

## **Contemporary Global Literature**

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/ Semester Elective
<b>Course Title:</b>	Contemporary Global Literature
<b>Prerequisite(s):</b>	English 9 College Prep or English 9 Honors
<b>Course Description:</b> <i>Program of Studies</i>	Contemporary Global Literature is a semester English elective. This course aims to widen students’ knowledge and understanding of the ideas and perspectives of peoples and cultures that may have previously been kept out of the literary conversation. Students will respond to and analyze texts (fiction, non-fiction, documentaries, music, poetry, short stories) produced by and about people from subordinate nations and cultures. Students will write in a variety of genres with emphasis on expository writing. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does power play a role in our lives?</li> <li>● What are the dangers of a “single story”?</li> <li>● What shapes our identity and worldview?</li> <li>● How does language play a role in placing people and cultures “outside” or “on the margin”?</li> <li>● How do cultures intertwine and intermingle in order to create new definitions of national identity?</li> <li>● What are the commonalities that draw us together?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Power creates subordinate and dominant groups.</li> <li>● Stories have limitations, and the balance of stories helps us to see a broader scope of a culture, person, people, place, or event.</li> <li>● Stories offer new perspectives to see the world and ourselves with more nuance and complexity.</li> <li>● In a world divided, stories can help us to see each other more fully.</li> <li>● Reading and writing helps to shape our identity and allows us to see the questions, limits and possibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Language has the power to marginalize entire groups of people.</li> <li>• Literature can open us to new ideas and ways of seeing and help us to avoid stereotypes and biases created by accepting a single story.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .5 credit
<b>Course Materials/Resources:</b>	<p>The following books are best aligned with this unit:</p> <p><i>A Small Place</i> by Jamaica Kincaid  <i>Translations</i> by Brian Friel  <i>Life and Debt</i> by Stephanie Black          TED Talks          Podcasts          Independent Reading (Guided Choice)          Poets (not an exhaustive list): Suheir Hammad, Rilke, Ilya Kaminsky, W.B. Yeats, Jamaica Kincaid Layli Longsolider, Nuala Ní Dhomhnaill, Pablo Neruda, Maya Angelou, Mahmoud Darwish, Angela C. Trudell Vasquez, Tracy K. Smith, Padraig O’Tuama, John O’Donohue, dg nanouk okpik, Rumi, Naomi Shihab Nye, Victoria Adukwei Bulley, Andrés N. Ordorica, David Whyte, M. Soledad Caballero, Lory Bedikian, Darrel Alejandro Holnes, Margaret Noodin, Jónína Kirton, Lorna Goodison, Zaffar Kunial, Roger Robinson</p> <p>Informational texts will be drawn from databases and other reputable sources for independent inquiry projects. Each year, teachers of this course will identify one common text to be read by all students.</p>
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery</li> </ul> </li> </ul>

of skills, metacognitive awareness, and growth in these areas over time.

- Unit 1: Locale of Identity (Identity in the World)
- Unit 2: Postcolonialism, After Postcolonialism (Globalization, Cosmopolitanism, Transnationalism) and Looking Toward a New (Individual and Collective) World Self

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	One Semester
<b>Resource(s):</b>	<u>English Portfolio Directions</u>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text</p>

complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Writing**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	<b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>



<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure as a way of balancing writing and making it more sophisticated</li> <li>● Types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</li> <li>● Types of clauses (independent, dependent, noun, relative, adverbial)</li> <li>● Semicolon usage and rules</li> <li>● Conjunctive adverbs</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

	<ul style="list-style-type: none"> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> <li>● Language functions in various contexts</li> </ul>	<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: Locale of Identity (Identity in the World)
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are best aligned with this unit:</p> <ul style="list-style-type: none"> <li>● <i>A Small Place</i>; by Jamaica Kincaid</li> <li>● <i>Translations</i>; by Brian Friel</li> <li>● Global poetry</li> <li>● Global short stories</li> </ul>
<b>Unit Overview:</b>	<p>The purpose of this initial unit is to frame the foundational questions for the course. While the initial readings are suggested in order to frame these questions, teachers are also encouraged to have students generate questions they have about themselves and the world around them (and the world they may not be familiar with), and use these student-generated questions to perhaps suggest other literary texts to help students investigate their questions. Students will explore how language and place shape identity. Students will also write an initial personal essay and an academic response to literature.</p> <p>As they explore these concepts, students will develop their ability to determine two or more themes and track their development throughout a text as they analyze multiple interpretations of the same story. They will hone their narrative and informational writing skills and practice asking questions to further advance a discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  <b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>Writing</b>  <b>W. 11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  <b>W. 11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b>  <b>SL. 11-12.1c.</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What shapes our identity and worldview?</li> <li>● How does language play a role in placing people and cultures “outside” or “on the margin”?</li> <li>● What are the dangers of a “single story”?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reading and writing helps to shape our identity and allows us to see the questions, limits and possibilities.</li> <li>● Language has the power to marginalize entire groups of people.</li> <li>● Literature can open us to new ideas and ways of seeing and help us to avoid stereotypes and biases created by accepting a single story.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Themes and central ideas</li> <li>● Text structure characteristics (story, drama, poem)</li> <li>● Traditional definitions of story and storytelling</li> <li>● The connection between language and meaning</li> <li>● Annotation strategies that will help process complex works of literature and assist in formulating questions and ideas about a text</li> <li>● Literary techniques and elements</li> <li>● Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the universal questions (themes/central ideas) raised by the literature</li> <li>● Describe and explore connections between the texts and personal experience</li> <li>● Deconstruct traditional definitions of story and storytelling</li> <li>● Identify how authors blend western and non-western literary forms</li> <li>● Analyze the use of literary techniques and elements and how they impact interpretation</li> <li>● Summarize a story objectively</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Literary analysis</li> <li>● Research skills</li> <li>● Analysis of literary tools</li> <li>● Annotation strategies</li> <li>● Narrative text structure and characteristics</li> <li>● Informative or explanatory text structure and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Gather textual evidence to support an analysis.</li> <li>● Analyze the use of literary terms in literature</li> <li>● Annotate a text</li> <li>● Write narrative texts.</li> <li>● Develop real or imagined experiences</li> <li>● Write informative or explanatory texts to explore complex ideas</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Question-directed inquiry</li> <li>● Questions to dig deeper</li> <li>● Strategies for clarifying and verifying ideas (evaluation of sources, exploration of varying perspectives, in-depth discussion)</li> </ul>	<ul style="list-style-type: none"> <li>● Develop methods of inquiry that use questions as foundations for exploration</li> <li>● Probe reasoning and evidence</li> <li>● Clarify, verify, or challenge ideas</li> </ul>
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<b>Unit Number and Title:</b>	Unit 2: Postcolonialism, After Postcolonialism (Globalization, Cosmopolitanism, Transnationalism) and Looking Toward a New (Individual and Collective) World Self
<b>Duration:</b>	One quarter
<b>Resource(s):</b>	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> <li>● <i>Life and Debt</i>, by Stephanie Black</li> <li>● Independent reading (Guided choice and motivated by Research Question)</li> <li>● Research databases</li> </ul>
<b>Unit Overview:</b>	<p>The purpose of this unit is to explore the definitions of post-colonial/ postcolonial theory and the ways a literary text is analyzed through a post-colonial lens. We will then move beyond the definitions that Post-Colonial theory proposes and work toward embracing a new understanding of identity and place in the world. As a culminating project students will apply the knowledge and skills from the course and design their own, independent inquiry project.</p> <p>As students engage in inquiry, they will also be able to analyze text structures to determine their effectiveness and work successfully with information presented in a wide range of media. Students will practice synthesizing this information in both writing and speech.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI. 11-12.5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI. 11-12.7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing</b></p> <p><b>W. 11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W. 11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Speaking and Listening</b></p> <p><b>SL. 11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>SL. 11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What does it mean to “reclaim a story”?</li> <li>● How does contemporary global literature attempt to offer another perspective to history?</li> <li>● What is the “new world self”? What does it look like? Who defines this? And who is not included in this new image?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reclaiming stories can help create broader perspective</li> <li>● When the “story is told from the lion” and “not from the hunter” a new perspective of history, an event, or a way of being is revealed</li> <li>● Our questions help to guide us to important understanding about our new selves and the world</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Read various pieces and consider numerous perspectives on complex concepts such as postcolonialism, globalization, cosmopolitanism, and transnationalism</li> <li>● Allegory</li> <li>● Symbolism and color</li> <li>● Perspectives on current topics in global literature</li> <li>● Question Formulation Technique</li> </ul>	<ul style="list-style-type: none"> <li>● Define complex theories</li> <li>● Analyze the limitations of complex social theories such as post-colonial theory</li> <li>● Pose an evaluative question and explore it using examples and/or reasons</li> <li>● Analyze the use of symbolism, color, and allegory</li> <li>● Conduct literary research to explore current topics in global literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Prospectus</li> <li>● Independent inquiry steps</li> <li>● Writing process</li> <li>● Advanced searches</li> <li>● Credibility of sources</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a prospectus and follow steps to complete an independent inquiry project</li> <li>● Engage in both the inquiry and the writing process</li> <li>● Conduct advanced searches for a variety of sources to inform understanding</li> </ul>

		<ul style="list-style-type: none"> <li>● Evaluate the credibility of sources</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Presentation strategies</li> <li>● Effective choice of organization, development, and style to address a specific audience</li> <li>● Audience</li> <li>● Public speaking skills</li> <li>● Reflection</li> <li>● Technology platforms to effectively enhance the presentation of ideas</li> <li>● Technology tools to deepen and broaden inquiry efforts</li> </ul>	<ul style="list-style-type: none"> <li>● Present research to a broader audience</li> <li>● Articulate research findings</li> <li>● Reflect on how this independent study project has extended their thinking and learning</li> <li>● Reflect on how their work reflects who they are as human beings and academics in the world</li> <li>● Use technology to research, create, and produce a product or present their independent inquiry study</li> </ul>