

### Course Description:

In this course, students will explore the social and cultural context of world cultures and their expression of ideas through literature. World literature broadens students' reading experience with exposure to literature from around the world. Students evaluate diverse reading selections such as epic poetry, folktales, ancient verses, Greek tragedy, drama, short stories, and novel excerpts using a wide variety of literary elements. Students have the opportunity to connect and relate to the various authors and gain a deeper understanding and appreciation of other cultures through the contexts of the texts. In addition, the course guides students through an active reading process, utilizing graphic organizers. Graphic organizers help students apply reading comprehension skills to multiple texts.

Students are expected to analyze assigned reading selections in a variety of activities. Additionally, students practice vocabulary and language skills, such as determining the meanings of unfamiliar words using context and interpreting figurative language. Writing activities challenge students' reading comprehension and composition skills with several projects involving research and writing, as well as producing character analysis and personal narrative essays.

**Suggested Prerequisites:** English 10 Honors (1 of 2)

### Course Objectives:

- Identify and cite strong and thorough textual evidence to support meaning.
- Identify, interpret, and analyze themes and supporting details in literary texts.
- Analyze development and interactions of characters in literary text and characters' effect on plot or theme.
- Determine the meaning and effect of figurative and connotative words in literary text.
- Analyze the use of narrative and structural techniques in literary text.
- Analyze an author's perspective, including cultural effects, in literary text.
- Analyze how an author draws on and transforms source material, including comparing representations in different artistic mediums.
- Compose narratives that develop real or imagined experiences and ideas using appropriate details, event sequences, development, and style.
- Compose informational/explanatory essays, selecting relevant and sufficient evidence and organizing content effectively.
- Correctly use the conventions of English grammar, capitalization, punctuation, and spelling in different contexts to make effective choices for meaning or style.
- Determine the meanings of academic and domain-specific words and phrases.
- Participate in collaborative discussions and presentations while effectively integrating and presenting information from multiple sources.
- Read and comprehend grade-level literature.

- Produce clear and coherent writing by understanding task, purpose, and audience, following a designated writing process, using technology, and writing over short and extended periods of time.

### Required Materials:

- word-processing software
- internet browser
- presentation software

\*Additional materials listed in the course

### Course Overview:

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities:

**Pre-Assessment** – Provides a preview of the concepts covered in this lesson and assesses prior knowledge about the material. The pre-assessment score is not recorded in the Gradebook and does not affect overall grade.

**Key Terms** – Introduces the vocabulary that will appear in context during the lesson's readings, and will be followed by a vocabulary exam at the end of the course.

**Language Skill Instruction** – Includes instruction in vocabulary and language skills, followed by graded workbook questions.

**Focus Skill Instruction** – Includes instruction in reading comprehension skills and application, followed by graded workbook questions.

**Reading Selection, Graphic Organizer, Extended Response Discussion Question(s)** – Includes an annotated reading selection, a graphic organizer with an exemplary response for modeling, and an extended response discussion question at the analyze/evaluate/synthesize level.

**Short Writing Activity** – Provides instruction in a writing skill followed by a writing prompt requiring a two- to three-paragraph response. Activities are connected to concepts in the reading selection featured in the lesson.

**Writing Project** – An assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA202 10B are in Unit 2 (character analysis) and Unit 4 (personal narrative).

**Checkpoint** – This graded activity uses 15 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

**Self-Reflection**– This is an activity designed for students to reflect on key ideas and their own learning.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

**Unit Exams** – At the end of the unit is an exam that will assess mastery of unit objectives. Students may be take the Unit Exam only once.

**Final Exam** – This exam is in the last lesson and consists of questions that reflect key concepts and information from course. Students may take the Final Exam only once.

## Schedule of Work

### Unit 1: Africa

- Pre-Assessment 1–4
- Key Terms 1–4
  - Workbook Assessment
- Language Skill Instruction 1–4
  - Workbook Assessment
- Focus Skill 1–4
  - Workbook Assessment
- Read/Graphic Organizers – selected readings from the African continent
- Extended Response Discussion 1–5
- Checkpoints 1–4
- Writing Activity 1–4
- Self-Reflection 1–5
- Unit 1 Exam

### *Reading Selections Unit 1*

- *Hymn to the Nile* as told by Padric Colum
- *Osiris and Isis*
- “The King’s Magic Drum”
- “The Tortoise with the Pretty Daughter”
- Excerpt from *Outa Karel’s Stories: “The Place and the People”* by Sanni Metelerkamp
- Excerpt from *Outa Karel’s Stories: “How Jakhals Fed Ooom Leeuw”* by Sanni Metelerkamp
- Excerpt from *Outa Karel’s Stories: “The Little Red Tortoise”* by Sanni Metelerkamp
- Excerpt from *Story of an African Farm* by Olive Shreiner

- “A Chip of Glass Ruby” by Nadine Gordimer
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## Unit 2: Ancient Greece

- Pre-Assessment 6–9
- Key Terms 6–9
  - Workbook Assessment
- Language Skill Instruction 6–9
  - Workbook Assessment
- Focus Skill 6–9
  - Workbook Assessment
- Reading Selections/Graphic Organizers – selected reading from Ancient Greece
- Extended Response Discussion 6–10
- Checkpoints 6–9
- Writing Project 6–10
- Self-Reflection 6–10
- Unit 2 Exam

### *Reading Selection Unit 2*

*Antigone* by Sophocles

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## Unit 3: Central Asia

- Pre-Assessment 11–14
- Key Terms 11–14
  - Workbook Assessment
- Language Skill Instruction 11–14
  - Workbook Assessment
- Focus Skill 11–14
  - Workbook Assessment
- Reading Selections/Graphic Organizers – selected readings from Central Asia

- Extended Response Discussion 11–15
- Checkpoints 11–14
- Writing Activity 11–14
- Self-Reflection 11–15
- Unit 3 Exam

### *Reading Selections Unit 3*

- Excerpts from the Bible:
    - Genesis 6–9
    - “The Prodigal Son”
    - “The Book of Ruth”
  - Excerpt from *The Epic of Gilgamesh*, adapted from a translation by E. A. Wallis Budge
  - Excerpt from the *Panchatantra*, translated by Arthur W. Ryder
  - “The Cabuliwallah” by Rabindranath Tagore
  - “Baby’s Way” by Rabindranath Tagore
  - Excerpt from *A Wife for My Son* by Ali Ghalem
  - “Like the Sun” by R. K. Narayan
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### **Unit 4: East Asia**

- Pre-Assessment 16–19
- Key Terms 16–19
  - Workbook Assessments
- Language Skill Instruction 16–19
  - Workbook Assessments
- Focus Skill 16–19
  - Workbook Assessments
- Reading Selections/Graphic Organizers – selected readings from East Asia
- Extended Response Discussion 16–19
- Checkpoints 16–19
- Writing Project 16–20

- Self-Reflection 16–20
- Unit 4 Exam

### *Reading Selections Unit 4*

- Excerpt from *The Dhammapada*
  - *Nakamitsu* translated by Basil Hall Chamberlain
  - Excerpt from *Botchan: Master Darling*, adapted from the novel by Kin-nosuke Natsume
  - “Mr. and Mrs. Dove” by Katherine Mansfield
  - “The Lady’s Maid” by Katherine Mansfield
  - “Cranes” by Hwang Sun-won
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### **Unit 5: Europe**

- Pre-Assessment 21–24
- Key Terms 21–24
  - Workbook Assessments
- Language Skill Instruction 21–24
  - Workbook Assessment
- Focus Skill 21–24
  - Workbook Assessment
- Reading Selections/Graphic Organizers – selected readings from Europe
- Extended Response Discussion 21–25
- Checkpoints 21–24
- Self-Reflection 21–25
- Unit 5 Exam

### **Reading Selections: Unit 5**

- “The Lay of Equitan” by Marie de France
- “The Lay of the Were-Wolf” by Marie de France
- Excerpt from *Inferno* by Dante Alighieri
- Excerpt from *Don Quixote* by Miguel de Cervantes

- “An Upheaval” by Anton P. Chekhov
  - “The Bet” by Anton P. Chekhov
  - “The Interlopers” by Saki
  - “The Open Window” by Saki
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## Unit 6: The Americas

- Pre-Assessment 26–28
- Key Terms 26–28
  - Workbook Assessment
- Language Skill Instruction 26–28
  - Workbook Assessment
- Focus Skill 26–28
  - Workbook Assessment
- Reading Selections/Graphic Organizers – selected readings from the Americas
- Extended Response Discussion 26–28
- Checkpoints 26–28
- Self-Reflection 26–30
- Vocabulary Final Exam
- Final Exam

### *Reading Selections Unit 6*

- “The Attendant’s Confession” by Joaquim Maria Machado de Assis
- “Lost on Dress Parade” by O. Henry
- Excerpt from *The Odyssey* by Homer
- “Siren Song” by Margaret Atwood