

2023-2024 SCIE English Teaching Club Curriculum Design

English Poetry Learning and Creative Expression Workshops
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1. Background and Objectives

1.1 Background

Location – Qiaoxiang Experimental School, Luohu District, Shenzhen City

Address – 168 Nigang North Village, Luohu District, Shenzhen City

Target Audience – Students in grades 4-6

1.2 Objectives

Throughout the course of studies, we aim to:

- i. foster an interest and appreciation for English poetry among public school students.
- ii. enhance students' ability to understand and express themselves in English.
- iii. create a diversified and creatively rich learning environment.

2. Design and Content

The course will be divided into six sessions, with one session held each week, lasting two hours. The teaching hours will be from 09:00 to 11:00 every Saturday morning.

Each session will comprise the following segments:

- i. Poetry Recitation and Analysis – Reading and understanding the content and creative techniques involved in poetry. *(Core)*
- ii. Poetry Background Study – Gaining insight into the poets, historical background, and contemporary themes. *(Extended)*
- iii. Language and Expression Learning – Mastering stubborn vocabulary and sentence expressions. *(Core)*
- iv. Poetry Creation – Guiding students in creating their own poems aligned with the theme of the poetry being studied. *(Core)*
- v. Poetry Sharing – Students have the opportunity to share and discuss their own creations with the class. *(Extended)*

3. Course Implementation and Evaluation

3.1 Course Implementation

The course will be delivered by a lead teacher assisted by a teaching assistant. The lead teacher will be responsible for lesson preparation, teaching, and writing board notes, while

the assistant will be responsible for classroom documentation (including class reports, gathering materials, etc.).

3.2 Course Evaluation

- i. A permanent record of each class session will be maintained. The teaching staff needs to complete a classroom report each week.
- ii. The teaching community will have a dedicated Google Drive for sharing. Teachers can upload classroom materials, which include but are not limited to photos, videos, and students' creative works. These will be used to build a portfolio for project presentations.

4. Project Expectations

By the end of a unit (six weeks), we expect the following outcomes:

- i. Students can independently read and appreciate English poetry.
- ii. Students improved ability for creative English expression.
- iii. Students' English learning environments and their perception towards it grew diversified.

5. Recommended Materials List

Beginners

1. "The Owl and the Pussycat" by Edward Lear
2. "Twinkle, Twinkle, Little Star" by Jane Taylor
3. "Rain" by Robert Louis Stevenson
4. "The Crocodile" by Lewis Carroll
5. "Mr. Nobody" by Anonymous
6. "Wynken, Blynken, and Nod" by Eugene Field
7. "Hey Diddle Diddle"
8. "The Pasture" by Robert Frost
9. "Who Has Seen the Wind?" by Christina Rossetti
10. "Over in the Meadow" by Olive A. Wadsworth

Intermediate

1. "Bed in Summer" by Robert Louis Stevenson
2. "The Arrow and the Song" by Henry Wadsworth Longfellow
3. "From a Railway Carriage" by Robert Louis Stevenson
4. "The Duel" by Eugene Field
5. "How Doth the Little Crocodile" by Lewis Carroll
6. "Afternoon on a Hill" by Edna St. Vincent Millay
7. "The Lamb" by William Blake
8. "The Eagle" by Alfred, Lord Tennyson
9. "Wind on the Hill" by A.A. Milne
10. "The Land of Counterpane" by Robert Louis Stevenson

Advanced

1. “Stopping by Woods on a Snowy Evening” by Robert Frost
2. “Fog” by Carl Sandburg
3. “Sick” by Shel Silverstein
4. “Jabberwocky” by Lewis Carroll
5. “The Eagle” by Alfred, Lord Tennyson
6. “I Wandered Lonely as a Cloud” by William Wordsworth
7. “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein
8. “Casey at the Bat” by Ernest Thayer
9. “Hope is the Thing with Feathers” by Emily Dickinson
10. “If” by Rudyard Kipling

Note: The above provides a basic framework for the teachers. The content can be adjusted according to specific needs, students' English proficiency levels, and other details pertaining to the course.