SYLLABUS IN 21ST CENTURY LITERATURE FROM THE PHILIPPINES AND THE WORLD

GRADE 11

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
<th>The learner engages in the appreciation and critical study of 21st Century Literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions.</th>
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<tbody>
<tr>
<td>CORE SUBJET STANDARD</td>
<td>Study and appreciation of the literature of the region where the school is located in relation to the literature of the other regions of the country</td>
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<td>CONTENT STANDARD</td>
<td>The learner understands and appreciates the elements and contexts of 21st century Philippine literature from the regions.</td>
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<td>PERFORMANCE STANDARD</td>
<td>The learner demonstrates understanding and appreciation of 21st century Philippine literature from the regions through a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research.</td>
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FIRST QUARTER

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>TOPICS</th>
<th>LEARNING COMPETENCIES</th>
<th>ASSESSMENT</th>
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| WEEK 1 | • Student Orientation: Discussion of the Graduate Attributes  
• Philippine Pre-colonial Literature  
• The Hinilawod  
**Values on Focus:** Discipline, Respect, Bravery, Brotherhood, Friendship | The learner…  
**EN12Lit-la-21** Identifies the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary | Formative:  
• Activity: Kapampangan proverbs, riddles and folk songs (English Translation)  
• Think-Pair-Share  
• Family Tree (Story)  
Summative:  
• Family Tree (Student)  
• Journal Entry |
| WEEK 2 | • Spanish Colonial Philippine Literature  
• Mariang Makiling  
**Values on Focus:** History, Compassion, Appreciation | **EN12Lit-Id-25** Differentiates/compares and contrasts the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions | Formative:  
• Discussion (Spanish Influence)  
• Discussion (Legendary Heroes of the Philippines)  
Summative:  
• Compare and Contrast (Heroes Then and Now)  
• Journal Entry |
| WEEK 3 | • Writing a Critical Paper  
• Literary Criticism  
**Values on Focus:** Resilience, Faith  
**EN12Lit-le-28** Explains the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding  
**Formative:**  
• Discussion (How to Write a Critical Paper)  
• Writing a Short Paper (Draft)  
**Summative:**  
• Writing a Short Paper (Final Product) |
|---|---|
| WEEK 4 | • Introduction to Philippine Poetry  
• *Gabu* by Carlos Angeles  
• *Oh How to Find Silence in the World* by Cirilo Bautista  
**Values on Focus:** Perceptiveness, Racial equality, Respect  
**EN12Lit-Ic-23** Values the contributions of local writers to the development of regional literary traditions  
**EN12Lit-Id-26** Infers literary meaning from literal language based on usage  
**Formative:**  
• Discussion  
• Recitation  
**Summative:**  
• Critical Analysis: Poetry  
• Journal Entry (On How to Find Silence in the World) |
| WEEK 5 | MID-QUARTER EXAM |
| WEEK 6 | • *The God Stealer* by Francisco Sionil Jose  
**Values on Focus:** Nationalism, Sense of Pride, Persistence, Optimism  
**EN12Lit-Ic-24** Appreciates the contributions of the canonical Filipino writers to the development of national literature  
**Formative:**  
• Discussion  
• Recitation  
**Summative:**  
• Character Portrait |
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<tr>
<th>WEEK 7</th>
<th>Archipelagic Nonfiction</th>
<th>Lundagin Mo Baby! (Go for it!) by Gilda Cordero-Fernando</th>
<th>The Baby in the Backpack by Patricia Evangelista</th>
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<td><strong>Values on Focus:</strong></td>
<td>Critical Thinking, Patience, Veracity</td>
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<td>EN12Lit-le-27 Analyzes the figures of speech and other literary techniques and devices in the text</td>
<td>EN12Lit-le-30 Explains the relationship of context with the text's meaning</td>
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<td>Formative:</td>
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<td>Summative:</td>
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<td>Discussion</td>
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<td>Critical Analysis: Nonfiction</td>
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<th>WEEK 8</th>
<th>Kapampangan text</th>
<th>The Future of the Philippine Literature</th>
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<td><strong>Values on Focus:</strong></td>
<td>Sense of Identity</td>
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<td>EN12Lit-Ib-22 Identifies representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town)</td>
<td>EN12Lit-Ie-29 Situates the text in the context of the region and the nation</td>
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<td>Formative:</td>
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| WEEK 9                      | Performance Task |                                           |

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<th>WEEK 1</th>
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| WEEK 1 | • Introduction to World Literature  
      • An excerpt from *Banyaga: A Song of War* by Charlson Ong  
      • New Historicism and “Death of the Author”  
      Values on Focus: Valuing Diversity, Uniqueness, Family-Orientedness | The learner…  
**EN12Lit-IIa-22** Identifies representative texts and authors from Asia, North America, Europe, Latin America, and Africa  
**EN12Lit-IIc-33** Appreciates the cultural and aesthetic diversity of literature of the world | Formative:  
• Discussion  
• Recitation  
Summative:  
• Pencil-and-Paper Test  
• Reflection Paper |
| WEEK 2 | • An excerpt from *A Thousand Splendid Suns* by Khaled Hosseini  
      • Southeast Asian Literature  
      • Formalism  
      • *In the Midst of Hardship of Hardship*  
      Values on Focus: |  
**EN12Lit-IIb-23** Explains the texts in terms of literary elements, genres, and traditions | Formative:  
• Discussion  
• Recitation  
Summative:  
• Pencil-and-Paper Test  
• Compare-and-Contrast Activity (Graphic Organizer) |
| WEEK 3 | Equality, Gender Sensitivity | East Asian Literature  
Postcolonialism and Decolonization  
*Swaddling Clothes* by Yukio Mishima | **EN12Lit-IIc-29** Situates the texts in the context of the region, nation, and the world |
| WEEK 4 |  
Western and Southwest Asian Literature  
Marxism  
*Motherhood* by Taslima Nasrin | **EN12Lit-IIe-27** Identifies the figures of speech and other literary techniques and devices used in the text |
| WEEK 5 | MID-QUARTER EXAM |  |  |
| WEEK 6 | Western Literature  
• *If You Were a Dinosaur, My Love* by Rachel Swirsky  

**Values on Focus:** Perceptiveness, Coping with Loss  

**EN12Lit-Ilh-36** Understands literary meanings in context and the use of critical reading strategies  

**Formative:**  
• Discussion  
• Recitation  

**Summative:**  
• Pencil-and-Paper Test  

| WEEK 7 | Modernism  
• Excerpt from *One Hundred Years of Solitude* by Gabriel Garcia Marquez  

**Values on Focus:** Steadfastness  

**EN12Lit-Ile-34** Distinguishes the literary uses of language from the non-literary and understand their use as well as the formal features and conventions of literature  

**Formative:**  
• Discussion  
• Recitation  

**Summative:**  
• Pencil-and-Paper Test  

| WEEK 8 | Africa  
• *Loot* by Nadine Gordimer  
• *Civilian and Soldier* by Wole Soyinka  

**Values on Focus:** Courage, Service, Commitment  

**EN12Lit-Ild-25** Compares and contrasts the various 21st century literary genres and their elements, structures, and traditions from across the globe  

**EN12Lit-Ilg-35** Examines the relationship between text and context  

**Formative:**  
• Discussion  
• Recitation  

**Summative:**  
• Pencil-and-Paper Test  
• Reflection  

| WEEK 9 | Performance Task  

| WEEK 10 | QUARTER EXAM |