



RADNOR TOWNSHIP SCHOOL DISTRICT  
Course Overview

World Literature – College Prep  
Course # 05010124



**General Information:**

Credits: 1.0  
Weighted: No  
Prerequisite: N/A

Length: Full Year  
Format: Meets Daily  
Grade: 10

**Course Description:**

This course is designed to hone comprehension, writing, and study skills through an exploration of literary pieces from around the world. A directed reading approach to literature drawn from a variety of cultures and genres is stressed. Similarly, the course provides carefully structured experiences to improve skills in speaking, vocabulary, writing, and critical thinking. A major goal is production of the five paragraph essay. Library work helps students improve their ability to find, evaluate, and use appropriate resources; in producing the required controlled research paper, students focus on the development of a thesis, note-taking, outlining, and basic documentation.

The curriculum for this course is aligned to the Pennsylvania Core Standards in order to prepare the students to be successful on the Literature Keystone Exams.

**Course Objectives:**

**SKILLS**

*Students will be able to:*

1. Use strategies before, during, and after reading to aid in the construction and enhancement of meaning.
2. Cite strong and thorough textual evidence to support analysis of fiction and/or non-fiction texts and be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances.
3. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific detail; provide an objective summary of the text.
4. Identify and explain the significance of the essential literary elements of novels, poems, and short stories (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).
5. Analyze how complex characters develop over the course of a text.
6. Identify and analyze common archetypes in literature and poetry.
7. Determine the point of view of the text and analyze its impact on the meaning of the text.
8. Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material.
9. Determine the meaning of words and phrases as they are used in the text, including figurative,

connotative, and technical meanings.

10. Analyze the impact of specific word choice on meaning and tone.
11. Identify and analyze the effectiveness of bias and propaganda techniques in nonfiction text; Evaluate the use of rhetorical devices in speeches, essays, and literature.
12. Identify types of drama (i.e. comedy, tragedy) and explain the function of essential dramatic elements and/or devices in the writer's craft (i.e. soliloquy, dialogue, aside, act, scene, stage cues).
13. Discuss and analyze historical and literary significance of selected works, including how they address related themes and concepts.
14. Participate in discussions and draft writing which demonstrate an understanding of diverse cultural perspectives.
15. Engage in informal writing assignments (i.e. reader response, freewriting, focused freewriting, prediction, response journals, dialectical notebook entries, and other pieces of writing).
16. Develop and analyze a written response with relevant, well-chosen, and sufficient textual evidence, concrete details, quotations, examples, and/or other information.
17. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
18. Write several rough drafts of a paper to achieve clarity and depth of content or to improve style and mechanics.
19. Engage critically and constructively in oral exchanges of ideas (i.e. class discussions, peer group assignments, panel discussions).
20. Deliver a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience.
21. Identify audience and purpose for research product; identify key words, synonyms, indexes, and text features; use Boolean logic, cross referencing, and advanced searches.
22. Locate primary and secondary resources for appropriate use; evaluate sources for relevancy, reliability, and diversity; identify essential information within the resource; synthesize information from multiple sources.
23. Engage in formal writing assignments that require use of all stages of the writing process.
24. Present information, findings, and supporting evidence appropriate to purpose, audience, and task.

### ***Common Assessments:***

#### **Common Assessments: (Required by all 10th graders)**

1. Classroom Diagnostic Testing (CDTs)
2. Fiction Analysis – Cold passage with objective questions (released Keystone items)
3. Nonfiction Analysis - Cold passage with objective questions (released Keystone items)
4. Keystone Literature Exam

## Major Units of Study:

- Unit 1 – Fiction Analysis
- Unit 2 – Nonfiction Analysis
- Unit 3 – Thematic & Poetry Analysis
- Unit 4 – Influence of Rhetorical Devices on the Audience
- Unit 5 – Writing the Research Paper

Other possible vocabulary, grammar, and independent reading units will vary by teacher.

## Materials & Texts:

### Common Texts and Resources (used by 10<sup>th</sup> graders)

- *Night* by Elie Wiesel
- Middle Eastern Poetry
  - “Tourists” and “I, May I Rest in Peace” by Yehuda Amichai
  - “Identity Card” and “Words” by Mahmoud Darwish

**Supplementary Texts and Materials:** The following are anticipated materials and texts. Additions and/or deletions are possible.

- At least one classic drama from the following:
  - Sophocles. *Antigone*
  - Shakespeare. *A Midsummer Night's Dream*
  - Shakespeare. *Julius Caesar*
- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*
- Horwitz, Tony. *Baghdad without a Map*
- Achebe, Chinua. *Things Fall Apart*
- Takeyama, Michio. *The Harp of Burma*
- Mishima, Yukio. *The Sound of Waves*
- Markandaya, Kamala. *Nectar in a Sieve*
- Hesse, Herman. *Siddhartha*
- Remarque, Erich Maria. *All Quiet on the Western Front*
- Orwell, George. *Animal Farm*
- Marquez, Gabriel Garcia. *Chronicle of a Death Foretold*
- Coelho, Paulo. *The Alchemist*
- Satrapi, Marjane. *Persepolis*
- Shelley, Percy Bysshe. “Ozymandias”

### Other Resources

- Repetto, Ellen and Jane E. Aaron. *Common Threads: Core Readings by Method and Theme*
- Textbook – *Literature Timeless Voices, Timeless Themes (Prentice Hall)*
- Killgallon, Don. *Sentence Composing for High School*
- Killgallon, Don and Jenny Killgallon. *Grammar for High School: A Sentence-composing Approach*
- Noodle Tools

## Summer Assignment:

Radnor High School publishes an annual summer reading list. Students should refer to the Radnor High School English web page for summer reading expectations.