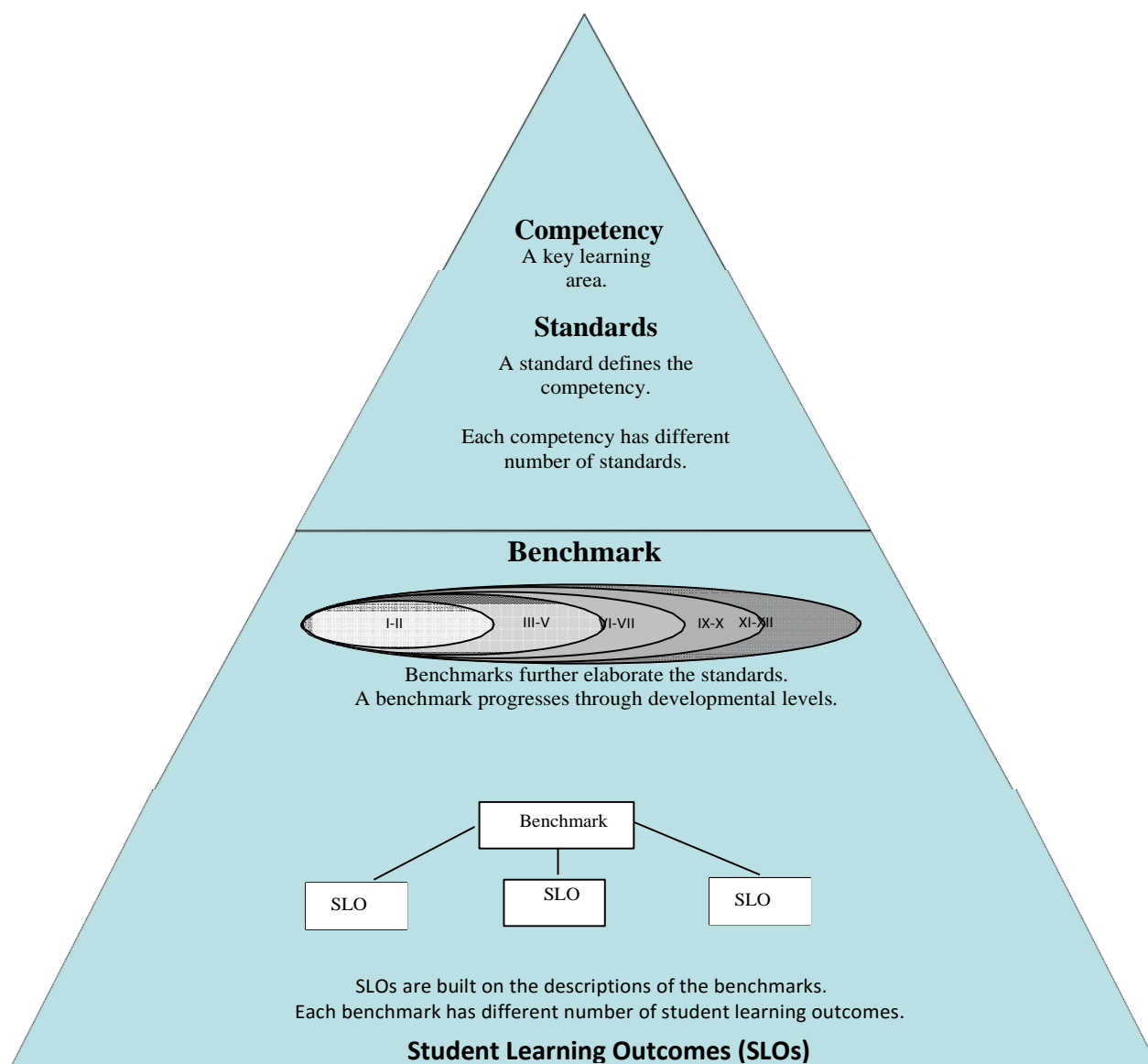# Competencies, Standards, Benchmarks and Student Learning Outcomes

Competency: A competency represents a key learning area.

Standards: These define the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during the twelve years of schooling. In this curriculum document, standards for the two years of the Higher Secondary School developmental level i.e., grades XI and XII, are given. This is because English literature is introduced at this level.

Benchmarks: The benchmarks further elaborate the standards, indicating what students will accomplish at the end of each developmental level, however, for this curriculum at the end of a grade level in order to meet the standard. In this curriculum document, benchmarks for each grade of the Higher Secondary level i.e. grades XI and XII have been given. Therefore, for clarity and understanding of teachers, assessors and textbook writers, benchmarks at grade XI and XII provide at a glance, the continuum of the learning process of knowledge, skills and attitudes relevant to the subject of Literature in English, for example, benchmarks for grade XI define what the students will be able to do by the end of this grade in order to meet the standard.

Student Learning Outcomes (SLOs): These are built on the descriptions of the benchmarks and describe how students will accomplish the benchmark in order to meet the standard at the end of grades XI and XII. Most Student Learning Outcomes (SLOs) progress and develop across grades XI and XII, where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes across competencies overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another. Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable. Some of the student learning outcomes might not be test able in the examinations but considering their importance these have been incorporated and are to be tested during formative assessment in the classroom. The learning outcomes of the key learning areas of literature in English contribute significantly to lifelong learning along with acquisition of critical thinking skills. The aim is to help students achieve these outcomes through extended reading of literary texts along with their real life engagement and interaction with human nature and through developing their faculties of observation, critique, oral and written communication. To attain a spiral build-up, most of the SLOs in each standard are introduced, revisited, and reinforced throughout the curriculum.

This figure illustrates the organization of the curriculum framework:

Competency
A key learning area.

Standards

A standard defines the competency.

Each competency has different number of standards.

Benchmark

| I-II | III-V | VI-VII | IX-X | XI-XII |

Benchmarks further elaborate the standards.
A benchmark progresses through developmental levels.

```
              Benchmark
        /        |        \
      SLO       SLO       SLO
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SLOs are built on the descriptions of the benchmarks.
Each benchmark has different number of student learning outcomes.

Student Learning Outcomes (SLOs)

Key

C	Competency
C1….C4	Subsequent number of Competency
S	Standard
S1….S3	Subsequent number of Standards in each Competency
BM	Benchmark
BM1...2	Subsequent number of Benchmarks at each developmental level
SLO	Student Learning Outcome

Competencies and standards of literature in English

The order in which the standards are listed does not indicate the importance of a particular standard. All standards are equally important as they have an overarching influence on each other and are to be taught separately or with other standards. Their instruction is to be carried out across the curriculum according to purpose and need.

No.	Competency	Standards
1	**Appreciation and understanding of literature in English**	**Standard 1**: All students will understand and appreciate Literature in socio-cultural contexts as a means of providing intellectual, emotional and aesthetic delight.
2	**Developing critical insight of different literary genres of literature in English**	**Standard 1:** All students will know selected major genres in literature and their sub-genres for comprehending, analyzing and interpreting literary texts. **Standard 2:** All students will comprehend and appreciate writer's craft in regard to common literary devices/techniques and stylistic features in different genres and their use for varied literary effects.
3	**Reader's response and critical analysis of literary texts**	**Standard 1:** All students will demonstrate ability to comprehend and critically analyze literary texts, orally and in writing. **Standard 2:** All students will use appropriate language and vocabulary in written communication in technically accepted forms.
4	**Developing life skills through literature in English**	**Standard 1:** All students will exhibit critically constructive attitudes towards cultural diverse. Standard 2: All students will enhance strengthen skills for lifelong learning. **Standard 3:** All students will enhance Universal values.

Rationale for Competencies and Standards

Competency 1: Appreciation and understanding of literature in English.

Standard 1: All students will understand and appreciate literature in socio- cultural contexts as a means of providing intellectual, emotional and aesthetic delight.

Rationale

This standard has been especially created for students as it is their first exposure to literature. A basic introduction about a new subject area puts students at ease; their familiarity and comfort level provides a base of fundamental knowledge enabling them to form a close association between understanding and delight through a wide reading of

literary texts. They explore how themes are portrayed by writers according to their social, cultural context, period and preference for a particular genre. Students recognize recurring themes across works and learn that literature enables one to make connections between one's own life and the characters, events, motives and causes (internal and external) of conflicts.

Competency 2: Developing critical insight of different literary genres of literature in English.

Standard 1: All students will know selected major genres in literature and their sub-genres for comprehending, analyzing and interpreting literary texts.

*   **Rationale**

It is necessary that before approaching a literary text or critical study, students are made to recognize different major genres of literature and their sub-genres. This knowledge coupled with the knowledge of an overview of time period, socio- political influences and literary trends would provide a firm base for better understanding of the texts written in different genres. Such an approach would help students to understand the context of a literary text and would immensely assist their critical thinking processes.

Standard 2: All students will comprehend and appreciate writers' craft in regard to common literary devices/techniques and stylistic features in different genres and their use for varied literary effects**.**

Rational

Students are made aware of the common and specific literary conventions and stylistic features of different genres. They are exposed to a variety of literary devices/techniques through a vast range of literary texts enabling them to appreciate the writer's use of these techniques in various situations.

Competency 3: Reader's response and critical analysis of literary texts.

Standard 1: All students will demonstrate ability to comprehend and critically analyze literary texts, orally and in writing.

Rationale

In this standard, students explore texts to develop the skills of literary comprehension through acquired knowledge of linguistic, literary, socio-cultural and historical contexts in which literature is written and read. The writers enable readers to establish an organic relation between 'what and 'how' they say something. This sharpens the analytical and critical skills of the readers enabling them to express informed responses orally and in writing.

Standard 2: All students will use appropriate language and vocabulary in written communication in technically accepted forms.

Rational

This standard is closely and integrally linked to standard 1 of this competency. Appropriate and skillful use of vocabulary is the hallmark of informed and competent expression. This

standard aims to enhance the expressive resources of language for critical comprehension and analysis of literary texts. Students are encouraged to employ and effectively display and communicate their competence in written English and in oral expression for appreciation of literary texts.

Competency 4: Developing Life Skills through Literature in English.

Standard 1: All students will exhibit critically constructive attitudes towards cultural diverse.
Rational
A critically informed approach towards the study of literature in English regarding` psyche, universal values systems and diverse societal beliefs helps in developing such skills as positive attitude, intellectual curiosity, flexibility, and problem-solving. Acquisition of these skills is a lifelong advantage to oneself.

Standard 2: All students will enhance and strengthen skills for lifelong learning.
Rationale
This standard aims at developing life skills; foremost is strengthening study skills of our students as they are made to employ various active reading strategies to a wide range of literary texts in the relevant genres. This standard focuses on familiarizing students with the growing opportunities in terms of further study of literature in English itself and its link to their disciplines. Students come to know that study of Literature in English develops intellectual, aesthetic and emotional qualities.

Standard 3: All students will enhance universal values.
Rational
Study of Literature in English fosters and encourages enhanced cross-curricular links between literature and other disciplines as it makes connections among ideas and concepts of various disciplines in a comprehensive and coherent manner regarding understanding of the human psyche, comprehension and tolerance of universal and societal value systems. It further helps study of socio-cultural and historical connections of different time periods.

Overview of Competencies and Benchmarks.

C1	Appreciation and understanding of Literature in English.	
S1	All students will understand and appreciate literature in socio-cultural Contexts as a means of providing intellectual, emotional and aesthetic delight.	
	XI	XII
BM1	Discover that reading literary works provide intellectual and emotional delight	Appreciate literary works to gain Intellectual and emotional insight
C2	Developing critical insight of different literary genres of literature in English.	
S1	All students will know selected major genres in Literature and their sub-genres for comprehending, analyzing and interpreting literary texts.	
BM1	Recognize selected major/principal	Analyze selected major/principal genres of

		genres of Literature and their sub-genres	Literature and their sub- genres
S2		**All students will comprehend and appreciate writer's craft in regard to genre-specific literary devices/techniques and stylistic features and their use for varied literary effects.**	
BM1		Develop an awareness of the literary conventions of different poetic texts, drama, short story, narrative and descriptive essays	Enhance awareness of the literary conventions of different poetic texts, novel, short story, reflective and analytical essays
C3		**Reader's response and critical analysis of literary texts.**	
S1		**All students will demonstrate ability to comprehend and critically analyze literary texts, orally and in writing.**	
BM1		Critically analyze literary texts	Critically analyze literary texts
BM2		Exhibit power of verbal expression creatively, critically and analytically to formulate responses to literary texts through oral,performative and written means *Note: Oral and performative means to be assessed through internal assessment.*	Exhibit enhanced power of verbal expression creatively, critically and analytically in personal responses to literary texts through oral, performative and written means *Note: Oral and performative means to be assessed through internal assessment.*
C4		**Develop life skill through literature in English.**	
S1		**All students will exhibit critically constructive attitudes towards cultural diverse.**	
BM1		Develop flexibility and problem-solving skills through critical reading and viewing works of literature	Exhibit flexibility and problem- solving skills through critical readingand Viewing works of literature
S2		**All students will enhance strengthen skills for lifelong learning.**	
BM1		Develop study skills by employing active reading strategies through exposure to a wide range of literary texts	Strengthen study skills by employing active reading strategies ta a wide range of literary texts
S3		**All students will enhance universal aspects of human values.**	
BM1		Develop further awareness about universal values inherited in literary text	Develop further awareness about universal values inherited in literary text

Competencies standards and benchmarks: Summary

C1	C2		C3	C4		
S1	S1	S2	S1	S1	S2	S3
BM1	BM1	BM1	BM1 BM2	BM1	BM1	BM1

Section 3
Student Learning Outcomes

C1: **Appreciation & understanding of literature in English.**	
Standard 1: **All students will understand and appreciate Literature in socio-cultural Contexts as a means of providing intellectual, emotional and aesthetic delight.**	
Grade XI	Grade XII
Benchmark 1: Discover that reading literary works provide intellectual and emotional delight	**Benchmark 1:** Appreciate literary works to gain Intellectual and emotional insight
Student Learning Outcomes	
➢ Know that the purpose of literature is to entertain, inform and persuade the reader/audience in diverse ways.	➢ Ascertain the purpose of literature through a wide reading of literary texts to form a close association between understanding and delight.
➢ Make connections between one's own life and the characters, events, motives and causes displayed in literature.	➢ Discover how these universal emotions are portrayed by writers through their preferred genre and according to their socio- cultural context and time period.
➢ Recognize recurring themes and the existence of universal human emotions across literary works.	➢ Enhance further development of recurring themes and the existence of universal human emotions across literary works.
➢ Observe that writers portray these universal emotions through their preferred genre and according to their socio- cultural c o n t e x t .	

C2: **Developing critical insight of different literary genres of Literature in English.**	
Standard 1: **All students will know selected major genres in Literature and their sub-genres for comprehending, analyzing and interpreting literary texts.**	
Grade XI	Grade XII
Benchmark 1: Recognize selected major/principal genres of literature and their sub- genres.	**Benchmark 1:** Analyze selected major/principal genres of literature and their sub- genres.
Student Learning Outcomes	
➢ Know characteristic features of selected major genres;Poetry, Drama, Short Story, Prose and of their sub- genres.	➢ Recall selected major/principal genres of literature and their characteristic features: Poetry Short Story Prose.
➢ Search for representative literary works in these genres using resource centers like	➢ Know Novel as a genre of literature and recognize its characteristic features.

	library/internet.
➢ Present identical genres (poem, drama, prose) piece by searching.	➢ Extend knowledge of selected sub- genres of Poetry, Prose and their characteristic features: Poetry: Lyric, ode, Elegy, Dramatic. Monologue Prose, Essay-Argumentative and Reflective.
	➢ Search for representative literary works in these genres using resource centers like Library/internet.
	➢ Present identical genres (poem, drama, prose) piece by searching.

Standard 2: All students will comprehend and appreciate writer's craft in regard to genre-specific literary devices/techniques and stylistic features and their use for varied literary effects.

Grade XI	Grade XII
Benchmark 1: Develop an awareness of the literary conventions of different poetic texts, drama, short story, narrative and descriptive essays.	**Benchmark 1:** Enhance awareness of the literary conventions of different poetic texts, novel, short story, reflective and analytical essays.
Student Learning Outcomes	
➢ Know different forms of poetry(sonnet, ballad, lyrics, blank verse etc.)	
➢ Comprehend the use of literary features/techniques of poetry(rhyme, rhythm, alliteration)	➢ Read, listen to and recall the use of literary features/techniques of poetry.(rhyme, rhythm, alliteration, elegy, dramatic monologue, heroic couplet, epic, free verse, figure of speech)
➢ Listen to and read a given poem with intonation to comprehend the use of sound in poetry; rhyme and rhythm; rise and fall, syllable stress/unstress.	➢ Listen to and read a given poem with intonation to comprehend the use of sound in poetry; rhyme and rhythm; rise and fall, syllable stress/unstress.
➢ Analyze the context and contents of a poem.	➢ Analyze the context and contents of a poem.
➢ Practice reading aloud/listening repeatedly to help focus on layers of meaning not possible in a single reading	➢ Practice reading aloud/listening repeatedly to help focus on layers of meaning not possible in a single reading
➢ Express their spontaneous personal response to the poem.	➢ Express their spontaneous personal response to the poem.
➢ Know the elements of short story(plot, characters, theme, setting)	➢ Know the elements of novel (plot, characters, theme, setting, conflicts, point of view)
➢ Present other short story with elements based on search/study.	➢ Analyze the given novel with respect to various elements
➢ Know the elements of drama (plot,	➢ Compare and contrast various characters of

characters, theme, setting, dialogue)	the given novel.
➢ Analyze the given drama with respect to various elements	➢ Express their personal response to the overall effect of the given literary text.
➢ Express their personal response to the overall effect of the given literary text.	➢ Analyze writer's personal point of view or facts as given in the literary text.
➢ Identify facts/opinions in the given literary text.	

C3: **Reader's response and critical analysis of literary texts.**

Standard 1: **All students will demonstrate ability to Comprehend and critically analyze literary texts, orally and in writing.**

Grade XI	Grade XII
Benchmark 1: Critically analyze literary texts	**Benchmark 1:** Critically analyze literary texts
Student Learning Outcomes	
➢ Use pre-reading strategies to predict content of a text.	➢ Use pre-reading strategies to predict content of a text.
➢ Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.	➢ Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
➢ Use post- reading strategies to critically evaluate the text and to give a personal opinion.	➢ Use post- reading strategies to critically evaluate the text and to give a personal opinion.
➢ Analyze how writer has used language and style.	➢ Analyze and discuss how writer has used literary devices/techniques, language and style.
➢ Know that themes are related to and set in different societies, cultures of different times.	➢ Observe that themes are related to and set in different societies, cultures of different times.
➢ Understand that a particular theme may be presented differently by writers using their preferred genres and style.	➢ Observe that a particular theme may be presented differently by writers using their preferred genres and style.
➢ Interpret the literary themes with real life situations, social and cultural norms.	➢ Interpret the literary themes with real life situations, social and cultural norms.
Benchmark 2: Exhibit power of verbal expression creatively, critically and analytically to formulate responses to literary texts through oral, performative and written means	**Benchmark 2:** Exhibit power of verbal expression creatively, critically and analytically to formulate responses to literary texts through oral, performative and written means
Student Learning Outcomes	
➢ Role-play to perform different characters given in literary text.	➢ Role-play to perform different characters given in literary text.
➢ Express personnel responses to the given literary text through creativity and imagination.	➢ Express personnel responses to the given literary text through creativity and imagination.

➤ Engage in a variety of written assignment paying attention to expressive and effective language.	➤ Engage in a variety of written assignment paying attention to expressive and effective language.
➤ Proof read and edit written assignment to rectify errors of usage and style.	➤ Proof read and edit written assignment to rectify errors of usage and style.

C4: **Develop life skill through literature in English.**

Standard 1: **All students will exhibit critically constructive attitudes towards cultural diverse.**

Grade XI	Grade XII
Benchmark 1: Develop flexibility and problem-solving skills through critical reading and viewing works of literature	**Benchmark 1:** Exhibit flexibility and problem- solving Skills through critical reading and Viewing works of literature

Student Learning Outcomes	
➤ Recognize different norms and value systems in the given literary text.	➤ Recognize different norms and value systems in the given literary text.
➤ Identify the problem in the given text and provide solution.	➤ Identify the problem in the given text and provide solution.
➤ State the lessons/understanding learned from the given text.	➤ State the lessons/understanding learned from the given text.
➤ Identify the character/poem/situation that inspired you and state the reason.	➤ Identify the character/poem/situation that inspired you and state the reason.

Standard 2: All students will enhance universal aspects of human values.

Benchmark 1: Develop further awareness about universal values inherited in literature	**Benchmark 1:** Develop further awareness about universal values inherited in literature

Student Learning Outcomes	
➤ Identify the values portrayed in the given text like (tolerance, gender equality, citizen rights, peace, cultural diversity etc.)	➤ Identify the values portrayed in the given text like (tolerance, gender equality, citizen rights, peace, cultural diversity etc)
➤ Discover the concept of equality in the literary text without discrimination on the basis of race, religion, color or creed.	➤ Discover the concept of equality in the literary text without discrimination on the basis of race, religion, color or creed.
➤ Develop understanding of tolerance for diverse views and opinions.	➤ Develop understanding of tolerance for diverse views and opinions
➤ Promote gender equality and the rights of minorities in the literary text.	➤ Promote gender equality and the rights of minorities in the literary text.

Section 4
Classroom methodology

Teaching literature is itself a creative process. The teacher's ability to allow students to participate in discussion regarding comprehension, interpretation and critical reviewing of selected texts will generate students' interest in engaging with literature. Teachers' focus should be on learning goals related to knowledge, skills and attitudes. This will help teachers achieve the following objectives:

1. Developing self- confidence in students
2. Equipping students with basic skills of communication as positive expression
3. Expanding observational skills
4. Enabling students to sense, feel, observe and react to the world around them
5. Ensuring that students learning process is not classroom
6. Introducing students to the works and style of different literary figures
7. Encouraging students to browse through literature related sites on the internet books/journals and interact with available and approachable local/national literary critics
8. Familiarize students with life skills attained through study of literature

The fulfillment of these objectives will equip students with skills to work independently, experiencing pleasure, self-confidence and self-satisfaction.

Approaches, Strategies and Techniques employed in teaching literature in classroom.

There are three main approaches to teach literature, they are:

☐ **The cultural model.** It lets the students to explore the social, political and historical aspects of the text.
☐ **The language model.** It lets them to access the linguistic features, such as figurative language. So they can get the real meaning of every word, phrase or line.
☐ **The personal growth model.** It allows them to make connection between what they have read from the text and their personal and cultural experiences. Here they will be asked to express their opinions and feelings. What is needed in the best teaching literature is the integrated approach. There are many different strategies employed in teaching literature like:

- Scaffolding
- Modeling

- Cooperative learning
- Student choices
- Self-initiated reading
- Writing, using different modes of reading
- Activation of prior knowledge, and student responses to literature

Literary texts can be studied in their original forms, in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages. The types of literary texts that can be studied inside and outside the ELT classroom include:

1 Short stories
2 Poems
3 Novels
4 Plays
5 Song Lyrics

Literary texts offer a rich source of linguistic input and can help learners to practice the four skills - speaking, listening, reading and writing - in addition to exemplifying grammatical structures and presenting new vocabulary.

Literature can help learners to develop their understanding of other cultures, awareness of difference and to develop tolerance and understanding. At the same time literary texts can deal with universal themes. The representational language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties. Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. Literature lessons can lead to public displays of student output through posters of student creations e.g. poems, stories or through performances of plays. So for a variety of linguistic, cultural and personal growth reasons, literary texts can be more motivating than the referential ones often used in classrooms. Teachers can exploit literary texts in a large number of ways in the classroom. Classroom work with literary works may involve pre-reading tasks, interactive work on the text and follow up activities. Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students.

Assessment

The focus of the curriculum is to prepare students for an assessment of their acquisition and use of both language and literature rather than memorization of the text book contents. Discouraging rote learning will enable students to approach different texts independently. Skill-based assessment using unseen texts and materials is, therefore, recommended for testing students' ability to use both language and literature in spoken and written communication. The Sindh Education and Literacy Department (SELD) has notified the assessment policy 2015. As per the Assessment Policy and School Education and Curriculum ACT 2015, Assessment has been clearly explained and its implementation is defined upfront.

Assessment forms.

The two forms of assessment recommended are:

➢ **Periodic/ Formative Assessment**: It is an ongoing process throughout the academic session, and is generally done through homework, quizzes, class tests and group discussions. Periodic assessment tests encourage most students to do more revision work. It helps the teacher to assess students' performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. The teacher must provide feedback to the students on a regular basis.

➢ **End- of- term / Summative Assessment:** It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of the most suitable candidates to a higher class, course or university. Conducting only end-of-term assessments is of little benefit; it helps neither the students, who are not trained to take examinations, nor the teachers who remain unaware about success / failure of their methodology and the course content. The same variety of assessment tools should be used for both types of assessments.

The assessment system for the present curriculum should include:
- A clear statement of the specific purpose(s) for which the assessment is being carried out.
- A wide variety of assessment tools and techniques that measure students' ability to use language and literature effectively for different purposes.
- Criteria to be used for determining performance levels for the SLOs for each grade level.
- Procedures for interpretation and use of assessment results to evaluate the learning outcomes.

Methods of Assessment

The aim of assessment, as stated earlier, is to find out students' progress through ongoing formative assessment in class, using teacher-made tests, and their overall achievements of the benchmarks for each developmental level through end-of- year final examinations or summative assessment. Students' abilities and acquired skills can be tested through a range of assessment methods, and the process of selecting the most appropriate one must consider the purpose of a particular assessment, time and resources available, and age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods. A brief description of some commonly used assessment methods and their

tools are given below.

❖ **Selected Response (Objective type):**

Students select the answer to a question from two or more given choices. Their short response time allows more information to be assessed in a short time. Scoring is quick and objective, since teachers need only check if the single correct or best answer was identified for each item.

Assessment tools: Multiple Choice Items, Binary Choice Items, Matching Items, Interpretive Exercises.

❖ **Constructed Response (Semi-objective and Subjective type)**

This requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking along with their ability to use language in oral or written communication. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain reliability.

❖ **Brief constructed response items (Semi-objective):** These require students to provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

Assessment tools: Fill-in items, short answers

❖ **Constructed response: Restricted response, extended response (Subjective)**

Assessment tools: Essay-type questions

Performance tasks: These require students to construct a more extensive response to a well-defined task, often involving deep understanding and or higher order thinking skills needed in real-world application. Performance tasks can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play. Another example is project work that can evaluate a range of skills such as research skills, analysis and synthesis of information, presentation skills etc.

Teacher observation: Informal teacher observation is so common that it is often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Non-verbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback. However, formal observation is important in assessing both products and skills in performance tasks such as oral presentations and interviewing skills. Planned observation focuses on specific behavior(s). It can be done by the teacher as a spectator or as a participant. Observational tools include a listing of pre-selected behaviors/skills. After observing, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

Student assessment

a) **Self-assessment:** In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. As part of their self-reporting, students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students.

b) **Peer assessment:** This develops collaborative learning with students helping their peers through providing feedback on their work. Often some prior training of students is required in using the marking criteria for peer assessment to be of maximum benefit to the students. This is a very useful technique in large classes where the teacher cannot mark the work of each

student in the class.

Marking various test items

It is important to understand the nature of the various test items and the criteria by which they are marked. A marking scheme must be made and consulted while marking the scripts; otherwise, the results will be unreliable. It has often been noticed that assessors use their own criteria for marking exam papers at secondary and higher secondary level. While it is acknowledged that all assessors have wide experience of teaching and assessment, training of assessors in large-scale testing is recommended to reduce subjectivity and ensure reliability of scoring of student scripts.

- **Marking selected response items (Objective type)**

Objective items are either right or wrong, so there is no difficulty in marking them. Spelling, knowledge of grammar and sentence construction can all be tested using objective type items.

- **Marking constructed response items (Semi-objective, Subjective type items)**
  - Marking brief constructed response items (semi-objective items)

Semi-objective items are easier to mark than the essay type as we can break the task up into two or three smaller portions and allocate marks for each section; thus marks are distributed according to the importance of a particular step.
  - Marking constructed response items (essay type items)

The most difficult items to mark are essay type items as markers vary in their opinion over the marks a particular student deserves for his/her essay type answer. Essay type items may be used to test creativity, opinion or interest etc.

 Sample rubric for essays type questions for grade XI -XII level

Content: Convincing, pertinent, specific, perceptive
Point of View: Clear, consistent, appropriate in approach
Essay Organization: Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion
Language use and style: Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). Diction: Vocabulary appropriate for grade level, vivid, precise. Style: Interesting, original, expression suited to content, flow
Mechanics: Correctness in punctuation, spelling, and grammar
Note. Rubrics for other types of essays can be made using or improvising this sample

THE MAXIM OF	Description
Quantity	To be as informative as one possibly can, and gives as much information as is needed, and no more
Quality	To be truthful, and does not give information that is false or that is not supported by evidence
Relation	To be relevant, and says things that are pertinent to the discussion
Manner	To be as clear, as brief, and as orderly as one can in what one says, and where one avoids obscurity and ambiguity

Marking Performance tasks

Observation, peer and self-assessment are particularly useful in assessing performance tasks. Rubrics contain different criteria can be worked out for various performance   tasks. Sample drama performance rubric is given below.

By using a set of clearly defined criteria and the standards for rating performance on them, the outcome of an assessment may be a list of marks. However, using the performance criteria, it would be easy to explain the ability of each candidate being examined in relation to the particular benchmarks and SLOs in the curriculum document.

Recommendations

The prescribed course of literature of English is examined through a board examination, at the completion of academic year for grades XI and XII

☐ Examination paper subject English for class XI year and XII will consist of two components
☐ Component A will be based on language and component B will be based on literature of English
☐ Each paper will have objective (MCQs) and subjective (Descriptive) sections
☐ It is recommended that 50% marks should be allocated to Language part 50% marks should be allocated to literature part covering different learning competency

Section 6
Guidelines for Textbook Development of Materials Writing/Compiling

Class: XI			
Genre (Poetry)			
S.No	**Poetry Scheme**	**List of Poems**	**Poets**
1 2 3 4	Sonnet Ballad- Lyric- Free Verse	1. Sonnet composed upon Westminster bridge 2. Ozymandias 3. Abbot of Canterbury 4. Lucy Gray 5. Mother to son 6. Still I Rise 7. The Lamb 8. The character of happy life 9. Sur Khahoree 10. I had reached your doorstep 11. Don't Quit 12. Good Timber 13. Hope Is The Thing With Feathers	1. William Wordsworth 2. PB Shelly 3. Anonyms 4. William Wordsworth 5. Langston Hughes 6. Maya Angelou 7. William Blake 8. Sir Henry Wotton 9. Shah Abdul Latif Bhitai (RA) 10. G Allana 11. Edgar A. Guest 12. Douglas Malloch 13. Emily Dickinson
Note: Text book will include Sonnet= (01), Ballad= (02), Lyrics= (03), Free Verse= (01)			
Genre (Drama)			
S.No	**Drama Scheme**	**List of Dramas**	**Dramatist**
	Abridged and simplified Extracts	As You Like It	William Shakespeare
		Man and Superman	GB Shaw
		Visit To A Small Planet	Gore Vidal
Note: Text book will include drama= (01)			
Genre (Short Stories)			
S.No	**Short Stories Scheme**	**List of Short Stories**	**Writer**
1		Appointment in Samrre	Somerset Maughan

2		My Bank Account	Stephan Leacock
3		Tales from Gulistan	Shaikh Sadi
4		The Day The Dam Broke	James Thurber
5		The Necklace	Maupassant
6		Sindhi Folk Tales	NA Baloch
7		Short Travelogue	Altaf Shaikh
8		A Detective Tale	Arthur Conan Doyle

Note: Text book will include Short Stories= (05)

Genre (Prose -Essay)			
S.No	**Prose -Essay Scheme**	**List of Prose -Essay**	**Writer**
1	Abridged and simplified Extract	Once more to the lake	E.B White
2	Abridged and simplified Extract	Self-reliance	Ralph Waldo Emerson
3	Abridged and simplified Extract	Essay on friendship	Montaigne
4	Abridged and simplified Extract	Two races of man	Charles Lamb
5	Abridged and simplified Extract	Science and Culture	T.H. Huxley

Note: Text book will include Prose-Essay= (02)

Class: XII			
Genre (Poetry)			
S.No	Poetry Scheme	List of Poems	Poets
1 2 3 4 5 6 7	Ode Dramatic Monologue Elegy Heroic Couplet Blank Verse Lyric Epic	1. Lament for a Soldier (Translated by Khalid Hasan) 2. Seven Ages of Man 3. Lines from Rustam and Suhrab 4. The Age of Infancy 5. Sur Sasee 6. Sur Sarang 7. Ulysses 8. Stop all the clocks 9. You Die Slowly 10. Verses of Sachal Sarmast 11. Verses of Khuwaja Ghulam Farid 12. Poem of Shaikh Ayaz 13. Poems Selection of Jalaudin Rumi 14. If	1. Faiz Ahmed Faiz 2. William Shakespeare 3. Mathew Arnold 4. Allama Muhammad Iqbal 5. Shah Abdul Latif Bhitai (RA) 6. Shah Abdul Latif Bhitai (RA) 7. A. Tennyson 8. W.H Auden 9. Pablo Neruda 10. Authentic translation of indigenous poet 11. Authentic translation of indigenous poet 12. Authentic translation of indigenous poet 13. Authentic translation of indigenous poet 14. Rudyard Kipling
Note: Text book will include Ode= (01), Dramatic Monologue= (01), Elegy= (01), Blank Verse= (02), Epic= (01), lyric =(01)			
Genre (Novel)			
S.No	Novel Scheme	List of Novels	Novelist
1	Abridged and simplified Extracts	Great Expectations	Charles Dickens
2	Abridged and simplified Extracts	Animal Farm	George Orwell

Note: Text book will include Novel= (01)			
Genre (Short Stories)			
S.No	**Short Stories Scheme**	**List of Short Stories**	**Writer**
1		Devoted Friend	Oscar Wilde
2		How Much Land a Man Needs	Leo Tolstoy
3		Icarus and Daedalus	Josephine Preston Peabody
4		The Fun They Had	Issac Asimov
5		The Day The Dam Broke	James Thurber
6		The Machine Stops	EM Forster
7		Sindhi Folk Tales	NA Baloch
8		Short Travelogue	Mustansar HussainTarrar
Note: Text book will include Short Stories= (05)			
Genre (Prose -Essay)			
S.No	**Prose -Essay Scheme**	**List of Prose -Essay**	**Writer**
1	Abridged & simplified Extract	Conquest of Happiness	Bertrand Russell
2	Abridged & simplified Extract	Of Study	F. Bacon
3	Abridged & simplified Extract	I have a Dream	Martin Luther King-II
4	Abridged & simplified Extract	Patruss ke mazzamine	Patruss Bhukhari
5	Abridged & simplified Extract	Of friendship	F. Bacon
Note: Text book will include Prose-Essay= (02)			

Purpose of the Guidelines
The main purpose of these guidelines is:
> a) To provide sufficient knowledge of the basic steps involved in designing innovative

learning materials.

    b) To help develop an insight into writing relevant and contextually appropriate textbooks and developing teachers' guides, keeping in mind the learning objectives, the assessment procedures specified in the present curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different teaching materials.

Process of Textbook Development

Writing a good textbook requires an insight into the teaching / learning situation, the specific learning objectives at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to Students.

A textbook remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching- learning contexts. However, for the Literature in English curriculum, the textbook will comprise the following steps:

1.   Compiling selected poems, short stories and essays for each grade level.
2.   Developing classroom activities for the above in regard to SLOs.

Drama and novel will be recommended as separate texts. As pointed out earlier, if the language of a text is different from that used in the contemporary works, available standardized annotated/aboriginated versions should be used in order to improve both the quality of content and presentation to support the successful implementation of the present curriculum. Criteria, therefore, needs to be set not only for the production of quality material design and development, but also for the textbook compilers. The textbook compilers must:

    a)   have the requisite background, experience, excellent language skills and expertise in teaching of Literature in English and materials writing/selecting.

    b)   be able to develop/select a variety of well-structured, skills-balanced material that caters to all the SLOs for selected genres for each grade level ;

A bio-data of the authors'/compilers' backgrounds, experience, and expertise should be provided at the end of the textbook. The reading texts as specified earlier, will comprise a variety of genres and their sub-genres. Please note that it is e5sential to take permission from the relevant publishers for the material chosen for the anthology of literary works to be compiled for the Literature in English curriculum. Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook ‹compilers develop a common framework to serve as a reference point. This can Joe done through the stages described below:

Stages of Textbook development

Textbook development involves at least five stages:
- ✓ Planning
- ✓ Materials writing/ selection Editing
- ✓ Review
- ✓ Pilot testing and revision

Planning

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage.

In the planning stage

- Consider the number of periods (class hours) in an academic year allocated to the t teaching of Literature in English.
- Read carefully the curriculum document to gain familiarity with the competencies and standards for development of requisite knowledge, skills and attitudes for the study of literature in English.
- Review the benchmarks for the specific grade for which the textbooks are to be written/ complied.
- Review student learning outcomes (SLOs) for each grade level.
- Decide the weighting to be given to different SLOs within each unit.
- Decide kind of a activities appropriate for text type, grade level and SLOs. Plan on a detailed page of contents.

Materials writing/selecting

Note: Please do not write the texts as a selection of available literary works will be recommended by each Board according to the curriculum framework.

In the material writing/selecting stage:

- Develop a range of activities for the selected texts to match the grade level of the students.
- Include sufficient review exercises.
- Provide progress tests as appropriate.

Editing

In the editing stage, ensure:

- Clarity of instructions
- Format of each unit (level headings)
- Mechanics such as grammar and spelling.

Peer Review: Self Review and Peer Review

This stage is necessary to ensure:

- Accuracy and authenticity of selected texts.
- Relevance to SLOs,
- Appropriateness to Pakistani teaching / learning environment.
- Variety and appropriateness of activities.
- Sufficient review activities / exercises.

Pilot testing and revision

In this stage:

➢ Give the materials to selected teachers to try in their classrooms;
➢ Revise the 'materials according to feedback received from the teachers.

Checklist for Textbook writers/Compilers, Teachers and Reviewers.

The following questions can help in reviewing the quality of textbooks:

1. Is the textbook material related to the goals of the curriculum?
2. Layout
    a) Is it attractive, appealing and user friendly?
    b) Is it colorful and affordable?
    c) Does it have adequate page size, tints spacing g, font size, title and sub- titles?
    d) Does it use consistent format throughout in language, content and activities?
3. Does it have

a) an introduction explaining how to use the textbook?
b) detailed content page?
c) glossary / vocabulary index / appendices?

➢ Are there suggestions for
       a) further reading in the area?
       b) websites for further information?

➢ **Content**
       c) Is the content culturally and contextually relevant?
       d) 1s the content relevant to the needs, age and level of understanding of the students?
       e) Is the content suitable for the skills it is supposed to develop?
       f) Is the language readable, understandable, (or accompanied with annotations) Appropriate for the students who will use it?
       g) Does it address biases? (i) Religion   ii) national origin (iii) gender (iv) occupation (v)class (vi) any other.

o **Methodology**
       h) Do the activities / exercises encourage students to
        o think
        o develop their skills
        o be creative?
       i) Are activities
    o   suitable for the needs of the learner?
    o   such that they ensure student participation in real life issues?
    o Is a variety of assessment strategies suggested e.g. multiple-choice, short answers (all levels), essay type answers, project work, open-ended and divergent responses etc?
    o Do the questions and suggested activities stimulate interest that would lead to further study?
    o Review and revision
1) 1s there a built-in review system?
2) ls the review system sufficient to develop an awareness of what is learnt?
3) Are the review activities effective to recall and check previous learning?
4) Do the review exercises engage students to develop their creativity and engage them in higher order thinking?
5) Is the review system adequate to prepare for Summative Assessment?

Are there adequate samples for tests and exams?

Teacher Training

Teacher training is the most neglected area of curriculum in Sindh. It is observed that teachers are often recruited in the colleges and higher secondary schools without first going through any teacher training. In case of the teachers of English, it is erroneously believed that teaching of literature and language does not require any training at all. The situation is very appalling in most of the private schools and colleges where most of the teachers even don't have relevant qualifications and skills to teach English. This has resulted in the poor standards of language among the students. For the present curriculum to be implemented successfully, it is important to initiate, both, pre-service and in-service teacher training programs to familiarize the teachers with the new curriculum using prescribed textbooks and handling supplementary materials and training them for its implementation at classroom level in varied teaching and learning contexts. The training programme should also aim to develop critically-aware, self-directed, reflective and analytical teachers who do not merely teach a text book but are willing to adapt and supplement the existing material with their own teaching materials and classroom activities. Along with, short in-service teacher training programs, longer teacher education programs at the diploma and bachelors' level should also focus on introducing the teachers, especially aspiring teachers of government and private institutions, to the 'new' curriculum and its underlying philosophy, principles, related methodology and assessment procedures. Teachers, on their part should also be willing to improve and go through an attitudinal change, if required.

It is also a fact that students learn from listening to the teacher and interacting with him/her both inside and outside the classroom. Hence, teacher training programs, wherever possible, should also aim at providing training both in English language skills and critical thinking skills to improve the English language proficiency and critical faculties of the teachers. In this connection, the need for setting up teacher training institutes for English language is strongly emphasized in order to implement this standards-based curriculum. But before such institute is developed, an extensive teacher training program should be initiated across the province. In the first phase, competent master trainers should be selected, preferably from all the areas of the province. The master trainers should be imparted in-depth and extensive training on the philosophy, principles, related methodology, assessment procedures as well the skills which are underlying new curriculum. These master trainers should train the teachers of the assigned colleges and higher secondary schools. For this purpose, colleges should be designated in each district where teachers can have hands on training in the real classroom environment. It should be also made mandatory for the private institutions to get their teachers properly trained.

Glossary

Allegory a story or a poem that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Alliteration The repetition of a consonant sound – "storm strewn sea."

Ballad A narrative poem, usually written in quatrains with *abcb* rhyme scheme.

Blank verse Unrhymed iambic pentameter in poetry.

Character A character is a person, animal, being, creature, or thing in a story. Writers use characters to perform the actions and speak dialogue, moving the story along a plot line.

Comedy is a literary genre and a type of dramatic work that is amusing and satirical in its tone, mostly having a cheerful ending.
Dialogue

Dialogue means "conversation." In the broadest sense, this includes any case of two or more characters speaking to each other directly.

Dramatic monologue A poem which is "dramatic" because it is a speech presented to an audience and a "monologue" because no other character does any talking.

Elegy A poem written to commemorate the death of a person.

Epic An epic is a long narrative poem usually describing the adventures of a hero.

Fiction Prose text in the form of a story that is primarily a product of human imagination.

Free verse Poetry without a set rhyming scheme or rhythmic pattern.

Genre A major literary form, such as drama, poetry, and the novel.

Hyperbole A metaphor that bases its comparison on the use of exaggeration, for example, "I'd walk a million miles for one of your smiles" (Al Jolson).

Iambic pentameter A line with five beats – "I have been one acquainted with the night" (Robert Frost).

Imagery It is the literary term used for language and description that appeals to our five senses.

Life skills These are abilities and behaviors that help you effectively deal with the events and challenges of everyday life.

Metaphor A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

Meter A term used to describe the rhythm and measure of a line of poetry.

Narrative The storyline in a literary work.

Narrator Storyteller.

Novel A narrative work of fiction typically involving a range of characters and settings, linked together through plot and sub-plots.

Ode It is a poem that has a specific structure and is addressed to an object or person.

Plot In a literary fiction work, "plot" refers to the events, the order in which they occur, and the relationship of the events to each other.

Poetry One of the major literary genres, usually written in a series of discrete lines which highlight the artistic use of language.

Point of view The stance from which the storyteller or narrator tells the story.

Prose The written text of fiction and non-fiction, as distinct from poetry.

Rhyming scheme The rhyming pattern of a regular-verse poem.

Rhyming couplet A two-line stanza in which the last words in each line rhyme.

Short story A prose fiction narrative that usually occurs in a single setting and concerns a single main character.

Simile It makes the comparison explicit by using either the word "like" or the word "as".

Sonnet A 14-line regular-verse poem, usually written in iambic pentameter.

Symbolism The use within a literary work of an element that has more than a literal meaning.

Theme The message or insight into human experience that an author offers to his or her readers.

Tone The attitude or personality that a literary work projects; for example, serious and solemn, or lighthearted and amusing.

Tragedy Tragedy is a type of drama that presents a serious subject matter about human suffering and corresponding terrible events in a dignified manner.

Curriculum Review team

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