



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview



World Literature Honors
Course # 05010120

General Information

Credits: 1.0
Weighted: Yes
Prerequisite: Teacher Recommendation

Length: Full Year
Format: Meets Daily
Grade: 10

Course Description

This course stresses two important areas for the well-rounded English student: extensive study of world literature and intensive practice in a variety of writing forms and styles. Units of study, organized by region or by theme, focus on literature in a variety of genres to investigate the different treatment of universal themes across cultures and time periods. Students are expected to think and read independently as well as analyze ideas and information in mature expository and creative essays. A controlled research paper focusing on the development of an original thesis, note-taking, outlining, and basic documentation skills is required.

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
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 nonfictional texts.
12. Evaluate the use of rhetorical devices in speeches, essays, and literature.
13. Identify types of drama (i.e. comedy, tragedy) and to explain the function of essential dramatic elements and/or devices in the writer's craft (i.e. soliloquy, dialogue, aside, act, scene, stage cues).
14. Discuss and analyze the historical and literary significance, including how they address related themes and concepts.
15. Participate in discussions, demonstrating an understanding of diverse cultural perspectives.
16. Engage in informal writing assignments (i.e. reader response, free writing, focused free writing, prediction, response journals, dialectical notebook entries).
17. Develop and analyze a written response with relevant, well-chosen, and sufficient textual evidence, concrete details, quotations, examples and/or other information.
18. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
19. Write several rough drafts of a paper to revise clarity and depth of content or to edit style and mechanics.
20. Engage critically and constructively in oral exchanges of ideas (i.e. class discussions, peer group assignments, panel discussions).
21. Deliver a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience.
22. Identify audience and purpose for research product; Identify keywords, synonyms, indexes and text features; use Boolean Logic, cross referencing, and advanced searches.
23. Locate primary and secondary resources for appropriate use; evaluate sources for relevancy, reliability, and diversity; identify essential information within resources; synthesize information from multiple sources.
24. Engage in formal writing assignments that require the use of all stages of the writing process.
25. 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. Text Analysis – Cold Poem and Fictional Passage with objective questions (released Keystone Items)
3. Fiction Analysis – Cold passage with objective questions (released Keystone items)
4. Keystone Literature Exam – Spring

Other Possible Assessments: Other possible assessments will vary by teacher but may include the following:

Independent Reading
Discussion Activities
Vocabulary Assessments
Essays: Analytical, Expository, Reflective, Narrative

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 10th graders):

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

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

- At least one classic drama from the following:
 - Sophocles. *Antigone*
 - Shakespeare, William. *A Midsummer Night's Dream*
 - Shakespeare, William. *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*
- Marquez, Gabriel Garcia. *Chronicle of a Death Foretold*
- Coelho, Paulo. *The Alchemist*
- Ministry, Rohinton. *A Fine Balance* (excerpts)
- Satrapi, Marjane. *Persepolis*
- Shelley, Percy Bysshe. “Ozymandias”
- Camus, Albert. “The Myth of Sisyphus”
- Mistry, Rohinton. *A Fine Balance* (excerpts)
- Satrapi, Marjane. *Persepolis*

Other Possible Resources

- Repetto, Ellen K. and Jane E. Aaron. *Common Threads: Core Readings by Method and Theme*
- Kilgallon, Don. *Sentence. Composing for High School*
- Kilgallon, Don and Kilgallon, Jenny. *Grammar for High School: A Sentence-Composing Approach*

- RHS Library Research Databases
- 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.