

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department

English

Name of Course

English 12 CCR World Literature

Course Description: The English 12 World Literature College and Career Ready course is designed to prepare students for postsecondary education, military service, and the modern workforce through the study of diverse literary voices from around the world. Students will engage with a variety of genres, including novels, short stories, poetry, drama, nonfiction, and media, examining how culture, history, identity, conflict, and human experience are reflected across global societies.

Through close reading, analytical writing, research, discussion, and presentation, students will develop critical thinking, communication, and problem-solving skills aligned with the Pennsylvania Core Standards for English Language Arts. Emphasis is placed on evaluating multiple perspectives, analyzing authors' craft and purpose, and making connections between literature and real-world issues.

Students will produce a variety of writing assignments, including literary analyses, argumentative pieces, research-based projects, reflective writing, and career-focused communications. Independent reading and collaborative learning experiences will encourage students to become thoughtful readers, effective communicators, and responsible global citizens.

By the end of the course, students will demonstrate the literacy skills necessary for success in college, career training programs, military pathways, and the workplace while gaining a deeper appreciation for the diverse voices and experiences that shape our world.

Initial Creation Date (if applicable) and Revision Dates: First created July 2003 and updated September 2026.

Wallenpaupack Area School District Curriculum	
COURSE: English 12 CCR World Literature	GRADE/S: 12
UNIT 1: Ancient Literature/Epic and Biblical Literature	TIMEFRAME: Four Weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

C C.1.2.11–12.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.

C C.1.2.11–12.E - 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.

CC.1.2.11–12.F - Evaluate how words and phrases shape meaning and tone in texts.

C C.1.2.11–12.I - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

C C.1.2.11–12.J - Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C C.1.2.11–12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

C C.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C C.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.

C C.1.3.11–12.D - Evaluate how an author’s point of view or purpose shapes the content and style of a text.

C C.1.3.11–12.E - Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

C C.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

C C.1.3.11–12.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools

C C.1.3.11–12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

C C.1.4.11–12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C C.1.4.11–12.B - Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C - Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

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 a 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.

C C.1.4.11–12.E - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G - Write arguments to support claims in an analysis of substantive topics.

C.1.4.11–12.H - Write with a sharp, distinct focus identifying topic, task, and audience. □ Introduce the precise, knowledgeable claim.

CC.1.4.11–12.K - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C C.1.4.11–12.L - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C C.1.4.11–12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.V - 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.

CC.1.5.11–12.A - 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 discipline-specific.

UNIT OBJECTIVES (SWBATS):

- Apply active reading strategies to texts translated from ancient languages.
- Examine stylistic devices.
- Understand and analyze the conventions of foundational literary forms such as myths, epics, folktales, hymns, and sacred scriptures.
- Explore how early literary works reflect the core values, religious beliefs, social structures, and historical environments of ancient civilizations.
- Recognize recurring motifs such as the creation of the world, the search for immortality, human relationships with the divine, and the role of fate versus free will.
- Analyze the development of the epic hero through foundational texts.
- Write analytical responses.
- Define and identify the characteristics and conventions of fables and proverbs, including morals, lessons, symbolism, and figurative language.
- Analyze how characters, events, and conflicts in fables contribute to the development of a central moral or lesson.
- Determine the theme or central message of a fable and support the interpretation with specific textual evidence.

- Interpret the meaning of common proverbs and explain how they communicate life lessons or cultural values.
- Compare and contrast fables and proverbs from different cultures and time periods to identify similarities and differences in their messages and values.
- Analyze how authors use animals, characters, symbolism, irony, and exaggeration to communicate a lesson or message.
- Evaluate the relevance of a fable's moral or a proverb's message to contemporary life, including school, work, relationships, and decision-making.
- Use textual evidence to participate in discussions and defend interpretations of a text's message or moral.
- Create an original fable or collection of proverbs that demonstrates understanding of the genre, including a clear lesson or message.
- Reflect on how the lessons found in traditional fables and proverbs can influence personal, academic, and career-related decision-making.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Teacher modeling
- Close reading
- Guided annotation
- Previewing
- Skimming/Scanning
- Making Inferences
- Note-Taking
- Collaborative learning
- Small-group discussion
- Analysis of themes, characters, symbolism, and moral lessons
- Text-to-text and text-to-world connections
- Graphic organizers
- Guided questions
- Scaffolding
- Chunked readings

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Formative:**
 - Reading annotations and text-marking activities
 - Comprehension questions after assigned readings
 - Graphic organizers for character, plot, and theme analysis
 - Short constructed responses using textual evidence
 - Compare-and-contrast activities between texts
 - Proverb and fable interpretation activities
 - Teacher questioning and informal checks for understanding
 - Journal/reflection responses connecting ancient themes to modern life
 - Quizzes on reading comprehension
- **Summative:**
 - Analyze the theme, moral, or central message of an epic, biblical text, proverb, or fable using textual evidence.
 - Write an original fable that includes characterization, conflict, symbolism, and a clear moral.

○ Present an analysis of an ancient text, epic hero, proverb, or fable and explain its relevance to contemporary life.
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Provide opportunities for independent research, deeper text analysis, comparative writing, and exploration of cultural and historical context.
RESOURCES (Technology Based Resources, Text Resources, etc.): • Book Creator • Canva • MagicSchool • Prentice Hall World Masterpieces Textbook • Literature selections including: Epic Of Gilgamesh; Genesis 1-3; Genesis 6-9; Psalms 8, 19, 23, 137; The Exordium; The Analects; Poor Richard's Almanac; Chinese Poetry – I Beg of You Chung Tzu, Thick Grow the Rush Leaves, Form, Shadow, Spirit; I Built My House Near Where Others Dwell, The River Merchant's Wife: A Letter, Addressed Humorously to Tu Fu, Jade Flower Palace, Sent to Li Poi as a Gift; Haiku; I Remember a Clear Morning; The Fox and the Crow; The Oak and the Reed; African Proverbs; Aesop's Fables.
KEY VOCABULARY: Epic, Epic Hero, Heroic Journey, Myth, Legend, Archetype, Oral Tradition, Biblical Literature, Parable, Proverb, Fable, Moral, Theme, Allegory, Symbolism, Foreshadowing, Irony, Imagery, Figurative Language, Allusion, Conflict, Characterization, Setting, Plot, Point of View, Narrator, Tragic Hero, Hubris, Fate, Divine Intervention, Quest, Perseverance, Wisdom, Virtue, Temptation, Redemption, Sacrifice, Justice, Courage, Loyalty, Rhetoric, Cultural Context, Textual Evidence

Wallenpaupack Area School District Curriculum	
COURSE: English 12 CCR World Literature	GRADE/S: 12
UNIT 2: Drama and Poetry	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

C C.1.2.11–12.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.

C C.1.2.11–12.E - 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.

CC.1.2.11–12.F - Evaluate how words and phrases shape meaning and tone in texts.

C C.1.2.11–12.I - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

C C.1.2.11–12.J - Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C C.1.2.11–12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

C C.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C C.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.

C C.1.3.11–12.D - Evaluate how an author’s point of view or purpose shapes the content and style of a text.

C C.1.3.11–12.E - Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

C C.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

C C.1.3.11–12.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

C C.1.3.11–12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

C C.1.4.11–12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C C.1.4.11–12.B - Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C - Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

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 a 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.

C C.1.4.11–12.E - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G - Write arguments to support claims in an analysis of substantive topics.

C.1.4.11–12.H - Write with a sharp, distinct focus identifying topic, task, and audience. □ Introduce the precise, knowledgeable claim.

CC.1.4.11–12.K - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C C.1.4.11–12.L - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C C.1.4.11–12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.V - 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.

CC.1.5.11–12.A - 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 discipline-specific.

CC.1.3.11–12.G - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

UNIT OBJECTIVES (SWBATS):

- Identify the key elements of drama.
- Analyze character development, motivations, and relationships.
- Analyze themes and conflicts using textual evidence.
- Identify literary devices such as symbolism, irony, and figurative language.
- Explain how dialogue and stage directions contribute to a play.
- Analyze the cultural and historical context of a dramatic work.
- Compare themes and characters across different cultures and texts.
- Participate effectively in discussions and dramatic activities.
- Present a scene using appropriate expression and voice.
- Connect themes from drama to contemporary life and universal experiences.
- Identify key elements of poetry.
- Analyze how word choice and literary devices create meaning.
- Identify the structure and characteristics of a sonnet.
- Analyze themes and messages in poems and sonnets.
- Compare poems and sonnets from different cultures and time periods.

- Use textual evidence to support poetry analysis.
- Write a short analysis of a poem or sonnet.
- Create an original poem or sonnet using appropriate poetic techniques.
- Analyze imagery, figurative language, tone, and theme.
- Compare poems from different cultures and time periods.
- Use graphic organizers for poetry analysis.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading and close analysis of dramatic texts
- Teacher modeling
- Reader's theater and dramatic reading
- Small-group and partner discussions
- Character analysis
- Scene performance and interpretation
- Annotations
- Graphic organizers
- Collaborative analysis
- Use of film or recorded performances to compare interpretations
- Scaffolding
- Flexible grouping

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Formative:

- Reading comprehension questions
- Text annotation and evidence collection
- Character and conflict graphic organizers
- Theme and literary device identification
- Short written responses using textual evidence
- Think-Pair-Share discussions
- Small-group text analysis
- Scene reading and performance practice
- Character/scene analysis journals
- Poetry annotation
- Scene rewriting for modern audience

Summative:

- Drama Unit-Assess dramatic elements, vocabulary, literary devices, themes, and comprehension.
- Poetry Analysis-Analyze theme, tone, imagery, and figurative language using textual evidence.
- Sonnet Analysis-Identify and explain structure, rhyme scheme, meter, and theme.
- Poetry Unit-Assess vocabulary, poetic devices, sonnet structure, and comprehension.
- Character / Author comparison across works

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Independent analysis, comparative texts, and deeper exploration of cultural context.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Prentice Hall World Masterpieces Textbook
- MagicSchool
- Literature selections including:

Drama: Merchant of Venice; Hamlet; The Taming of the Shrew; Oedipus the King; A Doll's House; The Illiad Poetry: Sonnets; The Divine Comedy; A Song on the End of the World; The Lorelei; The Lotus Flower
KEY VOCABULARY: Drama, Playwright, Plot, Characterization, Protagonist, Antagonist, Conflict, Setting, Dialogue, Monologue, Soliloquy, Aside, Stage Directions, Act, Scene, Exposition, Rising Action, Climax, Falling Action, Resolution, Theme, Tone, Mood, Irony, Symbolism, Foreshadowing, Figurative Language, Tragedy, Comedy, Tragic Hero, Dramatic Irony, Conflict, Motivation, Diction, Performance, Audience, Chorus, Cultural Context, Poetry, Sonnet, Speaker, Stanza, Verse, Line, Rhyme, Rhyme Scheme, Meter, Iambic Pentameter, Rhythm, Couplet, Imagery, Symbolism, Metaphor, Simile, Personification, Alliteration, Hyperbole, Onomatopoeia, Tone, Mood, Theme, Repetition.

Wallenpaupack Area School District Curriculum	
COURSE: English 12 CCR World Literature	GRADE/S: 12
UNIT 3: Novel and Short Stories	TIMEFRAME: Six Weeks

PA COMMON CORE/NATIONAL STANDARDS: CC.1.2.11–12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. C C.1.2.11–12.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. C C.1.2.11–12.E - 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. CC.1.2.11–12.F - Evaluate how words and phrases shape meaning and tone in texts. C C.1.2.11–12.I - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

C C.1.2.11–12.J - Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C C.1.2.11–12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

C C.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

C C.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.

C C.1.3.11–12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.

C C.1.3.11–12.E - Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

C C.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

C C.1.3.11–12.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

C C.1.3.11–12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

C CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

C C.1.4.11–12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C C.1.4.11–12.B - Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C - Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

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 a 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.

C C.1.4.11–12.E - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G - Write arguments to support claims in an analysis of substantive topics.

C.1.4.11–12.H - Write with a sharp, distinct focus identifying topic, task, and audience. □ Introduce the precise, knowledgeable claim.

CC.1.4.11–12.K - Write with an awareness of the stylistic aspects of composition. □ Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.V - 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.

CC.1.5.11–12.A - 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 discipline-specific.

UNIT OBJECTIVES (SWBATS):

- Identify plot, setting, characters, conflict, and theme.
- Analyze character development and motivation.
- Identify major themes and literary devices.
- Explain how culture and setting influence a story.
- Use textual evidence to support ideas.
- Compare characters, themes, and conflicts across texts.
- Analyze an author's point of view and writing style.
- Make connections between literature and real life.
- Participate in discussions about assigned readings.
- Write a literary analysis using textual evidence.
- Explain how literature reflects different cultures and experiences.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction on literary elements and vocabulary
- Close reading and text annotation
- Guided reading
- Teacher modeling
- Character and theme analysis
- Small-group and partner discussions
- Graphic organizers for plot, characters, and themes
- Compare-and-contrast activities
- Cultural and historical context activities
- Student-led discussions
- Use of film or multimedia to compare interpretations
- Differentiated instruction and flexible grouping
- Formative checks for understanding and reflection

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Formative:

- Reading comprehension questions
- Text annotation
- Character analysis charts
- Theme and literary device identification

• Short written responses using textual evidence • Small-group discussions • Reading journals/reflections • Teacher questioning and observation • Compare/contrast activities • Chapter/section reading checks Summative: • Novel/short story unit assessments • Literary analysis • Character or theme analysis • Short story analysis • Presentation or project on a selected text • Creative response or alternate ending
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment) • Independent reading and deeper analysis. • Offer choice of texts or assignments when possible.
RESOURCES (Technology Based Resources, Text Resources, etc.): • Book Creator • MagicSchool • Canva • Literature selections including: The Thousand and One Nights; Faust, The Tiger Who Would be King; The Metamorphosis; How Much Land Does a Man Need?; The Handsomest Drowned Man in the World; Hiroshima; Tuesdays With Morrie; The Five People You Meet in Heaven; Animal Farm; 1984; The Lay of the Werewolf; The Bracelet; Survival at Auschwitz; Thoughts of Hanoi; Day; Dawn
KEY VOCABULARY: Plot, Setting, Character, Protagonist, Antagonist, Conflict, Theme, Point of View, Narrator, Mood, Tone, Symbolism, Imagery, Irony, Foreshadowing, Flashback, Figurative Language, Metaphor, Simile, Dialogue, Exposition, Climax, Resolution.

Wallenpaupack Area School District Curriculum	
COURSE: English 12 CCR World Literature	GRADE/S: 12
UNIT 4: College and Career Ready	TIMEFRAME: Four Weeks

PA COMMON CORE/NATIONAL STANDARDS: CC.1.4.11–12.A / W.11–12.1 – Write arguments to support claims using valid reasoning and relevant evidence. CC.1.4.11–12.B / W.11–12.2 – Write informative/explanatory texts that clearly convey ideas and information. CC.1.4.11–12.C / W.11–12.3 – Develop narrative writing using effective techniques, relevant details, and well-structured events. CC.1.4.11–12.D / W.11–12.4 – Produce clear and coherent writing appropriate to task, purpose, and audience. CC.1.4.11–12.E / W.11–12.5 – Develop and strengthen writing through planning, revision, editing, and rewriting. CC.1.4.11–12.F / W.11–12.6 – Use technology to produce, publish, and update individual or shared writing products.
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CC.1.4.11–12.L / W.11–12.9 – Draw evidence from literary or informational texts to support analysis and reflection.

CC.1.4.11–12.X / W.11–12.10 – Write routinely for a range of tasks, purposes, and audiences.

CC.1.5.11–12.A / SL.11–12.1 – Initiate and participate effectively in collaborative discussions.

CC.1.5.11–12.D / SL.11–12.4 – Present information clearly, concisely, and logically.

CC.1.5.11–12.E / SL.11–12.5 – Make strategic use of digital media and visual displays when appropriate.

UNIT OBJECTIVES (SWBATS):

- Identify their personal strengths, interests, values, skills, and goals and explain how these characteristics may influence future educational and career opportunities.
- Evaluate the credibility, relevance, and reliability of information from college, career, and online sources.
- Compare and contrast multiple educational and career pathways and explain the advantages, challenges, and requirements associated with each.
- Set realistic short-term and long-term academic, career, and personal goals using specific and measurable criteria.
- Write a clear, organized personal reflection that uses specific experiences and details to explain personal goals and future plans.
- Participate effectively in collaborative discussions by listening, responding appropriately, asking relevant questions, and supporting ideas with evidence.
- Use appropriate formal language, grammar, punctuation, and conventions when communicating in academic and professional settings.
- Compose a professional email that demonstrates an appropriate tone, organization, purpose, and awareness of the audience.
- Create and revise a professional résumé that effectively communicates education, experience, skills, accomplishments, and career-related qualifications.
- Write a personal essay that uses relevant experiences, details, and reflection to communicate personal qualities, goals, and aspirations.
- Reflect on personal growth throughout the unit and identify specific skills or habits that will contribute to success after high school.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- College and career research using credible sources
- Close reading, annotation, and source evaluation
- Compare-and-contrast activities for post-secondary pathways
- Teacher modeling and guided practice for professional writing
- Authentic writing: emails, texts, résumés, and personal statements
- Peer collaboration, discussion, and feedback
- Professional communication practice
- Public-speaking activities
- Reflection and self-assessment
- Scaffolding
- Flexible grouping
- Student choice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Formative**
 - Career/interest self-assessment
 - Source credibility and evaluation activities
 - Collaborative discussion participation

- **Summative**

- Personal reflection writing
- Professional email assignment
- Resume development and revision
- Personal statement

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Provide opportunities for independent research, extended writing, leadership roles, and more complex career/college comparisons.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Common App Essay Prompts
- Microsoft Word
- MagicSchool
- Online Resources

KEY VOCABULARY: Career, College, Postsecondary, Pathway, Career Goal, Education, Training, Skills, Strengths, Interests, Values, Qualifications, Experience, Accomplishments, Resume, Personal Statement, Professionalism, Professional Communication, Audience, Purpose, Tone, Formal Language, Credibility, Interview, Employer, Employee, Application, Cover Letter, References, Certification, Scholarship, Financial Aid, Salary, Short-Term Goals, Long-Term Goals, Reflection, Leadership, Work Ethic, Adaptability, Critical Thinking, Problem Solving, Communication Skills