

Wilson Area School District Planned Course Guide

Title of planned course: World Literature Elective

Subject Area: English

Grade Level: 9-12

Course Description: World Literature allows students the opportunity to explore various pieces of world literature encouraging discussion, analysis, and reflection (with modifications for Cyber course requirements). This class would have the benefit of a more informal class structure, as found with electives, thus providing further encouragement as we continue to rebuild our nation of readers. Furthermore, with an emphasis on multicultural literature throughout the world, the students would have the opportunity to study and learn beyond their current culture and history providing them with an ability to show understanding and tolerance toward others.

Time/Credit for this Course: Five days per week for one semester / 0.5 credits

Curriculum Writing Committee: Deborah Hockman

Curriculum Map

August/Late January: Course Expectations and Introductory Elements

September/February: The Choices We Make
Foolishness and Trickery

October/March: The Individual and Society
The Natural World

November/April: Experiences with War and Peace

December/May: Conduct in Life
Knowledge and Power

Early January/June: Knowledge and Power
Final Exam (in-person only)

**Wilson Area School District
Planned Course Materials**

Course Title: World Literature Elective

Textbook: All readings will be presented electronically from Teacher Resources

Teacher Resources: Holt *Elements of Literature: World Literature*
(Holt, Rinehart, and Winston, 2006)

Prentice Hall Literature *World Masterpieces*
(Prentice Hall, 1991)

Various Internet resources and materials

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: The Choices We Make

Time frame: 2 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - “Philosophy and Spiritual Discipline” from the *Bhagavad-Gita* (India)
 - “The Five Helpers” (Togo)
 - “The Censors” by Luisa Valenzuela (Argentina)
 - “Life is Sweet at Kumansenu” by Abioseh Nicol (Sierra Leone)
 - “Love Must not be Forgotten” by Zhang Jie (China)
 - *Annie John* by Jamaica Kincaid (Antigua)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students’ personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
- Selected readings from Prentice Hall Literature *World Masterpieces*
- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: Foolishness and Trickery

Time frame: 3 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - Taoist Anecdotes (China)
 - “The Mice That Set Elephants Free” from *The Panchatantra* (India)
 - “Why we Tell Stories About Spider” (West Africa)
 - “Talk” (Ghana)
 - “The Fisherman and the Jinnee” from *The Thousand and One Nights* (Persia)
 - *Don Quixote* by Miquel de Cervantes (Spain)
 - “The Council Held by the Rats” by Jean de la Fontaine (France)
 - “Brother Onion” from *The Decameron* (Italy)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students’ personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
- Selected readings from Prentice Hall Literature *World Masterpieces*
- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: The Individual and Society

Time frame: 3 weeks

State Standards: CC.1.2.11-12.A, B, C, D, E, F, H, L; CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - *The Book of Ruth* (Hebrew)
 - *The Analects* by Confucius (China)
 - *The Gulistan* by Sa'di (Persia)
 - "The Myth of Sisyphus" by Albert Camus (Algeria)
 - "Tuesday Siesta" by Gabriel Garcia Marquez (Colombia)
 - "Writing as an Act of Hope" by Isabel Allende (Chile)
 - "Dead Men's Path" by Chinua Achebe (Nigeria)
 - "The One Great Heart" by Aleksandr Solzhenitsyn (Russia)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students' personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
- Selected readings from Prentice Hall Literature *World Masterpieces*
- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: The Natural World

Time frame: 2 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - “The Great Hymn to the Aten” (Egypt)
 - “Night” from *The Rig Veda* (India)
 - various Haiku (China)
 - various Tanka (Japan)
 - “Wind, Water, Stone” by Octavio Paz (Mexico)
 - “High Mountain Plant” and “August River” by Pak Tu-Jin (South Korea)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students’ personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
- Selected readings from Prentice Hall Literature *World Masterpieces*
- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: Experiences with War and Peace

Time frame: 4 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - “Rama and Ravana in Battle” from *The Ramayana* (India)
 - *Sundiata: An Epic of Old Mali* (Mali)
 - “War” by Luigi Pirandello (Italy)
 - “Laments on the War Dead” (Israel)
 - “Song 130: What Plant is not Faded” from *The Book of Songs* (China)
 - *The Song of Roland* (France)
 - “Civilian and Soldier” (Nigeria)
 - “A Song on the End of the World” (Poland)
 - “Tribal Scars” (Senegal)
 - “The Ultimate Safari” (South Africa)
 - *Survival in Auschwitz* by Primo Levi (Italy)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students’ personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
- Teacher generated activities

Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
- Selected readings from Prentice Hall Literature *World Masterpieces*
- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: Conduct in Life

Time frame: 2 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - *Genesis 1-3* (Hebrew)
 - *The Iliad* by Homer (Greece)
 - *The Analects* by Confucius (China)
 - *The Prince* by Niccolo Machiavelli (Italy)
 - "Sibi" from *The Mahabharata* (India)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students' personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Reading support techniques such as talking to the text
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Materials & Resources:

- Selected readings from Holt *Elements of Literature: World Literature*
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- Selected Internet readings
- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Tests/quizzes
- Writing assignments (including rough and final drafts)
- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools

Curriculum Scope & Sequence

Planned Course: World Literature Elective

Unit: Knowledge and Power

Time frame: 2 weeks

State Standards: CC.1.3.11-12.A, B, C, D, E, F, H, I, K; CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, S, U, V, W; CC.1.5.11-12.A, B

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and understand how the various cultures represent the universal theme and the individual cultural values by evaluating the unit selections for literary elements that may include but are not limited to characters, style, tone, poetic devices, symbol, point of view, setting, imagery, figurative language, dialogue.

Core Activities: Students will complete/participate in the following:

- Research a culture represented in the unit and create/present a historically based slideshow presentation according to a teacher created template.
- Whole text or excerpt readings that may include but are not limited to:
 - *The Epic of Gilgamesh* (Ancient Sumeria)
 - “The Marks of the Wise Man, of the Half Wise, and of the Fool” from *The Masnavi* by Rumi (Persia)
 - *The Analects* by Confucius (China)
 - *Faust* by Johann Wolfgang von Goethe (Germany)
 - “The Bet” by Anton Chekhov (Russia)
- Take notes independently. Students may also answer questions at the end of a reading or participate in and/or complete teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Engage in classroom (or electronic) discussions that may include but are not limited to theme, literary techniques, characters, history, culture, and students’ personal involvement with the text.
- Complete a teacher-created unit analysis writing or project to analyze how the author achieves his or her intended effect.

Extensions:

- Students may read other works from other cultures that reflect the unit theme and/or ideas.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

Instructional Methods:

- Google Classroom
- EdPuzzle
- Zoom
- Direct Instruction
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- Large and small group discussion
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Materials & Resources:

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Assessments:

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- Games/puzzles
- Teacher-generated scoring rubrics and assessment tools