		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 1</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>3 weeks</b>

<b>Grade Level Summary</b>	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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21 <sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.
<b>Grade Level Units</b>	<b>Unit 1: The Hero's Journey in Literature</b> Unit 2: The Tragic Hero Unit 3: The Romantic/Byronic Hero Unit 4: The Anti-Hero Unit 5: Archetypes Unit 6: The Unlikely Hero

<b>Unit Title</b>	Unit 1: The Hero in Literature
	<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.</p> <p>Students will master identification of cultural and literary conventions in the Middle Ages such as <i>Beowulf</i> and the <i>Canterbury Tales</i> and supplemental material. Specifically, students will analyze varied styles of Old English literature to identify major themes and compare and contrast with a different culture or piece of literature. Students will also read <i>The Kite Runner</i> which is an example of the Modern Age as an example for the hero's journey. Therefore, this unit will comprise of British literature and Middle Eastern cultures from the beginning of time and modern age to compare and contrast time periods and types of heroes.</p> <p>The unit will culminate with a formal essay/ criticism in APA style with awareness of the formal writing process. The topic of this essay links student's individual career exploration with the hero's journey.</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 the author use literary devices to develop plot, theme, and character development?</li> <li>3. How does literature from the Middle Ages and Modern Age convey cultural norms and behaviors?</li> <li>4. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>5. 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</li> <li>2. Middle Ages Background</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</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 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.

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### 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.1.4.11–12.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.

Misconceptions:	Proper Conceptions:
<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> <li>The Middle East is a homogenous anti-American culture.</li> </ul>	<ul style="list-style-type: none"> <li>There are many types of heroes who follow a specific heroic journey pattern</li> <li>There are many commonalities between Old English culture and the twenty-first century</li> <li>The Middle East has many different cultures, ethnicities, and world views.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The hero's journey</li> <li>Epic poetry conventions</li> <li>Figurative devices</li> <li>Author and Historical Background</li> <li>Anglo-Saxon and Medieval Literary characteristics, conventions and genres (lyrical poetry), culture</li> <li>Afghanistan &amp; Pakistan characteristics, conventions, culture</li> <li>Kite running</li> <li>Afghanistan lingo/ terminology</li> <li>Career exploration</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary.</li> <li>Identify and apply key concepts to analysis of epic poetry and varied world literature</li> <li>Evaluate or describe the author's influence social structures and cultural values</li> <li>Synthesize understanding of key concepts via informative and summative writing (i.e. heroic career 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>Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness</li> <li>Engaging civil discourse as an effective speaker or audience member</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Venerable Bede</li> <li>Scop</li> <li>Gleeman</li> <li>Kenning</li> <li>Elegy</li> <li>Epic poem</li> <li>Folk epic</li> <li>Parallelism</li> </ul>	<ul style="list-style-type: none"> <li>Literary devices (varied)</li> <li>Fate</li> <li>Feudal system</li> <li>Common law</li> <li>Law of primogeniture</li> <li>Ordeals</li> <li>Magna Carta</li> </ul>	<ul style="list-style-type: none"> <li>Kite running</li> <li>Pakistan/ Afghanistan &amp; culture</li> <li>Afghan traditions</li> <li>Government expectations</li> <li>Taliban</li> <li>Islam</li> <li>Muslim</li> <li>Sunni/ Shi'a</li> <li>Pashtun</li> </ul>
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<ul style="list-style-type: none"> <li>• Anglo-saxon hero</li> </ul>		<ul style="list-style-type: none"> <li>• Hazara</li> <li>• Mecca</li> <li>• Taliban</li> <li>• jan</li> <li>• baba</li> <li>• agha</li> <li>• sahib</li> <li>• Naan</li> </ul> <p>Stages of the Hero's Journey various film techniques such as angle, shot, composition, lighting, etc.</p>
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Formal Written Responses (i.e. Heroic Career Essay &/or criticism)
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#### **Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
  - Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums
  - Interpreting an artist's message through film techniques
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#### **Additional Resources:**


The following list is optional and not limited to:

*Beowulf*, *The Canterbury Tales*, "The Seafarer," riddles, *The Kite Runner*, *How to Read Literature Like a Professor*, articles

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**Created By: Lynsey McKinley**

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		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 2</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>9 weeks</b>

<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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21<sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.</p>
<b>Grade Level Units</b>	<p>Unit 1: The Hero's Journey in Literature</p> <p><b>Unit 2: The Tragic Hero</b></p> <p>Unit 3: The Romantic/Byronic Hero</p> <p>Unit 4: The Anti-Hero</p> <p>Unit 5: Archetypes</p> <p>Unit 6: The Unlikely Hero</p>

<b>Unit Title</b>	Unit 2: The Tragic Hero
	<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.</p> <p>Students will master identification of cultural and literary conventions in the Renaissance including drama (<i>Hamlet</i> and/or <i>Macbeth</i>) and varied poetic forms (i.e. Shakespearean Sonnet, <i>Paradise Lost</i>, and <i>The Inferno</i>/ "Genesis"). Some cultures primarily explored in this unit include British and Italian. Students will also parallel these readings with other cultural pieces that exhibit a tragic hero.</p> <p>The unit will culminate with a formal essay/ criticism in APA style with awareness of the formal writing process in addition to a project that combines learned material with the 8Cs. This project will utilize technology and digital media. Additionally, students will practice blogging and possibly social media presence as learning opportunities.</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 the author use literary devices to develop plot and theme in drama, sonnet, and Puritan literature?</li> <li>3. How can literature that focuses on a tragic hero convey cultural norms and behaviors?</li> <li>4. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>5. 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/ tragic hero</li> <li>2. Renaissance and Puritan Background</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA Style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</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.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Literature involving death and Hell are merely morbid and unstructured</li> <li>Shakespearean language is unrelatable to the 21<sup>st</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>Literature of these themes normally seek to teach readers deeper lessons to better themselves</li> <li>Shakespearean language has inspired many contemporary English expressions including humor and wit and has endless commonalities/ relations to the 21<sup>st</sup> century</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The hero's journey</li> <li>Renaissance and Puritan poetic conventions</li> <li>Figurative devices</li> <li>Author and Historical Background</li> <li>Renaissance and Puritan Literary characteristics, conventions and genres (drama, sonnet, epic poetry)</li> <li>Blogging &amp; social media presence</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary.</li> <li>Identify and apply key concepts to analysis of varied poetry, drama, and world literature</li> <li>Evaluate or describe the author's influence on social structures and cultural values</li> <li>Synthesize understanding of key concepts via informative and summative writing (i.e. literary criticism).</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>Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness</li> <li>Engaging civil discourse as an effective speaker or audience member</li> </ul>

Academic Vocabulary:		
<ul style="list-style-type: none"> <li>Renaissance</li> <li>Couplet</li> <li>Quatrain</li> <li>Octave</li> <li>Sestet</li> <li>Volta</li> <li>Sonneto</li> <li>Petrarchan</li> </ul>	<ul style="list-style-type: none"> <li>Literary devices</li> <li>Text specific vocabulary</li> <li>Comic relief</li> <li>Elements of plot diagram</li> <li>Irony (dramatic, verbal, situational)</li> <li>Tragedy (Shakespearean)</li> <li>Tragic Hero</li> </ul>	<ul style="list-style-type: none"> <li>Epithet</li> <li>Felix culpa</li> <li>Unholy trinity</li> <li>Divine comedy</li> <li>Allegory</li> <li>Terza rima (Inferno)</li> </ul>

<ul style="list-style-type: none"> <li>• Shakespearean</li> <li>• Spencerian</li> <li>• Drama terms (varied: i.e. soliloquy, aside...)</li> </ul>	<ul style="list-style-type: none"> <li>• Supernatural</li> <li>• Epic</li> </ul>	<ul style="list-style-type: none"> <li>• various film techniques such as angle, shot, composition, lighting, etc.</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Formal Written Responses (i.e. Literary Criticism)
  - Managed Choice Technology & Digital Media Project (i.e. Cube Project and/or Levels of Hell project)
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#### **Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
  - Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums
  - Interpreting an artist's message through film techniques
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#### **Additional Resources:**

The following list is optional and not limited to:


*Hamlet, Macbeth, Genesis, Paradise Lost, Inferno*, various sonnets, *How to Read Literature Like a Professor*, articles

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**Created By: Lynsey McKinley**

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		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 3</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>6 weeks</b>

<b>Grade Level Summary</b>	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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21 <sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.
<b>Grade Level Units</b>	Unit 1: The Hero's Journey in Literature Unit 2: The Tragic Hero <b>Unit 3: The Romantic/Byronic Hero</b> Unit 4: The Anti-Hero Unit 5: Archetypes Unit 6: The Unlikely Hero

<b>Unit Title</b>	Unit 3: The Romantic/Byronic Hero
	<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.</p> <p>Students will master identification of cultural and literary conventions in the Romantic time period and world literature via managed choice. Specifically, students will select a time period novel such as <i>Pride and Prejudice</i> or <i>Jane Eyre</i> to comprehend and analyze for plot, character development, theme, historical relevance/significance, author's purpose, and literary elements and significance. Half of the class will read the first novel and the other class will read the second novel; both groups will share information about their novel with one another. The unit will culminate with a student-led lesson/presentation showcasing mastery of these literary skills. They will also parallel these readings with other cultural pieces that exhibit a romantic/ byronic hero.</p> <p>The unit will culminate with a collaborative formal student-run lesson teaching various aspects of their chosen piece of literature. The lesson should utilize digital media and technology. Additionally, since both novels include letter writing and appropriate ways to correspond with one another,</p>

	students will practice 21 <sup>st</sup> century e-mail etiquette by corresponding with members of the community and school district.
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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 in novels?</li> <li>3. How does literature denote romantic/ byronic heroes that convey cultural norms and behaviors?</li> <li>4. How does organization impact delivery and clarity of a verbal message?</li> <li>5. 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/ romantic &amp; byronic</li> <li>2. Romantic historical background and influences</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</li> </ol>
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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.1.5.11–12.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.1.4.11–12.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.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Two novels, even if from the same time period, cannot be read simultaneously to effectively compare and contrast</li> <li>Love and passion can be misunderstood by the label of the Romantic time period</li> </ul>	<ul style="list-style-type: none"> <li>Most literature of specific time periods have commonalities in historical references and character traits</li> <li>The Romantic time period emphasizes imaginative medieval tales of knightly adventure as well as a charming, magical world idealized through human emotion and intellect.</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</li> <li>Romantic and historical influences</li> <li>Romantic Literary Themes</li> <li>Constructing and conveying a lesson for an authentic audience</li> <li>Figurative devices</li> <li>Review and presentation of literary characteristics, conventions and genres (novels, poetry, and short story)</li> <li>Email etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary.</li> <li>Identify and apply key concepts to analyze novels, short stories, and poetry</li> <li>Evaluate or describe the author's influence on social structures and cultural values</li> <li>Synthesize understanding of key concepts via teaching a lesson with best practices</li> <li>Evaluate and cite multiple sources to support a position</li> <li>Engage in active listening through effective note-taking</li> <li>Analyze basic film techniques to identify director's central idea</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing or speaking to suit a particular audience or purpose</li> <li>Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness</li> <li>Engaging in civil discourse as an effective speaker, group member, or audience member</li> </ul>

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**Academic Vocabulary:**

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| <ul style="list-style-type: none"><li>• Romanticism</li><li>• French Revolution</li><li>• Napoleonic Wars</li><li>• Steam engine</li><li>• Regency period</li><li>• George III</li><li>• Agricultural revolution</li><li>• Industrial revolution</li><li>• French revolution</li><li>• Laissez-faire</li><li>• Sensationalism</li><li>• Satirical epic</li></ul> | <ul style="list-style-type: none"><li>• Varied text vocabulary</li><li>• Age of Reason</li><li>• Industrial revolution</li><li>• Varied literary devices</li><li>• 19<sup>th</sup> century women</li><li>• Female maturity &amp; rights</li><li>• Social prejudices &amp; injustices</li><li>• Romantic fantasy</li><li>• chivalry</li><li>• Law of Primogeniture</li></ul> | <ul style="list-style-type: none"><li>• supernatural</li><li>• pride/ prejudice</li><li>• Novel of Manners</li><li>• courtship</li><li>• satire</li><li>• various film techniques such as angle, shot, composition, lighting, etc.</li></ul> |
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**Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
- Socratic Seminar/Discussion
- Formal Presentation (Lesson)
- Managed Choice Writing Assignment
- E-mail etiquette

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**Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
- Formal speaking assessments will improve students' abilities to communicate in multiple academic and social forums
- Interpreting an artist's message through film techniques

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**Additional Resources:**


The following list is optional and not limited to:

*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*, articles

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**Created By: Lynsey McKinley**

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		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 4</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>9 weeks</b>

<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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21<sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.</p>
<b>Grade Level Units</b>	<p>Unit 1: The Hero's Journey in Literature  Unit 2: The Tragic Hero  Unit 3: The Romantic/Byronic Hero  <b>Unit 4: The Anti-Hero</b>  Unit 5: Archetypes  Unit 6: The Unlikely Hero</p>

<b>Unit Title</b>	Unit 4: The Anti-Hero
	<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.</p> <p>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. Specifically, students read and analyze George Orwell's <i>1984</i> and other appropriate texts to comprehend and analyze for plot, character development, theme, British historical relevance/significance, author's purpose, and literary elements. They will also parallel these readings with other cultural pieces that exhibit the anti-hero.</p> <p>The unit will culminate with a formal essay/ criticism in APA style with awareness of the formal writing process. Because Orwell writes his novel to warn readers of the future of governmental control and to better our current society, students may write a grant or other form of submission to improve an organization, etc.</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 the author use literary devices to develop plot and theme in drama, sonnet, and modern literature?</li> <li>3. How does literature denote anti-heroes that convey cultural norms and behaviors?</li> <li>4. How does an author use literature to criticize society?</li> <li>5. 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/anti-hero</li> <li>2. historical background and influences</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA Style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</li> </ol>
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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.

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**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.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.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>• Anti-heroes are villains and tyrants</li> <li>• Governments, security platforms, and agencies can be blindly trusted.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-heroes can be those who merely lack conventional attributes of a hero, yet have good intentions, and usually fail their quest in the end</li> <li>• Citizens should think critically about freedom and security.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The hero's journey</li> <li>• modern historical influences</li> <li>• moral criticism</li> <li>• Satirical Themes</li> <li>• Propaganda</li> <li>• Anti-hero</li> <li>• dystopia</li> <li>• Contradictions/paradox</li> <li>• Psychological cleansing</li> <li>• Surveillance</li> <li>• Language</li> <li>• doublethink</li> <li>• Figurative devices</li> <li>• Review and presentation of literary characteristics, conventions and genres</li> <li>• Grant writing/ formal submission</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of author's experience and current events to identify, define key concepts and vocabulary.</li> <li>• Identify and apply key concepts to analyze novels</li> <li>• Evaluate or describe the author's influence on social structures and cultural values</li> <li>• Synthesize understanding of key concepts via teaching a lesson with best practices</li> <li>• Evaluate and cite multiple sources to support a position</li> <li>• Analyze basic film techniques to identify director's central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing or speaking to suit a particular audience or purpose</li> <li>• Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness</li> <li>• Engage in civil discourse as an effective speaker, group member, or audience</li> </ul>

Academic Vocabulary:		
<ul style="list-style-type: none"> <li>• The hero's journey</li> <li>• Modern historical influences</li> <li>• Moral criticism</li> <li>• Satirical themes</li> <li>• Propaganda techniques</li> <li>• Anti-hero</li> <li>• Dystopia/ utopia</li> <li>• Contradictions/paradox</li> </ul>	<ul style="list-style-type: none"> <li>• Surveillance</li> <li>• Language</li> <li>• Doublethink</li> <li>• Figurative devices</li> <li>• Review and presentation of literary characteristics, conventions and genres</li> <li>• Orwellian</li> </ul>	<ul style="list-style-type: none"> <li>• Proletarian</li> <li>• Newspeak</li> <li>• various film techniques such as angle, shot, composition, lighting, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Psychological cleansing</li> </ul>	<ul style="list-style-type: none"> <li>• Totalitarian</li> </ul>	
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Formal Writing Assignments (i.e. moral criticism and analytical)
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#### **Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
  - Modern current events will provide an opportunity for students to connect author's satirical stance with real life
  - Interpreting an artist's message through film techniques
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#### **Additional Resources:**


The following list is optional and not limited to:  
*1984*, *How to Read Literature Like a Professor*, articles

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**Created By: Lynsey McKinley**

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		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 5</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>5 weeks</b>

<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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21<sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.</p>
<b>Grade Level Units</b>	<p>Unit 1: The Hero's Journey in Literature  Unit 2: The Tragic Hero  Unit 3: The Romantic/Byronic Hero  Unit 4: The Anti-Hero  <b>Unit 5: Archetypes</b>  Unit 6: The Unlikely Hero</p>

<b>Unit Title</b>	Unit 5: Archetypes
	<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.</p> <p>Students will read and interpret the novel, <i>Born a Crime</i> to analyze African culture in comparison with the other texts and the happenings of the world. Students will also master identification of cultural and literary conventions in the Restoration time period and world literature via managed choice. Specifically, students will select a time period short story or other appropriate text to comprehend and analyze for plot, character development, theme, historical relevance/significance, author's purpose, and literary elements and significance. They will also parallel these readings with other cultural pieces that exhibit archetypes.</p> <p>The unit will culminate with a literary criticism and/or collaborative presentation with an emphasis on technology. Additionally, since the author, Trevor Noah, betters himself by furthering his education in the novel, students will write and edit college essays and scholarship essays.</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 the author use literary devices to develop plot and theme in short stories and other fictional texts?</li> <li>3. How does literature denote archetypes that convey cultural norms and behaviors?</li> <li>4. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>5. 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</li> <li>2. Restoration historical background and influences</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA Style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</li> </ol>
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.

#### Important Standards Addressed in the Unit:

CC.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.
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.

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a limited view of a hero</li> <li>• An archetype (universal symbol) can only be an object as a symbol.</li> </ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"> <li>• There are many types of heroes</li> <li>• An archetype can be a character, theme, setting, or concrete/ abstract symbols.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The hero's journey</li> <li>• Restoration and historical influences</li> <li>• Restoration Literary Themes</li> <li>• Archetype. Sympathetic villain</li> <li>• Figurative devices</li> <li>• Review and presentation of literary characteristics, conventions and genres (short story, poetry, non-fiction literature)</li> <li>• College &amp; scholarship essays</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary.</li> <li>• Identify and apply key concepts to analyze short stories, poetry, or non-fiction literature</li> <li>• Evaluate or describe the author's influence on social structures and cultural values</li> <li>• Synthesize understanding of key concepts via informative speaking</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 or speaking to suit a particular audience or purpose</li> <li>• Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness</li> <li>• Engaging civil discourse as an effective speaker or audience member</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• Restoration</li> <li>• Stratified class system</li> <li>• Varied text vocabulary</li> <li>• Age of Reason</li> <li>• Satire</li> <li>• Age of Johnson</li> <li>• Industrial revolution</li> <li>• Varied literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• Archetype</li> <li>• Apartheid</li> <li>• South Africa</li> <li>• South Africa's National Party</li> <li>• Nelson Mandela</li> <li>• Xhosa</li> <li>• Zulu</li> </ul>	<ul style="list-style-type: none"> <li>• Racial classification</li> <li>• Interracial marriage &amp; legislation</li> <li>• African stereotypes</li> <li>• hip-hop &amp; African music</li> <li>• comedy/ wit</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>• Formal Presentation</li> <li>• Managed Choice Project</li> <li>• Literary Criticism</li> <li>• College essay &amp; scholarship</li> </ul>
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**Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
- Formal speaking assessments will improve students' abilities to communicate in multiple academic and social forums

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**Additional Resources:**


The following list is optional and not limited to:

*Born a Crime*, "A Modest Proposal, Journal of a Plague Year, The Diary of Samuel Pepys, Gulliver's Travels, The Rape of the Lock, To a Mouse, To the Ladies, Slavery (a poem), Pope's Epigrams," *How to Read Literature Like a Professor*, articles

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**Created By: Lynsey McKinley**

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		<b>World Literature</b>  <b>Grade 12</b>  <b>Unit 6</b>
<b>Course/Subject:</b> <b>World Literature</b>	<b>Grade: 12</b>	<b>Suggested Timeline:</b> <b>8 weeks</b>

<b>Grade Level Summary</b>	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. Cultures include American, British, Chinese, Arabian, and African to name a few. Integral parts of this course include the following: close reading, literary analysis, analytical writing with the integration of textual evidence in APA format, speeches, class discussion, and online participation. The world literature curriculum also gives students the opportunity to experience career exploration, write scholarship and college essays, and practice 21 <sup>st</sup> century skills such as e-mail etiquette, social media presence, blogging, technology enhancement, and possibly grant writing.
<b>Grade Level Units</b>	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: Archetypes <b>Unit 6: The Unlikely Hero</b>

<b>Unit Title</b>	Unit 6: The Unlikely Hero
	<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.</p> <p>Students will read and analyze <i>The Woman Warrior</i> to explore Chinese culture. Through the main character's story, students will identify their Philosophy of Life. Through students' self-reflection, similarities and differences will denote them as an unlikely hero, similar to the characters from the novel. They will also parallel these readings with other cultural pieces that exhibit the unlikely hero.</p> <p>The unit will culminate with a formal philosophy of life speech and essay in multiple modes in APA style with awareness of the formal writing process.</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 the author use literary devices to develop plot and theme?</li> <li>3. How does literature denote an unlikely hero that conveys cultural norms and behaviors?</li> <li>4. How do the formal writing conventions assist in articulating different cultural heroic journeys?</li> <li>5. 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</li> <li>2. Middle Eastern Background &amp; Cultural Pastimes</li> <li>3. Comparison/Contrast varied cultural literary pieces</li> <li>4. Identification of literary devices specific to a literary time period</li> <li>5. APA style conventions</li> <li>6. Effective communication skills in small and large groups and on the student portal</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.D	Evaluate how an author's point of view or purpose shapes the content and style of a text
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.1.3.11–12.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.1.5.11–12.C	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Important Standards Addressed in the Unit:

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.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.1.5.11–12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Everyday people are not heroes.</li> <li>• Chinese people have nothing in common with Americans.</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 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>	<ul style="list-style-type: none"> <li>• Everyone can be heroic, even an unlikely person, in his own way.</li> <li>• There are many commonalities between Chinese and American cultures.</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> <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>

<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</li> <li>• Literary Devices</li> <li>• Chinese ethnicity</li> <li>• Motifs in literature establish symbolic meaning that contributes to thematic understanding.</li> <li>• Historical Criticism</li> <li>• Author's style informative essay</li> <li>• How to read literature like a professor</li> <li>• Philosophy of Life</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary.</li> <li>• Apply key concepts to analysis of a contemporary novel and world literature</li> <li>• Synthesize understanding of key concepts via informational text</li> <li>• Evaluate and cite multiple media to support a position</li> <li>• Analyze basic film techniques to identify director's central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</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:**

• China & Chinese culture	• Chinese traditions	• Geishas
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<ul style="list-style-type: none"> <li>• Woman warrior</li> <li>• Ancestral devotion &amp; respect</li> <li>• Supernatural</li> <li>• Chinese superstitions</li> <li>• Mythology</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese marriages</li> <li>• Chinese lineage expectations</li> <li>• Communism &amp; government</li> </ul>	<ul style="list-style-type: none"> <li>• Korean war</li> <li>• Reincarnation</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Formal Essay (i.e. Philosophy of Life &/or Foster's style essay)
  - Culminating Project (i.e. Philosophy of Life Speech)
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#### **Interdisciplinary Connections:**

- The historical and cultural lens of the unit applies to understanding and impact of a society's culture on literature and values
  - Formal speaking assessments will improve students' abilities to communicate in multiple academic and social forums
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#### **Additional Resources:**

The following list is optional and not limited to:

*The Woman Warrior, How to Read Literature Like a Professor.* articles

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**Created By: Lynsey McKinley**

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