Northern York County School District

Curriculum Overview

Course: Academic World Literature	
Grade Level: 12	
Approval Date:	**Length of Time: 180 Days**

Course Description:

Analyzing world literature from the Middle Ages to the modern age, this course introduces students to the major periods and movements of world literature and the literary styles of each literary period as students reflect upon the socio-historical context of the time. Integral parts of this course include the following: close reading, literary analysis, and varied formal written response along with multiple modes of public speaking utilizing the integration of textual evidence in both MLA and APA formats, speeches, and class discussion/participation. Geared toward college-bound seniors, students will frequently read independently to think logically, collaboratively, and creatively to complete formative and summative assessments that include refinement of written expression and oratory in preparation for post-high school success. Overall, the course offers students an opportunity to analyze all varied genres and literary styles correlating to each work's cultural and historical events during which they were written while gaining mastery of written and verbal expression.

Course Objectives:

- Identify explicit and implicit meanings from varied texts to connect relevant information that effectively support claims and central ideas using a variety of techniques.
- Evaluate a peer or literary figure's perspective by explaining it with clear reasoning and evidence in both independent and collaborative settings including large and small group discussion and seminar.
- Identify and provide supporting evidence to compare and contrast multiple texts to self and society using independent research skills and text evidence.
- Identify and develop an understanding of literary archetypes and techniques to independently uncover meaning across a variety of literary eras and genres applied to self and society.
- Analyze and develop a position from a range of texts and strategies using the most relevant evidence with an awareness of central ideas.
- Create a smooth progression of ideas, topics, or experiences using a variety of techniques to sequence information into a coherent whole with an awareness of language and style for varied purposes and audiences.

Related Standards:

CC.1.2: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.4: Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.5: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Units:

- Archetypes
- The Tragic Hero
- Romantic/Byronic Hero
- Anti-Hero
- Unlikely Hero

Concepts:

- **Written Communication:** Students can clearly and effectively express complex ideas, arguments, and information through well-organized and polished writing.
- **Verbal Communication:** Students refine their verbal communication skills to be prepared for academic, professional, and real-world conversations.
- **Critical Reading and Thinking:** Students evaluate "how" and "why" a text conveys an idea — and whether it's effective and credible.
- **Synthesizing information:** Students make connections to broader themes or real-world issues. Their synthesis reflects critical thinking, independent judgment, and clear purpose in writing or discussion.
- **Evaluating information:** Students critically evaluate sources by examining their credibility, purpose, and perspective, and determine how well the evidence supports

Competencies:

- Craft coherent writing through appropriate structure, tone, and revision.
- Engage in effective communication via clear articulation, active listening, and delivery.
- Interpret and question texts through analysis of language, structure, and intent.
- Integrate diverse ideas to reveal insight and relevance.
- Assess evidence and perspectives to form reasoned, credible, and ethical judgments.

their claims being made. They apply this skill across disciplines to make informed decisions, craft strong arguments, and contribute thoughtfully to academic and civic conversations.	
Learning Activities: • Literary analysis • Discussion prompts • Direct instruction • Vocabulary overview • Evaluation of reputable sources	**Performance Tasks:** • Tests • Quizzes • Project-Based Assessments • Small and Large Group Discussions • Written Responses
Other Assessment Measures: N/A	
Textbook/Primary Resource: *Adventures in English Literature* – Athena Edition. *1984* by George Orwell *Frankenstein* by Mary Shelley	
Supplemental Resource Materials: *A Long Way Gone* by Ishmael Beah *The Kite Runner* by Khaled Hosseini *The Woman Warrior* by Maxine Hong Kingston *Born a Crime* by Trevor Noah Online Resources Teacher generated notes and presentations Teacher generated activities Multimedia resources	