

Course Title

World Literature 10



INNOVATIVE ARTS ACADEMY

Course Overview

Welcome to 10th-grade World Literature! This course covers six units: **Ourselves and Others**, **How We See Things**, **The Natural World**, **Hard Won Liberty**, **Absolute Power**, and **Fahrenheit 451/Persuasive Essay**. Our goal is to deeply analyze literature, argue perspectives, connect cultures, and write at a professional level. Each unit includes activities, group projects, and writing assignments. By the end of the year, you'll complete a creative project that reflects everything you've learned. **Big Ideas: Culture, Diversity, Racism, Acceptance, Individuality**

Unit Title

Unit Title

Unit Title

Unit Title

Unit 1: Ourselves and Others

Unit 2: Absolute Power

Unit 3: Responses to Change

Unit 4: Power, oppression, and resistance.

Time Frame

6 weeks

Time Frame

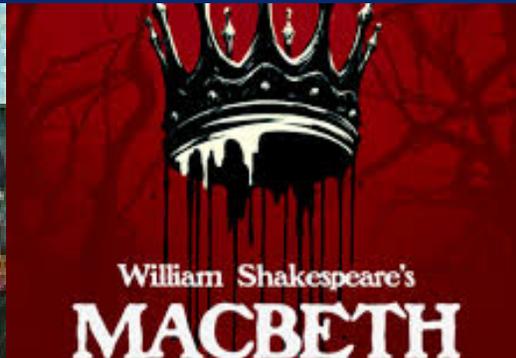
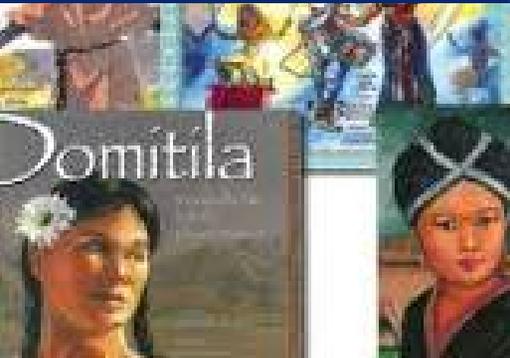
6 weeks

Time Frame

6 weeks

Time Frame

6 weeks



Focus of the Unit

Focus of the Unit

Focus of the Unit

Focus of the Unit

This unit compares cultures around the world and focuses on how similar they are. Students will create a creative story to reflect their own culture.

This unit delves into the nature of power based on Shakespeare's Macbeth. Exploring character development, experience power and choices that affect others.

This unit explores the multifaceted relationship between humanity and the environment, considering both the impact of nature on human life and human impact on the natural world.

This unit focuses on the experience of oppression, and the ways individuals such as MLK and groups resist injustice and fight for freedom and civil rights.

Board approved 8/2025

Course Title

World Literature 10



INNOVATIVE

ARTS ACADEMY

Course Overview

Welcome to 10th-grade World Literature! This course covers six units: *Ourselves and Others*, *How We See Things*, *The Natural World*, *Hard Won Liberty*, *Absolute Power*, and *Fahrenheit 451/Persuasive Essay*. Our goal is to deeply analyze literature, argue perspectives, connect cultures, and write at a professional level. Each unit includes activities, group projects, and writing assignments. By the end of the year, you'll complete a creative project that reflects everything you've learned. Big Ideas: Culture, Diversity, Racism, Acceptance, Individuality

Unit Title

Unit 5: Knowledge, Conscience, and Advocacy

Time Frame

6 weeks



Focus of the Unit

This unit highlights the crucial role of knowledge and reading in society, examines the dangers of censorship, confronts historical atrocities, and emphasizes the power of persuasive communication for promoting social change.

Unit Title

Unit 6: Review Reflection and Growth

Time Frame

6 weeks



Focus of the Unit

This culminating unit explores and reviews all the skills gained throughout the year.

Unit Title	Unit 1: Identity and Perspectives
Time Frame	6 weeks



INNOVATIVE
ARTS ACADEMY

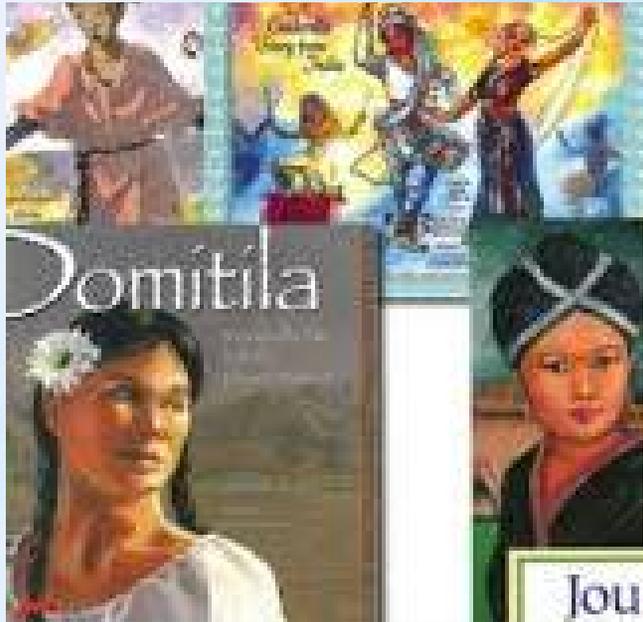
	Essential Question(s)
	How do we engage with others while staying true to ourselves? How are cultures connected? How does our point of view shape what we think we know?

	Focus of the Unit
	Culture, Diversity, Racism, Acceptance, Individuality, Point of View, Fact vs Opinion, Tolerance, Self-Acceptance

Standards	CC.1.3.9-10.A / CC.1.3.9-10.C / CC.1.4.9-10.S / CC.1.5.9-10.A / CC.1.3.9-10.H / CC.1.2.9-10.A / CC.1.4.9-10.A / CC.1.5.9-10.A /
-----------	---

Learning Targets
I can explore who I am and how my background shapes my view of the world [Based on Big Ideas: Identity, Individuality, Culture;
Learning Targets
I can figure out how to connect with others respectfully, even when we are different [Based on Big Ideas: Diversity, Acceptance; Essential Questions: How do we engage with others while staying true to ourselves?

Learning Targets
I can learn about different cultures and people to understand their perspectives [Based on Big Ideas: Culture, Diversity, Acceptance; Essential Questions: How are cultures connected?
Learning Targets
I can identify archetypes in literature and identify similarities in characters in different texts.



Resources	Short story collection: "Cinderella Tales" IIA Lane Gross./ Worksheet: Fairy Tale Analysis Sheet.pdf YouTube Videos: PBS Tuatha De Danonn . The Myth of the Ciquapas https://www.youtubeeducation.com/watch?v=gSIOACZNIId0 . La Llorona . The Tiano creation myths/ gods. Greek creation myths/ gods.
-----------	--

Unit Title	Unit 2: Absolute Power
Time Frame	6 weeks



	Essential Question(s)		Focus of the Unit
	<p>What do we need in order to feel free? What are the sources of true power? Did Macbeth have to commit murder? How do the choices we make control our fate?</p>		<p>This unit delves into the nature of power, and how choices affect major outcomes. We will focus on Shakespeare and learn about word choices and character development while focusing on plot structure and climax.</p>

Standards	CC.1.3.9-10.A / CC.1.2.9-10.A / CC.1.4.9-10.A / CC.1.4.9-10.V
-----------	---

Learning Targets

I can recognize the structure, meter and form of a sonnet. I can create my own sonnet following that structure.

Learning Targets

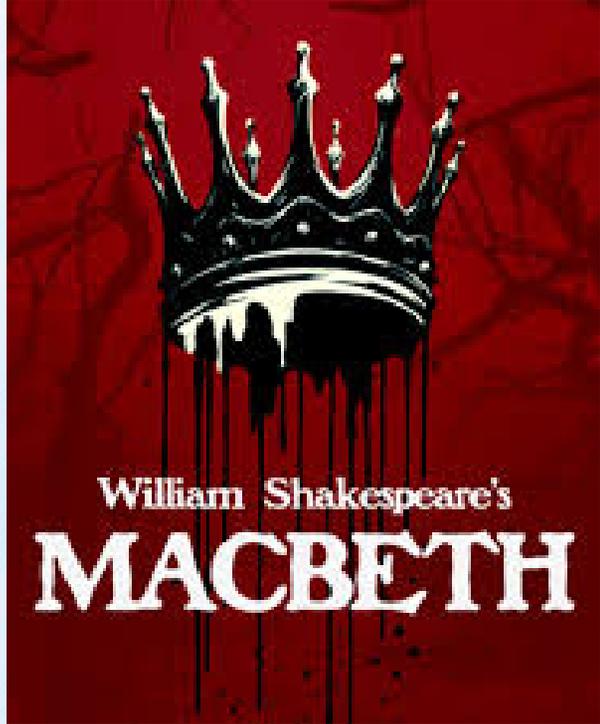
I can evaluate how Shakespeare's structural choices influence meaning and theme in Macbeth. I can support a claim about character motivation and moral responsibility using textual evidence.

Learning Targets

I can think about how the choices we make can affect our future and the world around us [Based on Unit 6 Essential Questions: How do the choices we make control our fate?]

Learning Targets

I can analyze who has power and why, and what it means to be truly free [Based on Unit 4 Big Ideas: Freedom, Social Justice, Civil Rights9...; Unit 6 Big Ideas: Power, Freedom, Absolute Power, Dictatorship, Corruption; Essential Questions: What are the sources of true power?]



Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications
-----------	--



Unit Title	Unit 3: The Natural World
Time Frame	6 weeks

	Essential Question(s)
	What effect do we have on nature, and how does nature affect us?

	Focus of the Unit
	This unit explores the multifaceted relationship between humanity and the environment, considering both the impact of nature on human life and human impact on the natural world.

Standards	CC.1.2.9-10.H / CC.1.2.9-10.D / CC.1.4.9-10.G / CC.1.2.9-10.I
-----------	---

Learning Targets
I can think about how we impact nature and how nature impacts us [Based on Unit 3 Essential Questions: What effect do we have on nature, and how does nature affect us?

Learning Targets
I can investigate the connection between people and the environment [Based on Unit 3 Big Ideas: Nature, Environment, Conservation, Environmentalism

Learning Targets
I can investigate the connection between people and the environment as I use research skills to compare how cultures around the world celebrate winter holidays.

Learning Targets
I can analyze how informational texts develop and support a central idea and identify an authors purpose and perspective.



Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications /
-----------	--

Unit Title	Unit 4: Power, Oppression, and Resistance
Time Frame	6 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	How can powerful words and peaceful actions inspire lasting change in society?

	Focus of the Unit
	This unit focuses on the experience of oppression, and the ways individuals such as MLK and groups resist injustice and fight for freedom and civil rights.

Standards	CC.1.2.9-10.H / CC.1.2.9-10.D / CC.1.4.9-10.G / CC.1.2.9-10.I
-----------	---

Learning Targets
I can investigate the connection between people and the environment and how events like the Salem Witch Trials impact society and the constitution.

Learning Targets
I can think about how we impact the world around us and understand how to change the world in a positive way using Martin Luther King Jr. as an example.

Learning Targets
I can recognize the strategies MLK practiced in the civil rights movement and identify the counterclaims in his "I have a Dream" speech.

Learning Targets
I can use the rhetoric skills "Logos, Pathos and ethos to develop a persuasive letter to create a change in society.



Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications /
-----------	--



Unit Title

Unit 5: Knowledge, Conscience, and Advocacy

Time Frame

6 weeks

Essential Question(s)



Is censorship, in any form, justified? What are the costs and benefits of technology? Why are reading and knowledge important for society? What are the dangers that can come with a lack of knowledge? How does society allow evil actions? How should the holocaust be remembered? Why should the holocaust be remembered? How can persuasive writing or speaking be used as a means for social change

Focus of the Unit



This culminating unit highlights the crucial role of knowledge and reading in society, examines the dangers of ignorance and censorship, confronts historical atrocities, and emphasizes the power of persuasive communication for understanding and promoting social change.

Standards

CC.1.2.9-10.A / CC.1.2.9-10.H / CC.1.4.9-10.G / CC.1.5.9-10.A / CC.1.5.9-10.B

Learning Targets

I can understand why reading and knowledge are important for a healthy society and what happens when knowledge is hidden or ignored

Learning Targets

I can learn about challenging historical events, like the Holocaust, to understand how bad things can happen and why we must remember them

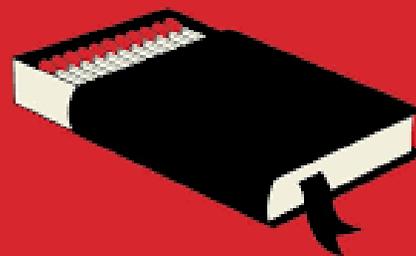
Learning Targets

I can learn how to write and speak convincingly to understand others and work for positive changes in society

Learning Targets

I can think about the role technology plays in our lives, both the good and the bad [Based on Unit 7 Big Ideas: Technology and Humanity; Essential Questions: Is more technology always a good thing? What are the costs and benefits of technology?

60TH ANNIVERSARY EDITION



FAHRENHEIT

451

RAY BRADBURY

Resources

Letter: "I Am Very Real" by Kurt Vonnegut / Article: "Political Society" by John Locke
Poem: "Dover Beach" by Matthew Arnold / Article: "Human or Machine? A.I. Experts Reportedly Pass the "Turing Test"" by Scott Neuman/
Novel: *Fahrenheit 451* by Ray Bradbury / Film: *Fahrenheit 451* Ramin Bahrani- Michael B. Jordan 2018. / YouTube Video: Plato's ideal society. Book burning Nazi Germany



Unit Title Unit 6: Reflection, Synthesis & Creative Expression

Time Frame 6 weeks

Essential Question(s)



How have the texts and topics we explored shaped our thinking?
How do the themes of literature connect across time and culture? How
have I grown as a student and as an individual this year?

Focus of the Unit



This culminating unit highlights Reflection, Mastery, Interconnectedness of all units studied. Students will review important details such as figurative language, poetry and plot development as we review. End project: Creative scrapbook and personal growth reflection.

Standards • CC.1.3.9-10.A, C / CC.1.4.9-10.T, V, S / CC.1.5.9-10.A, C

Learning Targets

I can reflect on and explain how the themes of our literary studies relate to current issues and personal growth.

Learning Targets

I can create a multimedia or written project that synthesizes skills and concepts learned throughout the year.

Learning Targets

I can revise and present a portfolio that demonstrates growth in reading, writing, and critical thinking.

Learning Targets

I can recall important details about past projects. I can create a memorable collection of my experience in 10th grade.



Resources

Google docs / [End of Year Project Description](#) / YouTube How-to video / project models.