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| <b>CAMPUS:</b> Howard Area Leadership Academy  |
| <b>COURSE TITLE:</b> 12 <sup>th</sup> Grade World Literature   |
| <b>NUMBER OF CREDITS:</b> 1 - Howard Area Leadership Academy operates on a block schedule with 85 minute periods; therefore a semester is completed in 10 weeks and a year is completed in 20 weeks.   |
| <b>SKILLS LEVEL OF COURSE:</b> Advanced  |
| <b>COURSE DESCRIPTION:</b>   |
| <p>12<sup>th</sup> grade World Literature focuses on 3 main areas of literary exploration: religion, expression, and morality/ethical codes. The relationship between literature and these 3 areas is closely examined through the following overarching thematic questions:</p> <ul style="list-style-type: none"> <li>-How does the relationship between literature and religion affect expression through writing, the development of social responsibility/morality codes, and personal agency?</li> <li>-Who decides what is right, what is truthful, and what is acceptable in society? Is there a universal truth?</li> <li>-How does morality influence religion and vice versa? Are the two interchangeable? How does this play out/develop across different cultures and times?</li> <li>-What are the implications of morality codes and religion on minority groups in terms of patriarchy?</li> </ul> <p><b>Units covered in this course include the following themes:</b></p> <p><b>Semester One (weeks 1-10)</b></p> <ol style="list-style-type: none"> <li>1. <b>Shintoism: Japanese Fairy Tales and Folklore</b></li> <li>2. <b>Islam: Kite Runner and Afghan Culture</b></li> </ol> <p><b>Semester Two (weeks 11-19)</b></p> <ol style="list-style-type: none"> <li>3. <b>Animism (Vaudun)/ Islam: Scarlet Song and West Africa</b></li> <li>4. <b>Catholicism: The 7 Deadly Sins in Medieval Literature</b></li> </ol> <p><b>Major Projects: (also listed in assessments)</b></p> <ul style="list-style-type: none"> <li>-Design and creation of manga (Japanese mini graphic novel).</li> <li>-Japanese Folklore Literary Analysis Essay.</li> <li>- Symbolic/thematic kite design and creation.</li> <li>- Kite Runner literary analysis essay.</li> <li>- Creative writing of additional chapter for the end of Scarlet Song.</li> <li>- Scarlet Song literary analysis essay.</li> <li>- Whole-class filmed enactment of the Medieval morality play <i>The Castle of Perseverance</i>.</li> <li>- A biographical celestial judgment essay of a prominent historical figure.</li> <li>- Research essay on the nature of the 7 Deadly Sins and their historical and contemporary implication on religion and</li> </ul> |

morality, with accompanying realia in the form of a completed personal chart of their deadly sins and the appropriate punishments thereof (final project assessing cumulative skills taught).

-Department-wide midterm/final assessment aligned to the TABE and PSAE testing based on classrooms instruction.

**Texts:** *Pantheon Fairy Tale and Folklore Library's Japanese Tales*, Ed. Royall Tyler, Pantheon, 1987; *Bleach*, Tite Kubo, VIZ Media LLC, 2004; *Kite Runner*, Khaled Hosseini, Berkeley Publishing Group, 2004; *Scarlet Song*, Mariama Ba and Dorothy S. Blair, Longman African Writers, 1995; *Purgatorio* and *Inferno*, Dante (not yet ordered); *The Canterbury Tales*, Chaucer (not yet ordered).

**Supplemental Texts:**

*World Religions: A Voyage of Discovery*, Jeffrey Brodd, Saint Mary's Press, 2009; *World Traditions in the Humanities*, Ed. Nexttext Anthologies, Houghton-Mifflin, 2001; historical and contemporary news sources (e.g. Time, Newsweek, New York Times); the Koran; the Bible.

**Assessment:**

1. Each unit has a traditional assessment based on standard English writing assessments.
2. In addition to traditional forms of unit assessment, each unit has a differentiated creative component that caters to different learning modalities and intelligences based on the Howard Gardner model of Multiple Intelligences. Both traditional and creative projects are listed in the major projects portion of this document.
3. There is a cumulative (in terms of skills taught, not content) final project the last week of the course.
4. Planned and unplanned (pop) quizzes are given throughout the course.
5. ESF Assessments.
6. Content from the course is included in the 12<sup>th</sup> grade mid-semester assessment given at 10 and 30 weeks.

Campus: Howard Area Leadership Academy

Course: 12<sup>th</sup> Grade World Literature

YCCS Essential Skills Framework Exit Benchmarks Course

Area/Level: Proficient

|               |                     |   |  |  |                     |  |
|---------------|---------------------|---|--|--|---------------------|--|
| <b>COURSE</b> |                     | <b>UNIT ONE</b>   |  |  |                     | <b>UNIT THREE</b>  |
|               | <b>TOPIC(S)</b>     | Japan, fiction and non-fiction<br>Shinto, cultural identity, honor, heritage and respect,<br>nature's role in culture |  |  | <b>TOPIC(S)</b>     | Africa, fiction, imperialism,<br>war, cultural identify, family dynamics, overcoming obstacles,<br>interracial relationships, clash of cultures, racial/cultural heritage,<br>group dynamics |
|               | <b>CORE TEXT(S)</b> | <i>Bleach</i> by Tite Kubo  |  |  | <b>CORE TEXT(S)</b> | <i>Scarlet Song</i> by Mariama Ba  |

|   |                             |   |   |                             |   |
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| <b>C<br/>O<br/>N<br/>T<br/>E<br/>N<br/>T<br/><br/>S<br/>C<br/>O<br/>P<br/>E<br/>&amp;<br/>S<br/>E<br/>Q<br/>U<br/>E<br/>N<br/>C<br/>E</b> | <b>PROJECT(S)</b>           | Students will create a manga (graphic novel) project that synthesizes and connects the text and readings to their own experiences/other texts/world contexts, and makes the connection/analyzes the relationship between art and culture.   | <b>W<br/>E<br/>E<br/>K<br/>S<br/><br/>I<br/>I<br/><br/>t<br/>o<br/>t<br/>o<br/><br/>1<br/>0<br/>2<br/>0</b> | <b>PROJECT(S)</b>           | Students will complete a two-part literary analysis project that covers the objectives and standards taught thus far. Students will provide an analysis of events and authorial intent from the novel in a formal essay, and then synthesize their knowledge into a short story extension of the novel.   |
|   | <b>ASSESS-MENTS</b>         | Interim Assessments, Project using symbolism and metaphor rubric, vocabulary and content quizzes  |   | <b>ASSESS-MENTS</b>         | Literary analysis project using ACT rubric, interim assessments, quizzes, informal essays   |
|   | <b>Add. STATE STANDARDS</b> | <b>1A, 1B, 1C, 2A, 2B, 3B-C</b>   |   | <b>Add. STATE STANDARDS</b> | <b>1A, 1B, 1C, 2A, 2B, 3B-C, 4B</b>   |
|   |                             | <b>UNIT TWO</b>   |   |                             | <b>UNIT FOUR</b>  |
|   | <b>TOPIC(S)</b>             | The Middle East, fiction war, cultural identity, families, father-son relationships, overcoming obstacles, culture, history, geography, politics/government, religion, stereotypes, literary elements, brotherhood and nationhood   |   | <b>TOPIC(S)</b>             | Europe, fiction, religious texts, nonfiction, religion, Christianity/Catholicism, the evolution/influence of religion on literature, the 7 Deadly Sins as represented in literature   |
|   | <b>CORE TEXT(S)</b>         | <i>The Kite Runner</i> by Khaled Hosseini   |   | <b>CORE TEXT(S)</b>         | <i>Inferno/Purgatorio</i> by Dante, <i>Piers Plowman</i> by William Langland, <i>The Castle of Perseverance</i> by Anonymous, <i>The Canterbury Tales</i> by Chaucer  |
|   | <b>PROJECT(S)</b>           | Students will create a kite and literary analysis project using an imagery/symbolism/thematic rubric and the ACT writing rubric that synthesizes the three main areas of concentration: 1. Reading Comprehension Skills (identifying main idea, key details, summary, vocab) 2. Interpretation / Analysis: analyzing text in relation to culture, society, and history OR literary elements. 3. Relating text to the world (culture, time period). Students are given a choice of projects that address these skills in differentiated formats. |   | <b>PROJECT(S)</b>           | Students will complete a literary analysis project that incorporates all objectives and standards taught this semester. Project will include a literary analysis essay with accompanying realia in the form of a completed personal chart of their deadly sins and the appropriate punishments thereof, a biographical celestial judgment of a prominent historical figure, and a whole class presentation of <i>The Castle of Perseverance</i> . |
|   | <b>ASSESS-MENTS</b>         | Interim assessments, quizzes, reflections, kite and literary analysis project using imagery/symbolism/thematic rubric and ACT rubric  |   | <b>ASSESS-MENTS</b>         | Literary analysis project using ACT rubric, interim assessments, quizzes, informal essays, play presentation  |
|   | <b>Add. STATE STANDARDS</b> | <b>1A, 1B, 1C, 2A, 2B, 3B-C, 4B</b>   |   | <b>Add. STATE STANDARDS</b> | <b>1A, 1B, 1C, 2A, 2B, 3B-C, 4B, 5A</b>   |

Campus: Howard Area Leadership Academy

Course/Level: 12<sup>th</sup> Grade World Literature (Proficient)

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|--|---|------------|-------------|
| <b>Y<br/>C<br/>C<br/>S</b>   | <b>YCCS Essential Skills Benchmarks: Language Arts</b>  | Weeks 1-10 | Weeks 11-19 |
|  | <b>READING</b>  |            |             |
|  | LA1. Apply word analysis and vocabulary skills to comprehend selections.  | 5          | 5           |
|  | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose. | 5          | 5           |
|  | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.                 | 5          | 5           |
| LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details. | 3   | 3          |             |

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| <b>S<br/>K<br/>I<br/>L<br/>L<br/>S<br/><br/>S<br/>P<br/>E<br/>E<br/>C<br/>H<br/>&amp;<br/><br/>S<br/>E<br/>Q<br/>U<br/>E<br/>N<br/>C<br/>E</b> | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.   | 4 | 5 |
|  | LA6. Determine the sequence of events and other organizational patterns in text.   | 2 | 2 |
|  | LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.   | 2 | 2 |
|  | LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.   | 5 | 5 |
|  | LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.                                   | 1 | 1 |
|  | <b>SPEECH</b>  | - | - |
|  | LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.  | 5 | 5 |
|  | LA11. Research, organize, and present a timed speech.  |   | 1 |
|  | <b>WRITING</b>   | - | - |
|  | LA12. Use a variety of sentence structures in properly punctuated, complete sentences.   | 3 | 3 |
|  | LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use. | 2 | 2 |
|  | LA14. Write focused paragraphs that use transitions.   | 2 | 4 |
|  | LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.                      | 1 | 1 |
|  | LA16. Compose business documents.  |   |   |
|  | LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.   |   | 2 |
|  | LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.  |   | 3 |

Campus: Howard Area Leadership Academy

Course: 12<sup>th</sup> Grade World Literature

Weeks: 1-5

Unit Number: I

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| <b>Y<br/>C<br/>C<br/>S<br/><br/>U<br/>N<br/>I<br/>T<br/><br/>P<br/>A<br/>C<br/>I<br/>N<br/>G<br/><br/>C<br/>H<br/>A<br/>R<br/>T</b> | <i>Campus-chosen</i><br><b>Big Idea</b>   | Learning about different cultures, history, religions, and people through literature.   | <b>Topic</b>  | <i>Japanese Stories and Shinto: How the influence of culture and religion shapes children's stories in both the past and present. Students will understand the relationships among Japanese culture, religion, storytelling and morality and their effects upon each other.</i> |
|   | <i>Campus-chosen</i><br><b>Content within Topic</b>   | Japan, fiction and non-fiction<br>Shinto, cultural identity, honor, heritage and respect, nature's role in culture, sexuality and purity  |   |   |
|   | <i>Campus-chosen</i><br><b>Key Content Vocabulary</b>   | Shinto, Onii, Kami, honor, purity, collectivism, Four Affirmations, tradition, matsuri, family responsibility, makoto, group morality   |   |   |
|   | <b>Anchor Texts(s)</b>  | Bleach by Tite Kubo, student and class-chosen stories from <i>Pantheon Fairy Tale and Folklore Library's Japanese Tales</i> , Ed. Royall Tyler  |   |   |
|   | <b>YCCS Essential Skills Benchmarks: Language Arts</b>  |   | <b>Skill Descriptors</b> (Teacher-chosen descriptors answer the question: How will my students attain the benchmark?) | <b># of Days/Classes</b>  |
|   | <b>READING</b>  |   |   |   |
|   | LA1. Apply word analysis and vocabulary skills to comprehend selections.  | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations  |   | 15 min<br>5x/wk   |
|   | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.   | LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)  |   | 5x/wk   |
|   | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.   | LAA8 Summarize and paraphrase short passages and poems<br>LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR)  |   | 3   |
|   | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.  | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR)<br>LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR)<br>LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) |   | 3   |
| LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.  | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words<br>LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR) |   | 5x/wk   |   |
| LA6. Determine the sequence of events and other organizational patterns in text.  | LAA19 Identify inductive reasoning in some paragraph structures   |   | 5x/wk   |   |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.  | LAA23 Determine how the point of view of a piece of fiction affects the meaning of the work as a whole<br>LAA24 Identify and discuss the role of symbolism, metaphor, and theme in works of fiction, non-fiction, poetry, and drama |   | 5   |   |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.                    | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR)<br>LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR)                               |   | 5x/wk   |   |
| LA9. Use information from one or more sections of a more challenging  | LAA32 Use reasoning and logic to draw conclusions and make generalizations (CR)   |   | 5x/wk   |   |

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| <i>passage to draw generalizations and conclusions about people, ideas, and so on.</i>  |   | LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry, and persuasive pieces (CR)<br>LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR) |                                       |
| <b>SPEECH</b>   |   |   |                                       |
| <i>LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.</i>  |   |   |                                       |
| <i>LA11. Research, organize, and present a timed speech.</i>  |   |   |                                       |
| <b>WRITING</b>  |   |   |                                       |
| <i>LA12. Use a variety of sentence structures in properly punctuated, complete sentences.</i>   |   |   |                                       |
| <i>LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.</i> |   |   |                                       |
| <i>LA14. Write focused paragraphs that use transitions.</i>   |   | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs<br>LAA57 Support assertions with evidence from the text in a paragraph  | 2                                     |
| <i>LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.</i>                      |   | LAA59 Develop thesis statements<br>LAA60 Construct multi-paragraph outlines for both persuasive and expository compositions   | 2                                     |
| <i>LA16. Compose business documents.</i>  |   |   |                                       |
| <i>LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.</i>   |   |   |                                       |
| <i>LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.</i>  |   |   |                                       |
| Teacher-chosen<br><b>End Products</b>   | Students will create an artistically driven graphic novel project that synthesizes and connects the text and readings to their own experiences/other texts/world contexts, and makes the connection/analyzes the relationship between art, religion, and culture. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | <b>Interim Assessment Attached</b>  | Circle One<br><b>Yes</b><br><b>No</b> |

Campus: Howard Area Leadership Academy

Course: 12<sup>th</sup> Grade World Literature

Weeks: 6-10

Unit Number 2

|   |   |  |              |   |
|---|---|--|--------------|---|
| YCCS<br>UNIT<br>PACING<br>CHART   | <i>Campus-chosen</i><br><b>Big Idea</b>   | Learning about different cultures, history, religions, and people through literature.  | <b>TOPIC</b> | <i>"There is a way to be good again.": Redemption, Identity and Islam. Students will understand the nature of forgiveness and guilt in a child's life, the roles of religion and nationalism in forming identity, and the imagery/symbolism associated with these in Islamic culture.</i> |
|   | <i>Campus-chosen</i><br><b>Content within Topic</b>   | The Middle East, fiction war, cultural identity, families, father-son relationships, overcoming obstacles culture, history, geography, politics/government, religion, stereotypes, literary elements, brotherhood and nationhood   |              |   |
|   | <i>Campus-chosen</i><br><b>Key Content Vocabulary</b>   | Islam, Hazara, Pashtun, Shiite, Sunni, additional vocabulary as found in reading and study.  |              |   |
|   | <b>Anchor Text(s)</b>   | <i>The Kite Runner</i> by Khaled Hosseini  |              |   |
|   | <b>YCCS Essential Skills Benchmarks: Language Arts</b><br><i>READING</i>  | <b>Skill Descriptors</b> (Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)  |              | <b># of Days/Classes</b>  |
|   | <i>LA1. Apply word analysis and vocabulary skills to comprehend selections.</i>   | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations   |              | 15 min<br>5x/wk   |
|   | <i>LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.</i>  | LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)<br>LAA7 Analyze the meaning of abstract concepts and the effects of particular word and phrase choices (CR) |              | 5x/wk   |
|   | <i>LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.</i>  | LAA8 Summarize and paraphrase short passages and poems<br>LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR)   |              | 3   |
|   | <i>LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.</i>   | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR)<br>LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR)  |              | 3   |
|   | <i>LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.</i>   | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words<br>LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)  |              | 5x/wk   |
| <i>LA6. Determine the sequence of events and other organizational patterns in text.</i>   | LAA19 Identify inductive reasoning in some paragraph structures<br>LAA20 Understand relationships between people, ideas, and so on in challenging passages (CR)   |  | 5x/wk        |   |
| <i>LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.</i>   | LAA24 Identify and discuss the role of symbolism, metaphor, and theme in works of fiction, non-fiction, poetry, and drama   |  | 5            |   |
| <i>LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts.</i>           | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR)<br>LAA30 Evaluate the influence of historical context on form, style, and point of view for a variety of literary works (CR)<br>LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives |  | 5x/wk        |   |
| <i>LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about</i> | LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry,  |  | 5x/wk        |   |

|                                       |   |  |   |
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|                                       | people, ideas, and so on.   | and persuasive pieces (CR)<br>LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR) |   |
|                                       | <b>SPEECH</b>   |  |   |
|                                       | LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.   | LAA37 Analyze, synthesize, and evaluate information from printed material and live presentations   | 5x/wk                                     |
|                                       | LA11. Research, organize, and present a timed speech.   |  |   |
|                                       | <b>WRITING</b>  |  |   |
|                                       | LA12. Use a variety of sentence structures in properly punctuated, complete sentences.  |  |   |
|                                       | LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use.  |  |   |
|                                       | LA14. Write focused paragraphs that use transitions.  | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs<br>LAA57 Support assertions with evidence from the text in a paragraph                                     | 2   |
|                                       | LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.   | LAA59 Develop thesis statements<br>LAA60 Construct multi-paragraph outlines for both persuasive and expository compositions  | 2   |
|                                       | LA16. Compose business documents.   |  |   |
|                                       | LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.  |  |   |
|                                       | LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.   | LAA71 Create an argument from hypothesis to conclusion (CR)<br>LAA74 Choose emotional pulls and appropriate diction after carefully analyzing the audience of a piece of writing (CR)  | 2   |
| Teacher-chosen<br><b>End Products</b> | Students will create a kite and literary analysis project that synthesizes the three main areas of concentration: 1. Reading Comprehension Skills (identifying main idea, key details, summary, vocab) 2. Interpretation / Analysis: analyzing text in relation to culture, society, and history OR literary elements. 3. Relating text to the world (culture, time period). Students are given a choice of projects that address these skills in differentiated formats. Students will also complete interim assessments, quizzes on both vocabulary and content, and reflections on fiction and nonfiction texts with a focus on connections. |  | Circle One<br><br><b>Yes</b><br><b>No</b> |



Campus: Howard Area Leadership Academy

Course: 12<sup>th</sup> Grade World Literature

Weeks: 11-15 Unit Number 3

World Literature Quarter:

|  |  |   |              |  |
|--|--|---|--------------|--|
| YCCS UNIT PACING CHART   | <i>Campus-chosen</i><br><b>Big Idea</b>  | Learning about different cultures, history, religions, and people through literature.   | <b>TOPIC</b> | <b>White on Black on White: Imperialism and Race Relations in French West Africa. Students will understand the dynamics of interracial relationships, French occupations of African lands, and the effects these have on identity, ideas of love/respect/family and the interplay of these with different races.</b> |
|  | <i>Campus-chosen</i><br><b>Content within Topic</b>  | Africa, fiction war, cultural identify, family dynamics, overcoming obstacles, culture, history, geography, politics/government, religion, stereotypes  |              |  |
|  | <i>Campus-chosen</i><br><b>Key Content Vocabulary</b>  | Interracial, intercultural, animism, voodoo, Senegal, hut brother, arranged marriage, imperialism, additional vocabulary as defined by class needs and discussion.  |              |  |
|  | <b>Anchor Texts(s)</b>   | Scarlet Song by Mariama Ba  |              |  |
|  | <b>YCCS Essential Skills</b><br><b>Benchmarks: Language Arts</b><br><b>READING</b>   | <b>Skill Descriptors</b> ( <i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?)</i>   |              | <b># of Days/Classes</b>   |
|  | LA1. Apply word analysis and vocabulary skills to comprehend selections.   | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations<br>LAA2 Use idioms, analogies, metaphors and similes to extend vocabulary development (CR)   |              | 15 min<br>5x/wk  |
|  | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.  | LAA5 Compare the meaning and tone of words and phrases and use analogies to explain the relationships among them<br>LAA6 Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. (CR)  |              | 5x/wk  |
|  | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.  | LAA8 Summarize and paraphrase short passages and poems<br>LAA9 Analyze the structure of different genres and describe how genre affects the meaning and function of a text. (CR)<br>LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry  |              | 3  |
|  | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.   | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR)<br>LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR)<br>LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) |              | 3  |
|  | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.   | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words<br>LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)   |              | 5x/wk  |
| LA6. Determine the sequence of events and other organizational patterns in text.                                 | LAA20 Understand relationships between people, ideas, and so on in challenging passages (CR)<br>LAA22 Identify, analyze, and compare ideas and impressions communicated through a variety of literary words (CR)                       |   | 5x/wk        |  |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose.                               | LAA27 Write literary analysis papers to explain how the author uses literary elements and strategies to achieve the intended effect(CR)  |   | 5            |  |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in both modern and historical contexts. | LAA30 Evaluate the influence of historical context on form, style, and point of view for a variety of literary works (CR)<br>LAA31 Evaluate the treatment of issues in works from varying historical periods and cultural perspectives |   | 5x/wk        |  |

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| LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.                                   |   | LAA32 Use reasoning and logic to draw conclusions and make generalizations (CR)<br>LAA33 Draw conclusions about the author's feelings, opinions, and point of view from character development, plot and conflict, word choice, tone, and metaphorical language in works of fiction, poetry, and persuasive pieces (CR)   | 5x/wk            |
| <b>SPEECH</b>  |   |  |                  |
| LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.  |   | LAA37 Analyze, synthesize, and evaluate information from printed material and live presentations   |                  |
| LA11. Research, organize, and present a timed speech.  |   |  | 1                |
| <b>WRITING</b>   |   |  |                  |
| LA12. Use a variety of sentence structures in properly punctuated, complete sentences.   |   | LAA47 Write properly punctuated complex sentences within each composition  | 1                |
| LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use. |   | LAA53 Proofread effectively  | 1                |
| LA14. Write focused paragraphs that use transitions.   |   | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs<br>LAA57 Support assertions with evidence from the text in a paragraph   | 1                |
| LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.                      |   | LAA60 Construct multi-paragraph outlines for both persuasive and expository compositions<br>LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing   | 1                |
| LA16. Compose business documents.  |   |  |                  |
| LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.   |   | LAA66 Use the library and internet to find reliable information<br>LAA67 Use research to prove a persuasive argument (thesis)<br>LAA68 Paraphrase and directly quote a source within the text of a persuasive or expository piece of writing and cite the source with a parenthetical citation<br>LAA70 Analyze data, expertise, and opinions to verify their truthfulness and logic | 2                |
| LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.  |   |  |                  |
| <b>Teacher-chosen End Products</b>   | Students will complete a two-part literary analysis (formal essay and creative writing) project that covers the objectives and standards taught thus far. Students will provide an analysis of events and authorial intent from the novel in a formal essay, and then synthesize their knowledge into a short story extension of the novel. Students will also show mastery of vocabulary and content through quizzes and reflections upon thematic elements of stories and nonfiction texts. | <b>Interim Assessment Attached</b>   | Circle One       |
|  |   |  | Yes<br><b>No</b> |

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| YCCS<br>UNIT<br>PACING<br>CHART  | <i>Campus-chosen</i><br><b>Big Idea</b>  | Learning about different cultures, history, religions, and people through literature.   | <b>Topic</b> | <i>The 7 Deadly Sins in Medieval Literature: The influence of Christianity and Catholicism on medieval storytelling. Students will understand the influence and effect of Christian/Catholic-based morality on the contemporary literature of that period and its evolution over time.</i> |
|  | <i>Campus-chosen</i><br><b>Content within Topic</b>  | Europe, fiction, religious texts, nonfiction religion, Christianity/Catholicism, the evolution/influence of religion on literature, the 7 Deadly Sins as represented in literature  |              |  |
|  | <i>Campus-chosen</i><br><b>Key Content Vocabulary</b>  | 7 Deadly Sins, Purgatory, Levels of Hell, mortal sins, Wheel of Fortune, limbo, Papal dispensations, the Vices, the Virtues, appropriate punishment, additional vocabulary as needed according to class needs and discussion.   |              |  |
|  | <b>Anchor Texts(s)</b>   | <i>Inferno/Purgatorio</i> by Dante, <i>Piers Plowman</i> by William Langland, <i>The Castle of Perseverance</i> by Anonymous  |              |  |
|  | <b>YCCS Essential Skills Benchmarks: Language Arts READING</b>   | <b>Skill Descriptors</b> ( <i>Teacher-chosen descriptors answer the question: How will my students attain the benchmark?</i> )  |              | <b># of Days/Class</b>   |
|  | LA1. Apply word analysis and vocabulary skills to comprehend selections.   | LAA1 Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations<br>LAA2 Use idioms, analogies, metaphors and similes to extend vocabulary development (CR)   |              | 15 min<br>5x/wk  |
|  | LA2. Identify and interpret tone, diction, imagery, and figurative language in relation to an author's purpose.  | LAA4 Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text and explain how they are used for the author's overall purposes.<br>LAA5 Compare the meaning and tone of words and phrases and use analogies to explain the relationships among them   |              | 5x/wk  |
|  | LA3. Apply pre-, during, and after-reading strategies to analyze synthesize, and evaluate text.  | LAA8 Summarize and paraphrase short passages and poems (CR)<br>LAA10 Evaluate how an author argues a point in fiction, non-fiction, drama, and poetry   |              | 3  |
|  | LA4. Identify the main idea of paragraphs, essays, poems, and narratives; and evaluate their supporting details.   | LAA11 Identify the author's controlling idea/thesis in both non-fiction and narrative texts (CR)<br>LAA12 Write an extended response to both fiction and non-fiction texts using evidence from the text to support a point (CR)<br>LAA13 Use details from different sections of complex informational and narrative passages to support a specific point or argument (CR) |              | 3  |
|  | LA5. Use both simple and complex inference to name, extrapolate meaning, understand motivation, analyze, synthesize, and evaluate.   | LAA15 Infer emotions, feelings, and motivations of characters through details in the story, description, and the connotation of words<br>LAA16 Infer a speaker or writer's bias and purpose through the use of emotional pulls (CR)   |              | 5x/wk  |
| LA6. Determine the sequence of events and other organizational patterns in text.   | LAA20 Understand relationships between people, ideas, and so on in challenging passages (CR)<br>LAA21 Understand both clear and implied, or subtly stated, cause-effect relationships in uncomplicated passages (CR)<br>LAA22 Identify, analyze, and compare ideas and impressions communicated through a variety of literary words (CR)   |   | 5x/wk        |  |
| LA7. Identify and evaluate patterns in fiction in relation to an author's purpose. | LAA26 Identify how the following literary elements add to the meaning of a work as a whole: free verse, rhymed verse, rhyme scheme, tone, diction, mood, imagery, alliteration, consonance, assonance, symbolism, irony, and onomatopoeia, stream of consciousness etc.<br>LAA27 Write literary analysis papers to explain how the author uses literary elements and strategies to achieve the intended effect(CR) |   | 5            |  |
| LA8. Make connections from text-to-text, text-to-self, and text-to-world in        | LAA28 Relate reading to prior knowledge and experience and make connections to related information (CR)<br>LAA29 Evaluate an author's argument through the eyes of personal experience and logic (CR)  |   | 5x/wk        |  |

Cindy Zimmerman 4/11/11 10:21 AM

Comment [1]: Same as earlier comment.

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| <i>both modern and historical contexts.</i>  |   | LAA30 Evaluate the influence of historical context on form, style, and point of view for a variety of literary works (CR)   |                                       |
| LA9. Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.                                   |   | LAA35 Draw simple and complex, or subtly stated, generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage (CR)  | 5x/wk                                 |
| <b>SPEECH</b>  |   |   |                                       |
| LA10. Listen to, categorize the information in, evaluate, and act on a speaker's message.  |   | LAA37 Analyze, synthesize, and evaluate information from printed material and live presentations  | 5x/wk                                 |
| LA11. Research, organize, and present a timed speech.  |   | LAA43 Memorize the introduction and conclusion and outline of a speech<br>LAA44 Perform a speech using appropriate intonation, volume, eye contact, and body language   | 3                                     |
| <b>WRITING</b>   |   |   |                                       |
| LA12. Use a variety of sentence structures in properly punctuated, complete sentences.   |   | LAA45 Vary the sentence structures used within a paragraph and entire composition<br>LAA47 Write properly punctuated complex sentences within each composition  | 2                                     |
| LA13. Edit for and use appropriate writing conventions, including capitalization; plurals, possessives and contractions, subject/verb and pronoun/antecedent agreement, and comma use. |   | LAA49 Edit papers for subject/verb and pronoun/antecedent agreement<br>LAA50 Use commas correctly<br>LAA53 Proofread effectively  | 2                                     |
| LA14. Write focused paragraphs that use transitions.   |   | LAA56 Write descriptive, narrative, inductive and deductive, comparison/contrast, and cause and effect paragraphs<br>LAA57 Support assertions with evidence from the text in a paragraph  | 2                                     |
| LA15. Develop multi-paragraph compositions that include an introduction, first and second levels of support, and a conclusion for both exposition and persuasion.                      |   | LAA61 Write effective concluding paragraphs<br>LAA63 Edit and revise to maintain a consistent voice, tone, and a focus through out a piece of writing   | 2                                     |
| LA16. Compose business documents.  |   |   |                                       |
| LA17. Learn to access information and use facts, expert opinion, and testimony to support a thesis statement in a composition or speech.   |   | LAA66 Use the library and internet to find reliable information<br>LAA67 Use research to prove a persuasive argument (thesis)<br>LAA69 Create an annotated bibliography and works cited page<br>LAA70 Analyze data, expertise, and opinions to verify their truthfulness and logic                  | 3                                     |
| LA18. Use forms of logic to formulate and defend arguments presented, and be persuasive and expressive without abandoning that logic.  |   | LAA71 Create an argument from hypothesis to conclusion (CR)<br>LAA72 Analyze data, expertise, and opinions to verify their truthfulness and logic<br>LAA75 Show recognition of the complexity of an issue by acknowledging and providing response to counterarguments to the writer's position (CR) | 3                                     |
| <b>Teacher-chosen End Products</b>   | Students will complete a literary analysis project that incorporates all objectives and standards taught this semester. Project will include a literary analysis essay with accompanying "realia" in the form of a completed personal chart of their deadly sins and the appropriate punishments thereof, a biographical celestial judgment of a prominent historical figure, and a whole class presentation of <i>The Castle of Perseverance</i> . Students will also complete interim assessments, quizzes on both vocabulary and content, and reflections on fiction and nonfiction texts with a focus on connections. |   | Circle One<br><b>Yes</b><br><b>No</b> |
| <b>Interim Assessment Attached</b>   |   |   |                                       |

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