



# Academic World Literature Grade 12

## Unit 1 of 9

**Course/Subject: Academic  
World Literature**

**Grade: 12**

**Suggested Timeline:  
5 Weeks**

<b>Grade Level Summary</b>	<p>Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.</p>
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1: The Hero's Journey in Literature</b></li> <li>● Unit 2: The Tragic Hero</li> <li>● Unit 3: Romantic/Byronic Hero</li> <li>● Unit 4: Anti-Hero</li> <li>● Unit 5: Unlikely Hero</li> <li>● Unit 6: Archetypes</li> </ul>

<b>Unit Title</b>	The Hero's Journey in Literature
<b>Unit Summary</b>	<p>Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study with a primary instructional goal of comprehending and analyzing literature with an awareness of the common archetype of the epic hero and the hero's journey in literature to identify key terms and concepts related to narrative and lyrical literature as well as the Old English and Middle Ages literary characteristics.</p> <p>Specifically, students will master identification of cultural and literary conventions in the Middle Ages and supplemental material including epic poetry such as <i>Beowulf</i>, Chaucer's frame narrative <i>The Canterbury Tales</i>, and other time period poetry and literature such as Anglo-Saxon riddles and poetry. Students will analyze varied styles of Old English literature to identify major themes and compare and contrast with a different piece of literature via structure, characterization, author's purpose, and thematic subjects.</p> <p>The unit will culminate with a formal informative essay in MLA style with awareness of the formal writing process to develop students' abilities to write cohesive in a formal style with awareness of sound research practices as well as basic grammatical conventions and citation requiring students to make connections to the literary texts and contemporary society.</p>

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can the study of world literature reflect human relationships and the Profile of a Graduate?</li> <li>2. How does structure of a work indicate a pattern of development that can contribute to a reader's comprehension and interpretation?</li> <li>3. How does the author use literary devices to develop plot and theme of a narrative?</li> <li>4. What techniques and devices effectively convey an author's message in narrative or lyrical poetry?</li> <li>5. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The hero's journey provides a framework for identifying a text's structure, development, characters, and themes.</li> <li>2. Middle Ages background is essential for understanding authors' purpose for varied literature of the time period.</li> <li>3. Comparison and contrast of varied cultural literary pieces allows for deep analysis of cultural and social values that affect an author's purpose and reader's interpretation.</li> <li>4. Identification of literary devices specific to a literary time period is essential for comprehending and analyzing a text.</li> <li>5. MLA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately.</li> <li>6. Effective communication skills in small and large groups provide depth to comprehension and analysis of a text or issue.</li> </ol>
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.11–12.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.
CC. 1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content of a text. author's point of view or purpose shapes the content and style of a text.
CC.1.4.11–12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.B	Write with a sharp distinct focus identify topic, task, and audience.

#### Important Standards Addressed in the Unit:

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
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.
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.
CC.1.4.11–12.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
CC.1.5.11–12.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.

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a limited view of a hero</li> <li>• Old English culture and literature is unrelatable to the 21<sup>st</sup> century</li> </ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"> <li>• There are many types of heroes evident in literature throughout various periods and cultures</li> </ul>
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<ul style="list-style-type: none"> <li>Literature is written for purely for entertainment and detached from reality</li> <li>A well-written claim is enough to support an interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>There are many social, cultural, and aesthetic commonalities between Old English culture and the twenty-first century.</li> <li>While literature may be written to entertain, writers often express beliefs and values in their writing related to cultural, social, or political circumstances.</li> <li>A claim requires defense or support from textual evidence or credible research</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The hero's journey is a situational or narrative archetype the develops elements of plot.</li> <li>Epic poetry conventions serve to develop plot and theme aligned to cultural traditions</li> <li>Figurative devices contrast literal language in prose or poetry to express abstract ideas and perspectives.</li> <li>Author and Historical Background are essential for effectively comprehending and analyzing a fictional text.</li> <li>Anglo-Saxon and Medieval literary characteristics, conventions and genres such as lyrical poetry or the folk epic evoke tones and meaning reflective of cultural beliefs, values, and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>Identify and apply key concepts of analysis of epic poetry and varied world literature.</li> <li>Evaluate or describe the author's influence via social structures and cultural values</li> <li>Apply key concepts to analysis of print and web media</li> <li>Synthesize understanding of key concepts via informative and summative writing (i.e. final essay)</li> <li>Evaluate and cite multiple sources to support a position</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

1. antagonist 2. Anglo-Saxon hero/Epic Hero 3. caesura 4. characterization 5. Common law 6. Elegy 7. end-stopped line 8. enjambment 9. epic poem 10. fate 11. feudal system	14. Gleeman 15. imagery 16. Kenning 17. Law of primogeniture 18. literary devices 19. literary devices (varied) 20. Magna Carta 21. ordeals 22. parallelism 23. plot 24. poetry	27. protagonist 28. Scop 29. setting 30. stages of the Hero's Journey 31. structure 32. symbol 33. theme 34. thesis statement 35. tone 36. transition 37. varied text-specific vocabulary
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12. figurative language 13. folk epic	25. point of view 26. prose	38. Venerable Bede
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (i.e. Heroic Career Essay)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

The following list of resources includes the following texts:

*Adventures in Literature*, *Athena Ed.: Beowulf*, *The Canterbury Tales*, "The Seafarer", Anglo-Saxon riddles; *How to Read Literature Like a Professor*

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**Created By: Michael Andreoli**

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## Academic World Literature

### Grade 12

### Unit 2 of 6

**Course/Subject: Academic  
World Literature**

**Grade: 12**

**Suggested Timeline:  
8 Weeks**

#### Grade Level Summary

Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.

#### Grade Level Units

- Unit 1: The Hero's Journey in Literature
- **Unit 2: The Tragic Hero**
- Unit 3: The Romantic/Byronic Hero
- Unit 4: The Anti-Hero
- Unit 5: The Unlikely Hero
- Unit 6: Archetypes

#### Unit Title

Unit 2: The Tragic Hero

#### Unit Summary

Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study.

Specifically, students will master identification of cultural and literary conventions in the Renaissance including Shakespearean drama such as *Macbeth* and varied poetic forms including selections from sonnets, *Paradise Lost*, and *The Inferno*. Students will identify key terms and concepts related to Shakespearean dramatic conventions and figurative devices and elements that develop meaning of the texts as a whole.

Selected texts and excerpts will provide multiple opportunities for students to analyze the impact of an author's choices to develop literary elements of a drama and poetic form, evaluate how an author or speaker's point of view or purpose shapes textual content and context, as well as refine writing to support claims and interpretation.

While students will be given an opportunity to apply dramatic and poetic conventions and devices through the creation of original products to showcase mastery of key concepts and skills, the unit will culminate with a formal exam and formal written response in MLA style with awareness of the formal writing process.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can the study of world literature reflect human relationships and the Profile of a Graduate?</li> <li>2. What elements and techniques in a dramatic tragedy affect characterization, plot development, and theme?</li> <li>3. How does the author use literary devices to develop plot and theme in drama, sonnet, and Puritan literature?</li> <li>4. How do specific literary elements characterize the protagonist and impact the tone and mood of a text?</li> <li>5. How do form, sound devices, structure, and figurative language convey the meaning of a poem?</li> <li>6. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>7. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The hero's journey provides a framework for identifying a text's structure, development, characters, and themes.</li> <li>2. Renaissance and Puritan Background is essential for understanding authors' purpose for varied literature of the time period.</li> <li>3. Figurative devices in poetry and drama serve to enhance plot development and theme through comparison, contrast and symbolism that reflect the perspective of the author or speaker's central idea.</li> <li>4. Comparison and contrast of varied cultural literary pieces, including drama and lyrical poetry, allows for deep analysis of cultural and social values that affect an author's purpose and reader's interpretation.</li> <li>5. Identification of literary devices specific to a literary time period is essential for comprehending and analyzing a text.</li> <li>6. MLA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately.</li> <li>7. Effective communication skills in small and large groups provide depth to comprehension and analysis of a text or issue.</li> </ol>
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.11–12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11–12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11–12.G	Write arguments to support claims in an analysis of substantive topics.
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.

#### Important Standards Addressed in the Unit:

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.)
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.1.5.11–12.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.
CC.1.3.11–12.F	Evaluate how words and phrases shape meaning and tone in texts.

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a limited view of a hero</li> <li>• Shakespearean language is unrelatable to the 21<sup>st</sup> century</li> </ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"> <li>• There are many types of heroes</li> </ul>
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<ul style="list-style-type: none"> <li>• A dynamic character makes intentional decisions that directly affect the plot.</li> <li>• All characters must undergo change through the course of the plot to effectively develop a resolution.</li> <li>• A reader or audience's associations and prior knowledge of experiences are insignificant to understanding comparisons within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespearean language has inspired many contemporary English expressions including humor and wit</li> <li>• A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or resolution of a dramatic production.</li> <li>• Character changes can be external or internal such as psychological or emotional changes.</li> <li>• Comparisons between objects or concepts draw on the experiences and associations the readers already have with those objects and concepts.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The hero's journey is a situational or narrative archetype that can be applied to other forms of literature such as drama.</li> <li>• Renaissance and Puritan poetic conventions serve to develop plot and theme aligned to cultural traditions</li> <li>• Figurative devices contrast literal language in prose or poetry to express abstract ideas and perspectives in drama and poetry.</li> <li>• Author and Historical Background are essential for effectively comprehending and analyzing drama and poetry.</li> <li>• Renaissance and Puritan Literary characteristics, conventions and genres (drama, sonnet, epic poetry) evoke tones and meaning reflective of cultural beliefs, values, and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>• Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>• Identify and apply key concepts of analysis of epic poetry and varied world literature.</li> <li>• Evaluate or describe the author's influence via social structures and cultural values</li> <li>• Synthesize understanding of key concepts via informative, summative, and creative writing (i.e. literary criticism and poetry)</li> <li>• Evaluate and cite multiple sources to support a position</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• allegory</li> <li>• aside</li> <li>• blank verse</li> <li>• catharsis</li> <li>• characterization</li> <li>• comic relief</li> <li>• concealment</li> <li>• couplet</li> <li>• Divine Comedy</li> </ul>	<ul style="list-style-type: none"> <li>• figurative language (varied)</li> <li>• foil</li> <li>• foreshadowing</li> <li>• imagery</li> <li>• irony (dramatic, verbal, situational)</li> <li>• literary devices</li> <li>• metaphor</li> <li>• meter (iambic pentameter)</li> </ul>	<ul style="list-style-type: none"> <li>• setting</li> <li>• Shakespearean</li> <li>• simile</li> <li>• soliloquy</li> <li>• sonnet, Sonneto</li> <li>• Spencerian</li> <li>• supernatural</li> <li>• terza rima (Inferno)</li> <li>• text specific vocabulary</li> </ul>
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<ul style="list-style-type: none"> <li>• drama terms (varied: i.e. soliloquy, aside...)</li> <li>• dramatic convention</li> <li>• elements of plot diagram</li> <li>• epic</li> <li>• epithet</li> <li>• felix culpa</li> </ul>	<ul style="list-style-type: none"> <li>• motif</li> <li>• octave</li> <li>• Petrarchan</li> <li>• point of view</li> <li>• quatrain</li> <li>• Renaissance</li> <li>• sestet</li> </ul>	<ul style="list-style-type: none"> <li>• tone</li> <li>• Tragedy (Shakespearean)</li> <li>• tragic hero</li> <li>• unholy trinity</li> <li>• volta</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (i.e. Literary Criticism)
  - Managed Choice Project (i.e. Cube Project)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

*Adventures in English Literature, Athena Edition; How to Read Literature Like a Professor*

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**Created By: Michael Andreoli**

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**Academic World Literature**  
**Grade 12**  
**Unit 3 of 6**

**Course/Subject: Academic World Literature**

**Grade: 12**

**Suggested Timeline: 7 weeks**

**Grade Level Summary**

Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.

**Grade Level Units**

- Unit 1: The Hero's Journey in Literature
- Unit 2: The Tragic Hero
- **Unit 3: The Romantic/Byronic Hero**
- Unit 4: The Anti-Hero
- Unit 5: The Unlikely Hero-
- Unit 6: Archetypes

**Unit Title**

Unit 3: The Romantic/ Byronic Hero

**Unit Summary**

Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study.

Students will master identification of cultural and literary conventions in the Romantic time period and world literature via managed choice of novels. Specifically, students will select a time period novel such as *Frankenstein*, *Pride and Prejudice*, *Heart of Darkness*, *Jane Eyre* or other appropriate supplemental text in the public domain to comprehend and analyze for plot, character development, theme, historical relevance/significance, author's purpose, and literary elements.

The unit will culminate with a student-led lesson/presentation showcasing mastery of these literary skills and proficiency in speaking and listening skills. A written assessment will culminate an essay in MLA style with awareness of the formal writing process in combination with a traditional multiple choice exam to assess mastery of key concepts and vocabulary applied to the selected texts.

**Unit Essential Questions:**

1. How can the study of world literature reflect human relationships and the Profile of a Graduate?

**Key Understandings:**

1. The hero's journey provides a framework for identifying a text's structure, development, characters, and themes.

2. How does the author use literary devices to develop plot and theme in novels? 3. How do specific elements and techniques in a story enhance the protagonists development to signify a theme? 4. How does organization impact delivery and clarity of a verbal message? 5. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages?	2. Romantic historical background and influences is essential for understanding authors' purpose and themes for varied literature of the time period. 3. Literary and figurative devices in novels serve to enhance plot development and theme through comparison, contrast characterization or symbolism that reflect the perspective of the author or speaker's central idea. 4. Identification of literary devices specific to a literary time period and conventions of a genre are essential for comprehending and analyzing a text thematically. 5. MLA/APA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately. 6. Effective communication skills in small and large groups provide depth to comprehension and analysis of a text or issue.
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.5.11–12.E	Adapt speech to a variety of contexts and tasks.
CC.1.5.11–12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.3.11–12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently
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.

#### Important Standards Addressed in the Unit:

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.F	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.1.5.11–12.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.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>There is a limited view of a hero.</li> <li>Love and passion can be misunderstood by the label of the Romantic time period.</li> <li>A narrator may be deemed reliable via the identification of the complexity of detail and vivid description of events within a narrative.</li> <li>A narrative structure chronologically develops a plot to present conflict, crisis, and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>There are many types of heroes .</li> <li>The Romantic time period emphasizes imagination, individualism idealized through human emotion and intellect.</li> <li>Readers should be aware of bias in a narration that may imply a lack of accuracy in the development of a piece of literature. Thus, the reliability of a narrator may influence a reader's understanding of a character's motives.</li> </ul>

<ul style="list-style-type: none"> <li>A plot must result in a resolution that presents the fates of all characters and circumstances essential to the central conflict of the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Some narrative structures interrupt chronology of a plot; such structures include flashback, foreshadowing, or in medias res techniques.</li> <li>Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The hero's journey or quest is a situational or narrative archetype that can be applied to other forms of literature such as a Gothic novel</li> <li>Romantic and historical influences serve to develop plot and theme aligned to cultural traditions and beliefs of the time period</li> <li>Romantic literary themes consider elements of natural world to emphasize imagination, emotions, and individualism</li> <li>Constructing and conveying a lesson for an authentic audience requires mastery of content knowledge and awareness of organization and delivery.</li> <li>Review and presentation of literary characteristics, conventions and genres (novels, poetry, and short story) showcase the unique differences and archetypal universality of literature</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>Identify and apply key concepts of analysis of epic poetry and varied world literature.</li> <li>Evaluate or describe the author's influence via social structures and cultural values</li> <li>Apply key concepts to analysis of print and web media</li> <li>Synthesize understanding of key concepts via written and verbal responses.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Age of Reason</li> <li>Agricultural Revolution</li> <li>allusion</li> <li>Byronic Hero; Romantic Hero</li> <li>characterization (flat, round, static, dynamic, stock)</li> <li>dichotomy</li> <li>flashback</li> <li>foreshadowing</li> <li>French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>irony</li> <li>Industrial Revolution</li> <li>juxtaposition</li> <li>Laissez-faire</li> <li>metonymy</li> <li>mood</li> <li>motif</li> <li>Napoleonic Wars</li> <li>narrative technique</li> <li>perspective</li> </ul>	<ul style="list-style-type: none"> <li>setting</li> <li>Romanticism</li> <li>sensationalism</li> <li>Steam engine</li> <li>symbolism</li> <li>theme</li> <li>tone</li> <li>varied literary devices</li> <li>varied text vocabulary</li> </ul>
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<ul style="list-style-type: none"> <li>• George III</li> <li>• Gothicism/Gothic novel</li> <li>• imagery</li> </ul>	<ul style="list-style-type: none"> <li>• plot</li> <li>• point of view</li> <li>• Regency period</li> </ul>	
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Formal Presentation (Lesson or Product [handout, slide show])
  - Managed Choice Written Response
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

*Pride and Prejudice, Jane Eyre, Frankenstein, Heart of Darkness, "A Few Lines Composed a Few Miles Above Tintern Abbey, Apostrophe to an Ocean, Dream Child: A Reverie, Kubla Khan, Ode to the West Wind, To a Skylark," How to Read Literature Like a Professor, Adventures in English Literature, Athena Edition.*

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**Created By: Michael Andreoli**

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**Academic World Literature**  
**Grade 12**  
**Unit 4 of 6**

**Course/Subject: Academic  
World Literature**

**Grade: 12**

**Suggested Timeline:  
6 weeks**

**Grade Level Summary**

Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.

**Grade Level Units**

- Unit 1: The Hero's Journey in Literature
- Unit 2: The Tragic Hero
- Unit 3: The Romantic/Byronic Hero
- **Unit 4: The Anti-Hero**
- Unit 5: The Unlikely Hero
- Unit 6: Archetypes

**Unit Title**

Unit 4: The Anti-Hero

**Unit Summary**

Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study.

Students will master identification of cultural and literary conventions in the modern era and world literature through the lens of moral criticism in literature and film through the lens of novel, essay and elements of satire emphasized through characteristics of the literary anti-hero. Specifically, students read and analyze George Orwell's literature and other appropriate satirical texts to comprehend and analyze for plot, character development, theme, historical relevance/significance, author's purpose, and literary elements.

Ultimately, students will be able to compare and contrast the elements of satire and techniques used by the authors to establish identify as well as agree or disagree with their perspective through reading comprehension quizzes, analytical response, argumentative writing, seminar discussion, and creation of original satire to showcase and refine mastery of key skills and concepts.

**Unit Essential Questions:**

1. How can the study of world literature reflect human relationships and the Profile of a Graduate?

**Key Understandings:**

1. The hero's journey provides a framework for identifying a text's structure, development, characters, and themes.

2. What are the essential elements of satire? 3. How does the author use literary devices to develop plot and theme in satirical novels, essays, and other genres? 4. How does an author use literary or rhetorical devices and techniques to criticize society? 5. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 6. How does a writer create an effective argument? 7. How do evidence and word choice impact an appropriate argumentative written or verbal response?	2. Historical background and influences are essential for understanding authors' purpose and themes for satire. 3. Literary, figurative, and rhetorical devices in novels serve to enhance plot development and satirical theme through characterization or symbolism that reflect the perspective of the author or speaker's central idea. 4. Comparison and contrast of varied cultural literary pieces provide for deep analysis of social, political, or moral concerns. 5. Identification of literary and rhetorical devices specific to a literary time period or genre allow for rich analysis of a novel, short story, poem, or essay. 6. MLA/APA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately. 7. Effective communication skills in small and large groups provide depth to comprehension and analysis of a text or satirized issue.
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### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.
CC.1.3.11–12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text
CC.1.3.11–12.F	Evaluate how words and phrases shape meaning and tone in texts.
CC.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.

### Important Standards Addressed in the Unit:

CC.1.4.11–12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented
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.1.5.11–12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
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.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>There is a limited view of a hero</li> <li>Governments and security platforms and agencies can be blindly trusted</li> </ul>	<ul style="list-style-type: none"> <li>There are many types of heroes whose traits and development align with social and cultural beliefs and circumstances.</li> </ul>

<ul style="list-style-type: none"> <li>• A character's actions must be used to determine motivation.</li> <li>• A dynamic character makes intentional decisions that directly affect the plot.</li> <li>• Narration solely drives the structural elements of short fiction</li> <li>• A claim is a sufficient argument indicating an implied truth that should be generally accepted.</li> <li>• Satire is a form of art meant to provide amusement through witty comic relief</li> </ul>	<ul style="list-style-type: none"> <li>• Many forms of literature help citizens to think critically about freedom and security</li> <li>• Readers can infer a character's motives from that character's actions or inactions</li> <li>• A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or resolution of the narrative.</li> <li>• Narration impacts the perception of the audience through their understanding of characters and plot development</li> <li>• A claim is a statement that requires defense with evidence from the text, credible research, and consideration of counterclaims.</li> <li>• While satire may be humorous, other forms of satire may invoke serious or drab imagery and details to convey the author's purpose.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The hero's journey is a situational or narrative archetype that can be applied to other forms of literature such as satire</li> <li>• modern historical influences serve to develop author's purpose in writing satire indicative of the literary period or human condition</li> <li>• moral criticism evaluates the ethical content of works</li> <li>• Satirical Themes criticize folly or corruption of an individual or group in society</li> <li>• Propaganda promotes or publicizes a concept or issue through misleading techniques</li> <li>• The anti-hero archetype provides contemporary criteria of modern society's values and beliefs</li> <li>• A dystopia is used in satirical creative writing to emphasize satirical themes through setting</li> <li>• paradox presents seemingly contradictory concepts to relay a great truth</li> <li>• Surveillance and language Such as Orwell's "doublethink" contribute to satirical themes regarding freedom and privacy.</li> <li>• Figurative devices contrast literal language in satirical texts to express abstract ideas and perspectives to encourage social change or reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>• Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>• Identify and apply key concepts of analysis of epic poetry and varied world literature.</li> <li>• Evaluate or describe the author's influence or perspective via social structures and cultural values</li> <li>• Apply key concepts to analysis of print and web media</li> <li>• Synthesize understanding of key concepts via informative and summative writing (i.e. final essay)</li> <li>• Evaluate and cite multiple sources to support a position and form an effective argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Collaborate effectively to engage in civil discourse or debate.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

<ul style="list-style-type: none"> <li>Review and presentation of literary characteristics, conventions and genres (novels, poetry, essay, and short story) showcase the unique differences and archetypal universality of literature</li> </ul>		
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>anti-hero</li> <li>argument</li> <li>citation</li> <li>commentary</li> <li>contradictions/paradox</li> <li>doublethink</li> <li>dystopia/ utopia</li> <li>epiphany</li> <li>ethos</li> <li>figurative devices</li> <li>flashback</li> <li>foreshadowing</li> <li>hyperbole</li> <li>imagery</li> <li>irony</li> </ul>	<ul style="list-style-type: none"> <li>logos</li> <li>moral criticism</li> <li>Newspeak</li> <li>Orwellian</li> <li>oxymoron</li> <li>paradox</li> <li>paraphrase</li> <li>pathos</li> <li>Proletarian</li> <li>propaganda</li> <li>propaganda techniques</li> <li>psychological cleansing</li> <li>rebuttal; refutation</li> <li>rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>satire: political, Juvenalian, Horatian</li> <li>satirical themes</li> <li>surveillance</li> <li>symbolism</li> <li>the hero's journey; quest</li> <li>theme</li> <li>thesis statement</li> <li>totalitarian</li> <li>transition</li> <li>understatement</li> </ul>
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#### Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> <li>Unit Exam/Quizzes</li> <li>Socratic Seminar/Discussion</li> <li>Student Responses/Portfolio (moral criticism; argumentative response)</li> </ul>
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#### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
- Modern current events will provide an opportunity for students to connect author's satirical stance with real life
- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

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#### Additional Resources:

*Adventures in English Literature, Athena Edition; 1984* by George Orwell; "Shooting an Elephant" by George Orwell; "A Modest Proposal" by Jonathan Swift

**Created By: Michael Andreoli**

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## Academic World Literature

### Grade 12

### Unit 5 of 6

**Course/Subject: Academic  
World Literature**

**Grade: 12**

**Suggested Timeline:  
5-6 Weeks**

#### Grade Level Summary

Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.

#### Grade Level Units

- Unit 1: The Hero's Journey in Literature
- Unit 2: The Tragic Hero
- Unit 3: The Romantic/Byronic Hero
- Unit 4: The Anti-Hero
- **Unit 5: The Unlikely Hero**
- Unit 6: Archetypes

#### Unit Title

Unit 5: The Unlikely Hero

#### Unit Summary

Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study.

Students will read and analyze novel literature such as *The Kite Runner*, *The Woman Warrior*, or *Born a Crime* to examine how an author explores cultural concepts and concerns via the development of character motivation, plot, and thematic elements in literature. Moreover, students will analyze central characters in contemporary works to study how the characteristics of an unlikely hero develop the progression of plot and thematic concepts in a work as well as compare or contrast to other forms of literary heroes studied in previous works and eras of literature previously studied.

Students will also parallel the protagonists in contemporary works, by continuing to identify their "Philosophy of Life" through analysis of the authors' work and characterize perspectives via reading comprehension and analysis quizzes, written responses, and collaborative discussion.

Through students' ongoing self-reflection, they will identify personal similarities and differences to the characteristics of an unlikely hero, as well as trace these characteristics and thematic concepts in the text via historical analysis. Students will present their findings via analysis of key passages and summary writing that showcases mastery of key unit concepts and vocabulary.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can the study of world literature reflect human relationships and the Profile of a Graduate?</li> <li>2. How does the author use literary devices to develop plot, characterization, and theme?</li> <li>3. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>4. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The hero's journey provides a framework for identifying a text's structure, development, characters, and themes.</li> <li>2. Middle Eastern &amp; Chinese background &amp; cultural pastimes enhance understanding of author's influence, purpose and themes.</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period or genre provide tools for analysis and interpretation.</li> <li>5. MLA/ APA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately.</li> <li>6. Effective communication skills in small and large groups provide depth to comprehension and analysis of a text or issue.</li> </ol>
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.
CC.1.3.11–12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently
CC.1.4.11–12.I	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.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.

#### Important Standards Addressed in the Unit:

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.F	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.1.5.11–12.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.
CC.1.2.11–12.G	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a limited view of a hero.</li> <li>• Everyday people are not heroes.</li> <li>• The Middle East and Asian cultures are a homogenous culture.</li> </ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"> <li>• There are many types of heroes</li> <li>• Everyone can be heroic in his own way.</li> <li>• The Middle East and Asia have many different cultures, ethnicities, and world views.</li> <li>• Readers should be aware of bias in a narration that may imply a lack of accuracy in the development of a piece of</li> </ul>
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<ul style="list-style-type: none"> <li>• A narrator may be deemed reliable via the identification of the complexity of detail and vivid description of events within a narrative.</li> <li>• A text should present a clear, consistent perspective to present the depth of a social, political, or cultural circumstance or value.</li> <li>• A reader's interpretation is affected by the events of a novel or drama's resolution to conflict(s).</li> </ul>	<p>literature. Thus, the reliability of a narrator may influence a reader's understanding of a character's motives.</p> <ul style="list-style-type: none"> <li>• Contrasting perspectives can occur within a novel and contribute to the complexity of meaning of the work as a whole.</li> <li>• Readers' interpretations are frequently impacted by a character change (or lack thereof) and the meaning conveyed by such development.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The hero's journey is a situational or narrative archetype that can be applied to other forms of literature such as drama.</li> <li>• Literary devices develop plot and theme to incite reader interpretation and reflection</li> <li>• Cultural language, customs, and past times can provide perspective and abstract meaning to a work of literature</li> <li>• Historical criticism includes facts about an author's life, influences, and time to uncover meaning in a work of literature.</li> <li>• Literary devices and techniques express abstract ideas and perspectives within the elements of plot structure.</li> <li>• Motifs in literature establish symbolic meaning that contributes to thematic understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>• Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>• Identify and apply key concepts of analysis to various forms and genres of literature.</li> <li>• Evaluate or describe the author's influence via social structures and cultural values</li> <li>• Apply key concepts to analysis of print and web media</li> <li>• Synthesize understanding of key concepts via informative and summative writing (i.e. final essay)</li> <li>• Evaluate and cite textual evidence to support a position</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• agha</li> <li>• allusion</li> <li>• analysis</li> <li>• autobiography</li> <li>• baba</li> <li>• characterization</li> <li>• creative nonfiction</li> <li>• diction</li> <li>• foil</li> <li>• Hazara</li> <li>• irony</li> <li>• Islam</li> <li>• jan</li> </ul>	<ul style="list-style-type: none"> <li>• kite running</li> <li>• legend</li> <li>• Mecca</li> <li>• memoir</li> <li>• mood</li> <li>• motif</li> <li>• Muslim</li> <li>• myth</li> <li>• naan</li> <li>• narrative technique</li> <li>• Pashtun</li> <li>• plot</li> <li>• post modernism</li> </ul>	<ul style="list-style-type: none"> <li>• sahib</li> <li>• Sunni/ Shi'a</li> <li>• symbolism</li> <li>• Taliban</li> <li>• Taliban</li> <li>• talk-story</li> <li>• theme</li> <li>• tone</li> <li>• varied text and cultural specific vocabulary</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Historical Analysis)
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**Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:**

*The Kite Runner, The Woman Warrior, Born a Crime, How to Read Literature Like a Professor, Adventures in English Literature, Athena Edition*

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**Created By: Michael Andreoli**

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## Academic World Literature

### Grade 12

### Unit 6 of 6

**Course/Subject: Academic  
World Literature**

**Grade: 12**

**Suggested Timeline:  
4-5 weeks**

#### Grade Level Summary

Analyzing world literature from the Middle Ages of the Anglo-Saxons 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 with 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.

#### Grade Level Units

- Unit 1: The Hero's Journey in Literature
- Unit 2: The Tragic Hero
- Unit 3: The Romantic/Byronic Hero
- Unit 4: The Anti-Hero
- Unit 5: The Unlikely Hero
- **Unit 6: Archetypes**

#### Unit Title

Unit 6: Archetypes

#### Unit Summary

Students will comprehend and analyze varied time period literature and cultures in the world with the purpose of refining formal reading, writing, speaking, and listening skills with awareness of the 8 C's. Additionally, the unit will involve supplemental assessments to differentiate between academic and honor sections of the course of study.

Students will review and refine their mastery of the hero's journey and types of literary heroes by applying the concept of archetypes and motifs to the primary contemporary unit text such as *The Kite Runner*, *The Woman Warrior*, or *Born a Crime* and managed choice of other texts studied throughout the year to identify comparisons and contrasts that emphasize the universality of patterns, characterization, conflict/circumstances, and themes that transcend time, culture, and genre.

Throughout reading, students will continue to build on their personal philosophy through formative assessment and reflection within the unit that provides multiple opportunities for students to comprehend plot, evaluate historical and cultural context, analyze narrative perspective, and reflect on personal reaction and interpretation from the text applied to their own system of beliefs and values.

Students will showcase a culminating understanding of essential course concepts that serves to provide a cohesive response to a reoccurring essential question, "How can the study of world literature reflect human relationships and the Profile of a Graduate?" through development of a final informative speech. Students will demonstrate proficient reading comprehension, analysis,

	<p>interpretation, citation, and public speaking skills by researching and organizing a “Philosophy of Life” informative speech supported by varied course literature.</p> <p>Students will engage in research that uses cited, self-selected evidence from the varied course literature applied to their personal interpretation, “life philosophy” that includes commentary which civilly elaborates on their personal journey, values, and beliefs that compares or contrast to authors’ perspectives, character development, plot, and themes studied throughout the school year.</p>
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<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can the study of world literature reflect human relationships and the Profile of a Graduate?</li> <li>2. How does the author use literary devices to develop plot and theme?</li> <li>3. How does an author’s or narrator’s perspective limit or enhance a text’s structure and development?</li> <li>4. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>5. How can a reader identify commonalities in or between texts despite different cultural perspectives, literary movements, or time periods?</li> <li>6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The hero’s journey provides a framework for identifying a text’s structure, development, characters, and themes</li> <li>2. Comparison and contrast of varied cultural literary pieces provide for deep analysis of social, political, or moral concerns.</li> <li>3. Historical background and influences are essential for understanding authors’ purpose and theme.</li> <li>4. Identification of literary devices and techniques specific to a literary time period or genre allow for rich analysis of fiction and nonfiction.</li> <li>5. MLA/APA Style conventions provide appropriate structure and development of ideas to relay an informational or argumentative message accurately.</li> <li>6. Effective formal public speaking skills in small and large groups are enhanced through the speaker’s content, organization, language, and delivery.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
CC.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.
CC.1.2.11–12.D	Evaluate how an author’s point of view or purpose shapes the content and style of a text.
CC.1.4.11–12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
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.

<b>Important Standards Addressed in the Unit:</b>	
CC.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.
CC.1.2.11–12.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.5.11–12.B	Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
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.

Standard - CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
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<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>There is a limited view of a hero.</li> <li>Literary nonfiction does not contain the complexity or value that creative fiction holds.</li> <li>Good public speaking is an innate quality.</li> <li>A reader or audience's associations and prior knowledge of experiences are insignificant to understanding a text.</li> </ul>	<ul style="list-style-type: none"> <li>There are many types of heroes.</li> <li>Literary nonfiction is a valuable resource that frequently fills our daily lives with personal reflection and understanding of perspectives in our world and humanity.</li> <li>Good public speaking skills are developed through content knowledge, effective organization, and awareness of appropriate delivery skills.</li> <li>Comparisons and interpretation from a text may draw on the experiences and associations the readers already has with the characters, settings, events, or other circumstances.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>The hero's journey is a situational or narrative archetype that can be applied to other forms of literature such as drama.</li> <li>Literary devices develop plot and theme to incite reader interpretation and reflection</li> <li>Cultural language, customs, and past times can provide perspective and abstract meaning to a work of literature</li> <li>Literary and other figurative devices and techniques express an author or speaker's perspective and develop and elements of plot.</li> <li>Archetypes showcase universality in literature by identifying common characters, circumstances, or symbols that develop commentary on universal thematic subjects.</li> <li>Literary characteristics, conventions and genres (short story, poetry, non-fiction literature) are significant to an author or speaker's purpose and enhance a reader's evaluation and interpretation of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Identify how the structure and development of a piece of literature impacts comprehension and thematic interpretation.</li> <li>Identify and analyze literary elements and devices in multiple styles and pieces of literature</li> <li>Identify and apply key concepts of analysis of epic poetry and varied world literature.</li> <li>Analyze across forms of literature and texts to compare and contrast characteristics, style, techniques, and themes.</li> <li>Evaluate or describe the author's influence via social structures and cultural values.</li> <li>Apply key concepts to analysis of print and web media</li> <li>Synthesize understanding of key concepts via informative and summative writing (i.e. final essay)</li> <li>Evaluate and cite multiple sources to support a position or interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply effective elements of public speaking to deliver a cohesive message to an audience.</li> </ul>	
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• allusion</li> <li>• analysis</li> <li>• apartheid</li> <li>• archetypal analysis</li> <li>• archetype</li> <li>• articulation</li> <li>• audience demographics</li> <li>• autobiography</li> <li>• catharsis</li> <li>• citation</li> <li>• commentary</li> <li>• credibility</li> <li>• cultural sensitivity</li> <li>• delivery; delivery cues</li> <li>• democracy</li> </ul>	<ul style="list-style-type: none"> <li>• discrimination</li> <li>• enunciation</li> <li>• eye contact</li> <li>• fluency</li> <li>• imagery</li> <li>• listening (active, appreciative, constructive)</li> <li>• memoir</li> <li>• mood</li> <li>• motif</li> <li>• movement (platform movement)</li> <li>• narrative technique</li> <li>• narrator</li> <li>• nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• organization/order (causal, chronological, etc...)</li> <li>• pacing</li> <li>• paradox</li> <li>• paraphrase</li> <li>• perspective</li> <li>• retrospective (first person)</li> <li>• symbolism</li> <li>• text specific vocabulary</li> <li>• theme</li> <li>• tone</li> <li>• volume</li> <li>• Xhosa</li> </ul>
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#### Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> <li>• Unit Exam/Quizzes</li> <li>• Socratic Seminar/Discussion</li> <li>• Student Responses/Portfolio (Philosophy of Life Speech)</li> </ul>
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#### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

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#### Additional Resources:

*Born a Crime, The Woman Warrior, The Kite Runner; Adventures in English Literature, Athena Edition, How to Read Literature Like a Professor*

**Created By: and Michael Andreoli**

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