



## Greenwich Public Schools Curriculum Overview

Course Name: Honors Shapers of the World

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

*Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.*

### **Course Description**

“Shapers” is a college-level, interdisciplinary humanities program with extensive reading and analysis of challenging foundational texts that survey the development of Western civilization from antiquity through the Renaissance. Students respond to literature through exploratory writing, collaborative classroom activities, creative projects and elevated discourse. The body of work a Shapers student completes reflects the recursive process of conversation and interpretation. Students are encouraged to assume leadership roles in class discussion and in presentations.

Through reading and performance tasks, students explore how human beings have shaped their individual experiences in ways that have had a significant impact on society. Students examine common threads which link such disciplines as literature, art, music, philosophy, history and science in the development of human civilization. Students who decide to take this course are required to take a full year of the literary component as well as a history of art course. In both the literary and art components, Shapers focuses on the creative impulse, the human need to express, define, create, and find meaning.

### **Enduring Understandings**

- Social, political, and historical influences impact the construction of a novel or work of nonfiction.
- Authors employ specific elements of craft that impact meaning and effect.
- An author explores a larger idea about society and the world through writing.

### **Standards**

*Standards modeled off of the AP Literature and Composition course*

#### **Reading**

- 1.A: Identify and describe what specific textual details reveal a character, that character’s perspective, and that character’s motives.
- 1.B: Explain the function of a character changing or remaining unchanged.
- 1.C: Explain the function of contrasting characters.
- 1.D: Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
- 1.E: Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- 2.A: Identify and describe specific textual details that convey or reveal a setting.

- 2.B: Explain the function of a setting in a narrative.
- 2.C: Describe a relationship between a character and a setting.
- 3.A: Identify and describe how plot orders events in a narrative.
- 3.C: Explain the function of structure in a text.
- 3.D: Explain the function of contrasts within a text.
- 3.E: Explain the function of a significant event or related set of significant events in a plot.
- 3.F: Explain the function of conflict in a text.
- 4.B: Identify and explain the function of point of view in a narrative.
- 4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- 5.A: Distinguish between the literal and figurative meanings of words and phrases.
- 5.B: Explain the function of specific words and phrases in a text.

### Writing

- 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C: Develop commentary that establishes and explains relationships among textual evidence, a line of reasoning, and the thesis.
- 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E: Demonstrate control over the elements of composition to communicate clearly.

## **Performance Tasks**

### **Reading**

Students will....

- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections
- Read and explore a wide range of core and supplemental fiction and nonfiction materials
- Complete multiple independent reading assignments over the course of the semester.

### **Writing**

Students will...

- Complete summative writing assignments to reflect the various writing purposes including both timed and processed writing.
- Complete frequent formative writing assignments to reflect development of writing strategies
- Use process-based assignments to develop revising and editing skills

### **Speaking/Listening**

Students will...

- Complete the formal collaborative capstone presentation with use of digital media.
- Participate in small group and whole class discussions to demonstrate knowledge and build understanding.
- Propel conversations through higher level inquiry and respond to real time analysis and questions that probe inferencing and evidence.

## Language Conventions

Students will...

- Complete the required grammar sequence for grades 11/12 and demonstrate command of the conventions of standard English grammar and usage in writing.
- Acquire and use accurately general academic and domain-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Complete formative and summative assessments in general and course specific grammar, vocabulary.

## Instructional Resources

- Global creation myths including the first nine chapters of Genesis
- Homer, *Iliad*
- Plato, *Dialogues (The Republic)*
- Sappho, selections of lyric poetry
- Selections from Greek Drama: Sophocles, *Oedipus Rex* Aeschylus, *The Oresteia*, Euripides, *Ten Plays* (Medea, Electra, Trojan Women)
- Aristotle, "On Poetics"
- Virgil, *The Aeneid*
- Ovid, *Metamorphoses*
- de Pizan, *The Book of the City of Ladies*
- Dante, *The Inferno*
- Doerr, *Cloud Cuckoo Land*
- Machiavelli, *The Prince*
- Boccaccio, *The Decameron*
- *Autobiography of Benvenuto Cellini*
- Stone, *The Agony and the Ecstasy*
- Shakespeare, *King Lear*
- Petrarch, selected sonnets
- Shakespeare, selected sonnets
- Moliere, selected plays
- Rostand, *Cyrano de Bergerac*
- Bronte, *Jane Eyre*
- Bronte, *Wuthering Heights*
- Romantic Poetry (Blake, Wordsworth, Coleridge, Shelley, Keats)
- Shelley, *Frankenstein*
- Dickens, *Great Expectations*
- Kafka, *Metamorphosis*
- Faulkner, *As I Lay Dying*
- Paton, *Cry, The Beloved Country*
- Burgess, *Clockwork Orange*
- Selected modern world literature (Latin American, African, Asian)

## Major Units:

- Who Are We
  - World creation myths including the first nine chapters of Genesis
- Origins of Justice
  - Plato, *Dialogues*
- Ending the Cycle of Revenge

- Selections from Greek Drama: Sophocles, *Oedipus Rex*, Aeschylus, *The Oresteia*, Euripides, *Medea* or *Trojan Women*
- For the Greater Good
  - Virgil, *The Aeneid*
- Punishment + Redemption
  - Dante, *Inferno*
- Of Leadership and Ethics
  - Machiavelli, *The Prince*
- Additional unit(s) with text(s) selected from Instructional Resources
- Independent Reading
- Required Sequence of Grammar for 11th/12th grade