

Course Name:	World Literature		
Credits:	1		
Prerequisites:	English 9		
Description:	This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.		
Academic Standards:	Common Core State Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit 1: Imprints of the Past	Quarter 1	Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including folktales, myths, and a classic greek play. Focusing primarily on reading standards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analyze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class.
Unit 2: Dreams Lost and Found	Quarter 2	Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakespearean comedy. Lastly, students will write a character analysis using a character selected from the play.
Unit 3: Finding Wisdom and Heroes	Quarter 3	Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroine's journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and nonfiction reading skills and apply that knowledge through both discussion and writing. In addition, students will continue work with the five major religions in the world as presented in World History and present their research information to the class. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.

Unit 4: Moral Courage and Strength	Quarter 4	Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will also learn components of narrative writing and apply that knowledge to create a reflective narrative in response to the unit theme. By this time, the students will be expected to have mastered the writing process.
Independent Reading	Semesters 1 and 2	Standards: RL1-10, W2, 4-6, 9	Outcomes: Throughout the year, English 10 students will select
Vocabulary Study	Yearlong A/B Weeks	Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Informational Article Study	Yearlong A/B Weeks	Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Writing Grammar Workshop	Yearlong Mini-Lessons	Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, and editing.

Unit Name: Imprints of the Past	Length: Quarter 1 - 9 Weeks
Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including folktales, myths, and a classic greek play. Focusing primarily on reading standards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analyze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class.
Academic Vocabulary: exposition, climax, conclusion, inference, irony, ambiguity, foreshadowing, flashback, allusion, internal/external conflict, tone, symbol, antagonist, protagonist, static and dynamic character, parable, theme, POV, mood, thesis statement, parallel structure.	
Essential Questions: What literary elements can be identified through reading folklore, myths, and dramatic literature? What elements are important when writing creatively? When considering oral tradition, how do stories change or develop?	Learning Targets: Students will be able to identify specific literary elements in fiction selections. Students will understand and use writing techniques appropriate for creative fiction using mentor texts as a guide. Students will be able to work cooperatively to share ideas about both reading and writing.
Topic 1: Exploration of folktales and fables from around the world.	Length: 4 weeks
Standard(s): RL 1-10, SL1, L4-5	Academic Vocabulary:
Lesson Frame:	We will: learn how to identify specific literary elements from fictional writing. I will: apply knowledge of literary elements both individually and cooperatively through both formative and summative assessment.
Lesson Frame:	We will: read and discuss folktales and fables from a variety of countries and cultures. I will: be able to recognize the elements of a folktale and understand oral tradition.
Lesson Frame:	We will: I will:
Performance Tasks: Students will be evaluated through formal assessment on literary elements specific to content.	Notes:
Topic 2: Introduction to Greek and Roman myths.	Length: 3 Weeks
Standard(s): RL 1-10, SL1, L4-5	Academic Vocabulary:
Lesson Frame:	We will: continue to practice recognizing literary elements in fictional writing. I will: apply knowledge of literary elements both individually and cooperatively through both formative and summative assessment.
Lesson Frame:	We will: read and discuss stories from ancient Greek and Roman mythology. I will: be able to analyze and make inferences relating to Greek and Roman myths.
Lesson Frame:	We will: I will:

Performance Tasks: Students will be evaluated through formal assessment on literary elements specific to content.	Notes:
Topic 3: Creative Writing Workshop	Length: 2 Weeks
Standard(s): W3-6, W10, L1-3, SL4-5	Academic Vocabulary:
Lesson Frame:	We will: write detailed and organized narratives in the form of a folktale or myth, using mentor texts as examples. I will: write to create an original folktale or myth.
Lesson Frame:	We will: review elements of good writing. I will: use knowledge of the mechanics of good writing and apply it to my own story.
Lesson Frame:	We will: use technology to create a presentation of written work. I will: create a digital presentation to share my story with my peers.
Performance Tasks: Students will write a myth or folktale which will be evaluated using a rubric. Students will also be evaluated on a digital presentation of their creation using a rubric.	Notes:

Unit Name: Dreams Lost and Found	Length: Quarter 2 - 9 Weeks
Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakespearean comedy. Lastly, students will write a character analysis using a character selected from the play.
Academic Vocabulary: soliloquy, pun, metaphor, simile, onomatopoeia, personification, internal and external rhyme, scan, meter, rhyme scheme, iambic pentameter, spondee, trochee, consonance, assonance, alliteration, hyperbole, dynamic and static character, protagonist, antagonist.	
Essential Questions: What common and new elements of poetry can be identified when reading selected poems? How can higher level analytical skills be applied to the reading of poetry? What elements of writing are important when writing a character analysis (the five ways in which we analyze a character)? When reading classic Shakespeare, what skills can be used in order to understand the storyline and how does this connect to poetry?	Learning Targets: Students will learn and apply poetic elements to selected poems. Students will analyze and understand poems. Students will be able to identify poetic elements. Students will read and understand Shakespearean dramatic literature and be able to identify the style of writing.
Topic 1: Exploration of world poetry	Length: 2 weeks
Standard(s):RL 1-3, 4, 6, 10, L5	Academic Vocabulary:
Lesson Frame:	We will: read and analyze poetry for both poetic elements and content. I will: identify poetic elements in selected poems.
Lesson Frame:	We will: use mentor texts as guides in order to create original poems I will: create original poetry.
Lesson Frame:	We will: use discussion skills to work cooperatively in order to analyze poetry. I will: work in a group to discuss poetry.
Performance Tasks: Students will be evaluated using both formative and summative assessments - exit slips, quick response, and formal exam.	Notes:
Topic 2: Classic Shakespeare Play	Length: 3 Weeks
Standard(s): RL1-10, L4-L5, SL1-2, SL6	Academic Vocabulary:
Lesson Frame:	We will: read and analyze classic Shakespeare. I will: read, understand and discuss a Shakespeare play.
Lesson Frame:	We will: learn the structure of iambic pentameter.

	I will: recognize and scan iambic pentameter in dramatic literature.
Lesson Frame:	We will: practice oral communication skills through engaged whole-group reading.
	I will: read aloud from an assigned part.
Performance Tasks: Students will be assessed periodically throughout the play for understanding. Students will take a cumulative formal assessment regarding content and structure at the conclusion of reading the play.	Notes: "A Midsummer Night's Dream"
Topic 3: Character Analysis Writer's Workshop	Length: 2 Weeks
Standard(s): W2, W4-7, W9-10, L1-3	Academic Vocabulary:
Lesson Frame:	We will: learn the ways in which a character is analyzed: What he or she looks like, says and does, thoughts and feelings and what others say about him or her.
	I will: apply knowledge of characterization to write a formal essay.
Lesson Frame:	We will: practice editing and revising techniques.
	I will: edit a formal piece of writing.
Lesson Frame:	We will:
	I will:
Performance Tasks: Students will write, edit, and revise a character analysis that will be scored using a rubric.	Notes:

Unit Name: Finding Wisdom and Heroes	Length: Quarter 3 - 9 weeks
Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroine's journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and nonfiction reading skills and apply that knowledge through both discussion and writing. In addition, students will continue work with the five major religions in the world as presented in World History and present their research information to the class. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.
Academic Vocabulary: allusion, symbol, theme, inference, thesis statement, MLA citation, parenthetical citations, work cited, bibliography	
Essential Questions: What are the main components of romantic literature? How does background knowledge become important in understanding readings in world religion? How do I effectively research and write a paper without plagiarizing?	Learning Targets: Students will be able to apply concepts of romantic literature to mentor texts. Students will use cooperative learning skills to work in groups to create a presentation. Students will be able to identify the five world religions and understand literature from these religions based on their specific belief systems. Students will be able to write a formal research paper complete with parenthetical citations, without plagiarizing.
Topic 1: Reading selections from medieval romantic literature	Length: 2 Weeks
Standards: RL 1-10, L4-5, SL1-SL2	Academic Vocabulary:
Lesson Frame:	We will: learn components of romantic literature.
	I will: I will read romantic literature and apply and discuss elements presented.
Lesson Frame:	We will: use cooperative learning skills to discuss and analyze romantic literature.
	I will: participate effectively in group discussion.
Lesson Frame:	We will: compare romantic literature to film.
	I will: complete a venn diagram outlining the differences between literature and film.
Performance Tasks: Students will be assessed with a formal exam, exit slips, small group discussion, and graphic organizers.	Notes:
Topic 2: The study of World Religions	Length: 3 weeks

Standard(s): RL 1-10, RI 1-10, L4-5, SL1, SL4-6	Academic Vocabulary:
Lesson Frame:	We will: learn the basics of the five major world religions through a Webquest
	I will: Participate in a group setting to research, compile information, and create a presentation for my peers regarding the five major world religions.
Lesson Frame:	We will: read literature from each of the world religions and identify literature components as well as discuss the selections from the eye of informational text.
	I will: read and analyze selections from world religions.
Lesson Frame:	We will: learn appropriate presentation skills.
	I will: work in a group setting to present information learned to my peer group as well as take notes on other presentations.
Performance Tasks:	Notes:
Topic 3: Research Paper Writing Workshop (Argument)	Length: Quarter 3 - 4 weeks
Standard(s): W2, W4 -W10, L1-3	Academic Vocabulary:
Lesson Frame:	We will: learn the 12 steps of writing research.
	I will: use knowledge gained in class to research a chosen topic.
Lesson Frame:	We will: write a research paper complete with parenthetical citations, works cited, and a bibliography
	I will: use appropriate MLA technique to compile and create a formal research paper.
Lesson Frame:	We will: review the writing process.
	I will: all steps of the writing process to complete a polished formal research paper.
Performance Tasks: Students will write an extensive research paper that will be evaluated using a rubric.	Notes:

Unit Name: Moral Courage and Strength	Length: Quarter 4 - 9 weeks
Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will also learn components of narrative writing and apply that knowledge to create a reflective narrative in response to the unit theme. By this time, the students will be expected to have mastered the writing process.
Academic vocabulary: inference, symbol, style, tone, irony, flashback, theme, voice, plot structure, protagonist, antagonist, point of view, allegory, memoir, auto-biography, biography	
Essential Questions: What comparisons can you make between reading fiction vs. informational text? What components are important when writing narratively for the purpose of telling a personal story? How does the literature presented directly apply to World History and culture? What connections can you make between literature and real life?	Learning Targets: Students will read and analyze short fiction and nonfiction regarding war in our history. Students will be able to identify both elements of fiction and informational text in their reading practices. Students will utilize knowledge of narrative writing and the writing process to write a reflective narrative paper.
Topic 1: Literature Circles	Length:4 Weeks
Standard(s): RL1-10, RI 1-10, L4-L5, S1-2	Academic Vocabulary: See above
Lesson Frame:	We will: read selections both fiction and informational from world history and cultures. I will: read, analyze and discuss readings presented in class.
Lesson Frame:	We will: compare readings to media representation of historical and cultural events I will: use a graphic organizer to effectively compare literature and informational text to media sources.
Lesson Frame:	We will: work cooperatively with a partner or small group to read, analyze, and discuss text(s). I will: complete discussions and journals pertaining to the shared reading selection.
Performance Tasks: Students will be evaluated through discussion, exit slips, and informal questioning, and written assignments.	Notes: Book Choices: The Kite Runner, A Thousand Splendid Suns, The Alchemist, I am Malala, Between Shades of Gray, Life of Pi, The Boy in the Striped Pajamas, Maus I and II, A Long Way Gone: Memoirs of A Boy Soldier.
Topic 2: Reading of a Memoir	Length 3 Weeks
Standard(s): RI 1-10, L4	Academic Vocabulary: see above
Lesson Frame:	We will: read a memoir of a Holocaust survivor I will: read, analyze, and discuss content presented through class memoir reading.
Lesson Frame:	We will: make connections between historical events and the content in the book. I will: apply background knowledge to better understand information presented in memoir.

Lesson Frame:	We will: work cooperatively to share ideas both orally and through written word. I will: share with my classmates in whole group and small group discussion.
Performance Tasks: Students will be evaluated formal assessment at the conclusion of the the novel. Students will also be assessed using quick responses and small group discussion.	Notes: <i>Night</i> by Elie Wiesel
Topic 2: Reflective Narrative Writer's Workshop	Length: 2 weeks
Standard(s):W3-W6, W10, L1-3	Academic Vocabulary: see above
Lesson Frame:	We will: learn components of effective narrative writing. I will: use knowledge about narrative writing to produce a theme related narrative.
Lesson Frame:	We will: use the writing process to create a personal, reflective narrative. I will: write using effective revising and editing skills.
Lesson Frame:	We will: I will:
Performance Tasks: Students will be evaluated on their completed narrative writing piece using a rubric.	Notes:

Unit Name: Independent Reading	Length: Yearlong (2 book requirements)
Standards: RL1-10, W2, 4-6, 9, L1-2, 5, SL1-SL6	Outcomes: Throughout the year, English 10 students will select two novels of their choice to read and analyze. Students will write one book analysis and present one book presentation in the format of a book talk.
Essential Questions: What literary elements stand out in the book chosen for independent reading? How can reading professional reviews of literature aide in strengthening written analysis of literature? How can a book be effectively presented to classmates in such a way that students are drawn to the content and persuaded to choose to read the book for themselves?	Learning Targets: At the end of this unit, students will be able to read and analyze literature for author's purpose and literary elements. Students will also be able to create an effective presentation that entertains and informs their peers regarding the content of their chosen book.
Topic 1: Independent Novel #1 - Book Analysis	Length: Semester 1 - 18 Weeks
Standard(s): RL 1-10, W2, 4-6, 9, L1-2 5	Academic Vocabulary:
Lesson Frame:	We will: select book of interest to read and analyze.
	I will: read and analyze a book of choice for the purpose of writing an analytical essay.
Lesson Frame:	We will:
	I will:
Lesson Frame:	We will:
	I will:
Performance Tasks: Students will be evaluated using a Book Analysis Rubric.	Notes:
Topic 2: Independent Novel #2 - Booktalk	Length: Semester 2 - 18 Weeks
Standard(s): RL 1-10 SL1-6	Academic Vocabulary:
Lesson Frame:	We will: select a book of interest to read and analyze.
	I will: read and analyze a book of choice for the purpose of an oral book talk presentation.
Lesson Frame:	We will: practice oral speaking skills.
	I will: use appropriate oral speaking skills to present my book of choice to my peers.
Lesson Frame:	We will:
	I will:

Performance Tasks: Students will be evaluated using a Book Talk Rubric.	Notes:

Unit Name: Vocabulary Study	Length: Year Long - Alternating Weeks
Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Essential Questions: Why is it important to use Latin and Greek word families/word parts to identify vocabulary? How can a prefix, suffix, or other part of a word help a reader to understand the meaning of a word? How are words from the same Latin or Greek family similar?	Learning Targets: Students will be able to recognize and use grade level vocabulary from word families with Latin and Greek roots.
Topic 1: Vocabulary from Latin and Greek roots	Length: alternating weeks for duration of school year
Standard(s): L4 and 6	Academic Vocabulary: word families, prefix, suffix, word roots
Lesson Frame: Study vocabulary from Latin and Greek roots	We will: collaboratively study word families from Latin and Greek roots.
	I will: study vocabulary, participate in vocabulary activities, and complete vocabulary sheets and assessments.
Performance Tasks: Students will be evaluated periodically using formal assessment and also through application of word acquisition.	Notes: Vocabulary from Latin and Greek Roots--Level 4

Unit Name: Informational Article Study	Length: alternating weeks for duration of school year
Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Essential Questions: How do nonfiction articles differ from other writing? How are nonfiction articles organized? How can writers verify their viewpoints with evidence from a nonfiction article? How can the meaning of difficult vocabulary be determined using context clues? How are quotes or outside sources used in a nonfiction article? How are persuasive elements used in articles? How can a reader determine the validity of information presented in an article?	Learning Targets: Students will be able to: -independently and collaboratively read nonfiction articles -read for content -determine main idea and supporting evidence -summarize information -determine meaning of difficult vocab using context clues -find and utilize effective quotes -analyze writer's viewpoint -write persuasively
Topic 1: Reading informative and argumentative nonfiction articles	Length: alternating weeks for duration of school year
Standard(s): RI 1-6 and 8	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Read nonfiction articles	We will: read, discuss, and analyze nonfiction articles for content and persuasive elements.
	I will: independently and collaboratively practice active reading skills on nonfiction articles to determine content, main idea, and supporting evidence, practice effective summarization skills, determine meaning of difficult vocabulary, find and utilize effective quotes, and analyze writer's viewpoint.
Performance Tasks: active and close reading of articles, class and teacher discussion	Notes: Newsela articles, Reader's Digest articles, Article of the Week articles Kelly Gallagher theory: Article of the Week
Topic 2: Responding to articles in writing	Length: alternating weeks for duration of school year
Standards: W1-2, 9,10	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Article response	We will: respond to articles on an article response sheet or in an short essay.
	I will: write informatively and/or persuasively to share my viewpoint using evidence from a nonfiction article.

Performance Tasks: article response sheet, short essays in response to articles	Notes: One page article response using text support.
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Unit Name: Grammar Study	Length: Mini-lessons at beginning of three class periods per week yearlong
Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, and editing.
Essential Questions: How is punctuation used to organize and clarify writing? How is capitalization used correctly and effectively? What are the differences between commonly mistaken words? How can a writer edit sentences for length, style, clarity, and purpose? Why is it important to be able to locate, identify, and use parts of speech? How can a writer recognize commonly misspelled words and spell them correctly? How does the purpose of a piece of writing affect style, organization, and content? How does collaboration with peers improve the writing and editing process?	Learning Targets: Students will be able to (independently and collaboratively): -locate and identify parts of speech -edit sentences for length, style, clarity, and purpose -write for a variety of purposes -identify and use commonly mistaken words (homonyms) correctly -practice spelling commonly misspelled words -punctuate writing effectively -use capitalization effectively -collaborate with peers to address writing errors
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-2	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: 3 times weekly writer's workshop lessons	We will: interactively practice grammar/editing/writing skills on a daily basis to improve our ability to communicate effectively in writing I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes: