

# Denair Charter Academy Course Outline

<b>Course Title:</b>	World Literature
<b>Grade Level:</b>	9-12
<b>Elective/Required:</b>	Elective
<b>Length/Credits:</b>	1 year/10 credits
<b>Prerequisites:</b>	None

## I. Course Description

World literature is designed to offer students an overview of literature form throughout the world and to acquaint them with, and give them a respect for, cultures other than their own through their readings.

## II. Instructional Materials

### Required Text:

*World Literature, AGS, 1999*

### Supplementary Texts:

*Heart of Darkness*

*The Stranger*

*No Exit*

*Blood Wedding*

*The Death of Ivan Ilyich*

*One Day in the Life of Ivan Denasavich*

*The Human Comedy*

*Metamorphosis*

*Hamlet*

*Like Water for Chocolate*

*Passage to India*

*Siddhartha*

*1984*

*Anthills of the Savannah*

*No Longer at Ease*

*Zlata's Diary*

*Of Love and Shadows*

*Cry the Beloved Country*

*Monkey Bridge*

*Falling Leaves*

various short stories of Europe, the Middle East, Indian sub-continent, Asia, Africa, and South and Central America.

### **III. Course Outline**

- A. Fiction
- B. Nonfiction
- C. Drama
- D. Poetry
- E. Persuasive Literature
- F. Humorous Literature

### **IV. Expectations for Student Learning**

Each student who completes this course will be able to:

Read for depth of understanding, find symbolism and thematic elements, recognize the author's purpose and interpret characters' motivations. Students will also have a much greater understanding of other cultures of the world through their study of the literature.

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

#### **3.0 Literary response and Analysis**

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, author's style and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4 Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.7 Analyze recognized works of world literature from a variety of authors
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.  
(Philosophical approach)

### **Writing**

#### **1.0 Writing Strategies**

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the

purpose, audience, and genre.

## **2.0 Writing Applications**

2.2 Write responses to literature.

- a. Demonstrate a comprehensive understanding of the significant ideas in works of passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate these incidents to more general and abstract ideas.

## **Written and Oral English Language Conventions**

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

## **Listening and Speaking**

2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through the accurate and detailed references to the text or other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and Complexities within the text.

**V. Instructional Methods:**

- A. Teacher demonstration
- B. Modeling
- C. Individual projects
- D. Discussions
- E. Peer response

**VI. Assessment and Evaluations:**

Tests

Student written work

Projects

Presentations

Teacher evaluation

**VII. Grading Policy:**

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F