

DEPARTMENT: ENGLISH	COURSE TITLE: WORLD OF LITERATURE I COURSE NUMBER: 002
GRADE(S): 9	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Classical Epic	4 weeks	<ul style="list-style-type: none"> <li>Core text: Homer's <i>The Odyssey</i></li> <li>Context: review of Greek mythology (gods and goddesses, Trojan War, myth and culture, oral tradition [Homer as literary artist and performer, evolution of hero stories over time])</li> <li>Plot: <i>in medias res</i> beginning, Telemachy, parallels with Agamemnon story, building of suspense</li> <li>Character: protagonist/antagonists, gender roles, parallel/foil characters, character development</li> <li>Theme: search for identity, fidelity, cultural values (e.g., guest/host relationship, fate vs. human responsibility, familial relationships, homecoming, hubris, hero archetype)</li> <li>Style: epic conventions, (e.g., invocation of the Muse, epic simile, epithets); translation issues</li> </ul>	<ul style="list-style-type: none"> <li>Active reading skills: make personal connections, compare with other texts, use inquiry questions</li> <li>Vocabulary development: acquire new words through context clues, dictionary use, and analysis</li> <li>Close reading of text: analyze author's use of imagery, figurative language, symbolism, plot structure, character development, thematic content</li> <li>Writing to learn: use informal response journal to probe and make connections to readings</li> <li>Analytical writing: write well-organized essays incorporating textual evidence</li> <li>Imaginative writing: write poems, personal narratives, and perspective pieces related to core reading</li> </ul>	<ul style="list-style-type: none"> <li>Informal reading journal responses and contributions to small- and large-group discussions and cooperative learning exercises on plot, character, and theme of <i>The Odyssey</i>.</li> <li>First person essay about a personal odyssey and/or a piece of imaginative writing from the point of view of a character in <i>The Odyssey</i></li> <li>Analytical essay on characters and/or themes of <i>The Odyssey</i>, including evidence from the text</li> <li>Quizzes and/or test on reading comprehension, vocabulary, interpretation, and epic conventions</li> </ul>	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 14, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27
Shakespearean Drama	4 weeks	<ul style="list-style-type: none"> <li>Core text: Shakespeare's <i>Romeo and Juliet</i> or <i>A Midsummer Night's Dream</i></li> <li>Context: Elizabethan England, Renaissance theater, Globe playhouse, Shakespeare biography, authorship controversy</li> <li>Plot: five-act structure (exposition, rising action, climax, falling action, denouement), conventions of tragedy/comedy, interlocking plots, plot sources</li> <li>Character: gender roles, foils and</li> </ul>	Skills outlined in Classical Epic unit plus: <ul style="list-style-type: none"> <li>Dramatic performance: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques</li> <li>Versification: analyze rhythm, rhyme scheme, and sonnet form using correct terminology</li> <li>Media analysis: interpret</li> </ul>	<ul style="list-style-type: none"> <li>Informal reading journal responses and contributions to small- and large-group discussions, and cooperative learning exercises on plot, character, theme, figurative language, and dramatic conventions</li> <li>Dramatic presentation of speeches and/or scenes</li> </ul>	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18 Composition: 19, 21, 22, 23 Media: 27

		<p>counterparts, social strata (royalty, nobility, servants, rustics), character development through dialogue, flat and round characters</p> <ul style="list-style-type: none"> <li>• Theme: fate vs. free will, friendship, the nature of love, familial relationships, duty, law and order, dichotomies (good/evil, old/young, love/hate, light/dark, life/death, internal/external)</li> <li>• Style: figurative language (e.g., simile, metaphor, personification, oxymoron, paradox, pun), imagery, poetic forms (e.g., iambic pentameter, rhymed couplets, sonnet, blank verse), dramatic conventions (e.g., soliloquy, aside, chorus)</li> </ul>	and evaluate film adaptations of script	<p>from the play</p> <ul style="list-style-type: none"> <li>• Imaginative writing based on characters and/or themes in the play</li> <li>• Analytical essay on characters and/or themes of <i>Romeo and Juliet</i>, including evidence from the text</li> <li>• Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, and dramatic conventions</li> </ul>	
Modern Fiction	4 weeks	<ul style="list-style-type: none"> <li>• Core texts: Achebe's <i>Things Fall Apart</i> or Tan's <i>The Joy Luck Club</i>; selected short stories</li> <li>• Context: history and customs, author biographies and intentions, relationship between art and culture (reciprocal influence, individual vs. collective identity, reader response), cultural politics</li> <li>• Plot: time sequence (linear vs. non-linear), plot structure (exposition, climax, resolution), parallel plots and subplots</li> <li>• Character: methods of characterization (description, dialogue, actions), dynamic and static characters, contrasting characters, protagonist/antagonist, modern definitions of heroism</li> <li>• Theme: societal change, cultural boundaries/bridges (culture clash, merging of cultures, cultural vs. personal identity), familial relationships</li> <li>• Style: conventions of the novel and short story, symbolism, point of view, voice, mood and tone, use of proverbs/folktales, culture-specific detail and language</li> </ul>	<p>Skills outlined in Classical Epic unit plus:</p> <ul style="list-style-type: none"> <li>• Elements of fiction: analyze point of view, characterization techniques</li> <li>• Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in international fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Informal reading journal responses and contributions to small- and large-group discussions and cooperative learning exercises on plot, character, theme, point of view, and cultural and historical background</li> <li>• Imaginative writing based on characters and/or themes in the novel</li> <li>• Analytical essay on characters and/or themes of the novel, including evidence from the text</li> <li>• Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, point of view, and stylistic conventions of modern fiction</li> </ul>	<p>Language: 1, 2, 3, 4  Literature: 8, 9, 10, 11, 12, 15, 16, 17  Composition: 19, 21, 22, 23  Media: 27</p>