



Northern York County School District

Curriculum Overview

Course: Honors World Literature	
Grade Level: 12	
Approval Date:	Length of Time: 180 Days
Course Description: <p>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, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to practice 21st century skills.</p>	
Course Objectives: <ul style="list-style-type: none">Analyze explicit and implicit meanings from varied texts to connect relevant information that justify 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 seminar and small group discussion.Evaluate evidence to compare and contrast multiple texts to self and society using independent research skills and text evidence.Evaluate 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 and limitations of works.Refine and enhance 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: <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.B: 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.</p> <p>CC.1.3.11-12.H: 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.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D: 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</p>	

of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.5.11-12.A: 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.1.5.11-12.D: 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/Bryonic 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:** evaluating “how” and “why” a text conveys an idea — and whether it’s effective and credible.
- **Synthesizing information:** 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 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.

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.

Learning Activities:

- Literary Analysis
- Discussion Prompts
- Direct Instruction
- Guided Practice
- Independent Practice
- 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

Hamlet by William Shakespeare

Supplemental Resource Materials:

Online resources

Teacher generated notes and presentations

Teacher generated activities

Multimedia resources

Various text / novels for use:

- *A Long Way Gone* by Ishmael Beah
- *The Kite Runner* by Khaled Hosseini
- *Pride and Prejudice* by Jane Austen
- *Jane Eyre* by Charlotte Bronte
- *Frankenstein* by Mary Shelley
- *Born A Crime* by Trevor Noah
- *The Woman Warrior* by Maxine Hong Kingston