

Tips on Using this Pacing Guide

To conserve space, we have omitted some guidelines that apply to the teaching of all literary selections. The most important of these components from the English Standards of Learning Scope and Sequence, Grade 10 from the Virginia Department of Education are listed with SOL 10.3:

Apply strategies to aid reading comprehension

- Use before-reading strategies, such as discussions, brainstorming predictions, mapping, and prior knowledge.
- Use during-reading strategies, such as re-reading, tracking main ideas and supporting details, using text structures and formats, writing to learn, interpreting images and ideas.
- Use after-reading strategies, such as summary, connecting ideas with experience, comparing other texts and art forms.

As described above, teachers need to plan ways to tap into the prior knowledge of students when beginning a piece of literature, to help students in the process of reading through the strategies above, and to provide opportunities after reading for students to bring closure to what they have read and also to allow that experience to transition them into their next learning experience. Many of these pre-, during- and after-reading strategies are built into the *Language of Literature: World Literature* textbook anthology and its ancillary materials. Thus, we will not devote significant space to strategies. We expect teachers to utilize the McDougall materials – especially the graphic organizers in the Learning Toolkit – as they teach outside readings as well. Teachers also might consult the Enhanced Scope and Sequence from the Virginia Department of Education for Suggested Activities for Teachers and Suggested Activities for Students. This Enhanced Scope and Sequence is the source of the language used in this Pacing Guide’s “Essential Understandings, Knowledge and Skills” column, and it also informed the “Emphasis At-A-Glance” column. All selections not included in the textbook are available online.

For all writing activities, teachers are expected to review necessary grammar concepts using McDougall Littel grammar resources and/or Writers Inc. Writing components are suggested to complement the literature that is being read. In some cases, continued revision can be enhanced if the writing activity is carried into the next thematic or chronological section.

Teachers should expect to integrate the study of vocabulary into all units.

Teachers should provide their students with a variety of oral presentation and group presentation activities throughout the year to meet the goals of SOLs 10.1 and 10.2.

Technology can be integrated into all units as designed by the teacher. Some activities include word processing (with or without Track Changes), essay organization planning with Inspiration, grammar games, Power Point presentations, United Streaming, and use of the online textbook and class notes pages. WebQuests are one of the many ways to introduce material to students and familiarize them with historical, cultural and author background information for a literary selection. Teachers are encouraged to share WebQuests they have designed with each other.

Teachers have flexibility in how they pair and relate texts, but students must be given several of these opportunities in order to be able to “explain similarities and differences among genres in different cultures,” and students must “examine a literary selection from several different critical perspectives” to fulfill the goals of SOL 10.3.

A note on 3rd and 4th quarters:

Individual teachers may choose one or more works of non-fiction/memoir and/or one or more novels, and these works will vary in their historical time period. In some cases, these choices may be determined by plans for team-teaching. The “Side-by-Side” document shows the breakdown of topics as they are covered in World History classes. In the 4th quarter, World History teachers spend a significant amount of time reviewing for the SOL. During this time, English teachers cover modern and contemporary literature that may not have fit as neatly with history SOLs.

OVERVIEW OF THIS HONORS CURRICULUM GUIDE:

In addition to the literary selections, discussion topics, activities, and writing topics set forth, the following components will be integral parts of each quarter's work:

Literary study:

Literary analysis of each selection will include the listed activities as well as the SOAPSTone strategy (speaker, occasion, audience, purpose, style, and tone) from the AP manual and the reading strategies outlined on 113 of Pre AP, as well as title analysis

Vocabulary study:

Terminology relevant for recent AP English exams

SAT prep vocabulary

Review of Latin and Greek roots, prefixes and suffixes (SAT Success book)

Rhetorical terms commonly used on the SAT and AP exams (Pre AP 123-134)

Poetry terms used on the SAT and AP to aid in analysis

Terms to understand more difficult grammar concepts

Minimum Writing Expectations

Quarter 1: 1 Narrative Essay, 1 Expository essay, and 1 Mini-Research Paper

Quarter 2: 1 Expository Essay, 1 Persuasive Essay, 1 Mini-Research Paper, 1 Literary Analysis Paper, and 1 AP Literature Essay

Quarter 3: 1 Descriptive Essay, 1 Expository Essay, Begin Research Paper, and 1 Literary Analysis Paper, and 1 AP Literature Essay

Quarter 4: 1 Research Paper

Grammar and Writing:

Grammar concepts based on advanced DOL work, levels and types of diction (Pre AP 27-36), syntax and style study (Pre AP 42-53), writing and editing strategies (Pre AP 163-182), as well as techniques of technical writing. Students will also use one of the three activities for self evaluation of their writing (Pre AP 178-180).

Technology use:

Research, word processing, appropriate citation formats, PowerPoint presentations, etc.

**WORLD LITERATURE: 1500 to PRESENT
HONORS CURRICULUM**

****= Honors Extension Activities (Some of these are entire works not taught with the regular classes; some are additional resources and activities for literature taught at both levels.) Unless otherwise noted, page numbers in parentheses refer to the text The Language of Literature: World Literature.**

First Quarter

SOL #	Essential Understandings, Knowledge and Skills	Literary Resource	Emphasis-at-a-Glance + **Honors Discussion Topics and Writing Topics
10.3	-identify recurring cultural themes such as disillusionment with life, creating a perfect society -make predictions, draw inferences, and connect prior knowledge to support reading comprehension -examine a literary selection from several different critical perspectives	<i>from Utopia</i> by Sir Thomas More (796)	-reflecting upon the problems of today's society -Theme: disillusionment with life, creating a perfect society -determine the author's purpose -drawing conclusions --What is More's ideal society?
10.3	-identify recurring cultural themes such as disillusionment with life, creating a perfect society -make predictions, draw inferences, and connect prior knowledge to support reading comprehension -examine a literary selection from several different critical perspectives -examine a literary selection from several different critical perspectives	** <u>The Prince</u> by Niccolo Machiavelli	-**Move from <u>Utopia</u> to <u>The Prince</u> : Who leads an "ideal" society? Must there be a leader? What leadership qualities are necessary for creating a perfect community? -**Is it possible to be an effective leader and adhere to ethical and moral qualities? Explain and debate.
10.7, 10.10, 10.11	-Write expository text that enumerates details, defines ideas and concepts, compares and contrasts ideas -apply effective organizational patterns, such as comparison/contrast, chronological, spatial, cause-and-effect, definition, order of importance, explaining, listing, and problem/solution -develop written products that demonstrate their understanding of composing, written expression, etc. -student will collect, evaluate, organize, and present information -use technology to gather information -evaluate the accuracy of information -organize information coherently -cite primary and secondary sources of information, using MLA	**Mini-Research Paper Expository Essay/ Mini-Research Paper <u>Writer's Inc</u> (245) Research Report, <u>McDougal Littell</u> (1306)	Students will write a 1-3 page expository text, using research completed as a group or independently. Students should learn to cite sources correctly and organize information. **3 page expository text, includes evaluation of leadership qualities in both <u>The Prince</u> or <u>Candide</u> and modern day leaders. -**Students draw parallels between Machiavelli's descriptions of an ideal leader and the qualities of modern-day leaders. ----Students will use specific examples from history and modern day society to evaluate the effectiveness of various leadership techniques. (Students can use the internet to find these examples.)

10.5	<ul style="list-style-type: none"> -compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding a poem's message -compare and contrast the ways in which poets use techniques to evoke emotion in the reader -interpret and paraphrase the meanings of selected poems. -analyze and identify universal themes in the sonnet form -identify and analyze the structure of the Italian and the English sonnet 	<p>"To Helene" Poem by Ronsard (808-809) "Sonnet 3" by Petrarch (807) Sonnets 29, 30, and 64 by Shakespeare (814-816)</p>	<p>** Students will take time to analyze quotations within their essay and use the quotations as evidence in support of their thesis statements.</p> <p>Petrarch and Ronsard: -figures of speech ,metaphor, extended metaphor, tenor and vehicle, quatrain, enjambment octave , sestet, and volta (turn) -rhyme scheme, iambic pentameter (p.811 in text) -compare/contrast speakers -couplet -tone -making inferences</p> <p>**Students will apply pre-AP TP-CASTT Analysis (94 in pre-AP) to each new sonnet (title, paraphrase, connotation, attitude, shifts, title, theme), and will use this strategy with other poems throughout the year</p> <p>Shakespeare: -background info about his sonnets -meter, rhythm (iambic pentameter) -paraphrasing -mood</p> <p>**Again, students will apply TP-CASTT Analysis</p>
10.3	<ul style="list-style-type: none"> -make predictions, draw inferences, and connect prior knowledge to support reading comprehension -identify recurring cultural themes -explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. 	<p><i>from Don Quixote</i> by Miguel de Cervantes (.830-842)</p> <p>**additional excerpts from the novel appropriate for honors-level analysis</p>	<p>Characterization exposition parody foil Theme: the impractical idealist</p>
10.3	<ul style="list-style-type: none"> -make predictions , draw inferences ,and connect prior knowledge to support reading comprehension -identify recurring cultural themes -explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. 	<p>**Teachers may choose to add <u>Cyrano de Bergerac</u> or <u>Paradise Lost</u> to the 1st Quarter requirements. Some honors teachers might teach <u>Candide</u> in its entirety during the 1st Quarter (to compare and contrast w/ More's vision of utopia, and Machiavelli's ideal leaders).</p>	<p>**Identify and analyze a speech that reflects character for Cyrano, Roxanne, or Christian. ** Analyze dramatic structure **Is Cyrano's idealism praise-worthy or laughable? **Does either elegance or good looks guarantee a good long-term relationship? What might a modern Roxanne look for in a potential mate? **for <u>Candide</u>, evaluate Candide and Pangloss' idealism and the central themes of the novel through textual annotations and small group discussions.</p>

Second Quarter

SOL #	Essential Understandings, Knowledge and Skills	Literary Resource	Emphasis At-A-Glance **Honors Extensions
10.3	<p>-The student will make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</p> <p>-The student will explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p>	<p><i>from <u>Candide</u> by Voltaire (France, p. 848)</i></p>	<p>satire, humor making judgments voice, point of view **Compare leaders in <u>Candide</u> to Machiavelli’s work, analyze and evaluate Voltaire’s view of a utopian society (Eldorado). **Students annotate the text and discuss questions and predictions in small groups. (Pre AP 115)</p>
10.3a-f	<p>-make predictions, draw inferences, and connect prior knowledge to support reading comprehension</p> <p>-identify recurring cultural themes</p> <p>-explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p>	<p>** “Fables” by de La Fontaine</p>	<p>**Describe the tone of the fables and analyze the cynical voice and tone. **After looking at the art in the textbook, students will identify qualities in the art characteristic of the enlightenment period. They will then make connections to other pieces of art with similar characteristics.</p>
10.3a-f	<p>-identify recurring cultural themes</p> <p>-describe common cultural archetypes in literature</p> <p>-explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p> <p>-analyze literature for elements of the dominant philosophies of the era.</p> <p>-analyze parallels between literary themes and motifs in each work and the economic and political events of the time using prior knowledge</p>	<p><u>A Tale of Two Cities</u> by Charles Dickens (abridged version for regular English 10) or <u>Les Miserables</u> by Victor Hugo Scope magazine version (regular)</p> <p>**<u>A Tale of Two Cities</u> by Charles Dickens (full text) or **<u>Les Miserables</u> by Victor Hugo Charles Wilbour translation (published by Washington Square Press)</p> <p>Persuasive Essay</p>	<p>Make predictions, draw inferences identify universal themes figurative language characters, setting, conflict point of view narrative styles ** annotate texts (Pre-AP 115) **analyze art from Hugo’s time that depicts Romanticism, Realism ,French Naturalism, and themes similar to those in <u>Les Miserables</u>. **evaluate descriptions of the French Revolution from other sources and determine where Dickens’ sympathies lie—with the aristocrats or with the peasants.... **stage and present pivotal scenes **research recent uprisings including Tiananmen Square and explain the connection with the novels. **tell the story from the perspectives of other characters.</p>

<p>10.7</p> <p>10.10</p>	<p>-develop written products that demonstrate understanding of composing, written expression, and usage/mechanics</p> <p>-plan and organize ideas for writing</p> <p>-elaborate ideas clearly through word choice and vivid description</p> <p>-develop ideas deductively and inductively and organize ideas into a logical sequence</p> <p>-use peer and self-evaluation to review and revise writing</p> <p>-proofread and prepare final product for intended audience and purpose.</p> <p>-respond to literature</p> <p>-write analyses and explanations</p> <p>-student will use writing to explain concepts in literature</p> <p>-understand the connections between literature and other disciplines</p>	<p>**Literary Analysis</p> <p>Literary Essay <u>Writer's Inc</u> p. 227 Literary Interpretation, <u>McDougal Littell</u> (1190)</p> <p>AP Literature Essay</p>	<p>**Students will respond to the following AP question after reading one of the novels:</p> <p>In great literature writers often create cultural, governmental, and other social situations in order to make important and even revolutionary statements on the nature of humanity. Choose a work of literary merit in which the author creates such a situation. In a well-organized essay, define that situation and the statement the author is making, and explain how the author's choice of that situation contributes to the effective communication of the statement. (Use <u>A Tale of Two Cities</u> or <u>Les Miserables</u>.)</p>
<p>10.5a-c</p>	<p>-understand and appreciate a Romantic narrative poem</p> <p>-examine the role of setting in narrative poetry</p> <p>-understand and appreciate Romantic poetry</p> <p>-identify types of figurative language in poetry</p> <p>-use imagery to identify theme in poetry</p> <p>-use details to draw conclusions in poetry</p> <p>-use prior knowledge to explain the theme of a literary work in its historical context</p>	<p>from <i>The Expiation</i>: "Russia 1812" Poem by Victor Hugo (France, p. 914)</p> <p>"The World Is Too Much With Us" Poem by William Wordsworth (England, p. 900)</p> <p>**additional Wordsworth poems</p> <p>** "I Have Visited Again" by Pushkin</p> <p>** "The Lorelei" by Heine</p>	<p>narrative poem</p> <p>setting</p> <p>imagery</p> <p>mood</p> <p>making inferences</p> <p>figurative language</p> <p>simile</p> <p>metaphor</p> <p>personification</p> <p>draw conclusions</p> <p>theme</p> <p>tone</p> <p>**students will analyze in-depth using TP-CASTT strategy (Pre-AP 94)</p>
<p>10.5a-c</p>	<p>-Compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem's message</p> <p>-Compare and contrast the ways in which poets use techniques to evoke emotion in the reader</p> <p>Interpret and paraphrase the meanings of selected poems.</p>	<p>Writing Workshop: Lyric Poetry 476 <u>Writers Inc</u> 179-184</p>	<p>Creative writing – poetry</p> <p>Develop a variety of writing</p> <p>**evaluate individual writing assignments using TP-CASTT strategy (94)</p>

10.3a-f	<ul style="list-style-type: none"> -identify recurring cultural themes -describe common cultural archetypes in literature. -explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras 	<p>**<u>Frankenstein</u> by Mary Shelley</p> <p>Expository Essay</p>	<ul style="list-style-type: none"> **students read and annotate the text ** students discuss major themes and evaluate their significance within the text. **students identify aspects of the text that are characteristics of Romantic literature and Gothic fiction. **students analyze the text for major themes. **analyze how this novel both accepts and rejects the Scientific Revolution **discuss what the behavior and treatment of Frankenstein’s monster teaches us about the values of human society and how the definition of what is beautiful or ugly can differ from one cultural group to another. **give specific examples from the text to illustrate points about theme or major concepts
10.7 10.11	<ul style="list-style-type: none"> -Write expository text that enumerates details, defines ideas and concepts, compares and contrasts ideas -apply effective organizational patterns, such as comparison/contrast, chronological, spatial, cause-and-effect, definition, order of importance, explaining, listing, and problem/solution -student will collect, evaluate, organize, and present information -use technology to gather information -evaluate the accuracy of information -organize information coherently -cite primary and secondary sources of information, using MLA 	<p>**Research Paper #2 <u>Writer’s Inc</u> pp. 245-284 <u>McDougal Littell</u> p. 1306</p>	<ul style="list-style-type: none"> **Students will read the passage for rhetorical analysis in Pre-AP 134-136. **Students will note the effect of rhetorical questions, varied sources, and magnitude of evidence within the sample paper. **Students will research current newspaper and scientific magazines to find evidence for and against cloning. **Students will write a research position paper using electronic database sources (3-5 pages including MLA format citations). **Students will make use of the argumentative scheme and graphic organizer on pages 128 and 129 in the pre-AP book.
10.3a-f	<ul style="list-style-type: none"> -understand a short story in the realist tradition -identify and analyze irony -analyze words and actions of characters to understand the characters’ values. -analyze literary works for elements of French Naturalism, an Russian Realism 	<p>“A Problem” Short Story by Anton Chekhov (Russia, p. 999)</p> <p>***“The Jewels” by de Maupassant</p> <p>***“The Rat Trap” by Selma Lagerlof</p>	<ul style="list-style-type: none"> irony, characterization, making inferences, drawing conclusions **use short stories to show how naturalistic/realistic selections deal with the ideas of Darwin, Marx, and Freud.
10.5a-c	<ul style="list-style-type: none"> -understand and appreciate a Romantic narrative poem -examine the role of setting in narrative poetry -understand and appreciate Romantic poetry -identify types of figurative language in poetry use imagery to identify theme in poetry -use details to draw conclusions in poetry 	<p>***“The Sky is Just Beyond the Roof”- Verlaine</p> <p>***“Sleeper of the Valley”- Rimbaud</p>	<ul style="list-style-type: none"> **students will analyze in-depth using TP-CASTT strategy (Pre-AP 94)

10.3a-f	-understand and appreciate a Russian short story. -identify theme in fiction -use strategies for drawing conclusions	“How Much Land Does a Man Need?” Short Story by Leo Tolstoy (958)	theme, drawing conclusions, irony, characterization, tone, predicting, simile, summarizing **use short stories to show how naturalistic/realistic selections deal with the ideas of Darwin, Marx, and Freud.
10.6a,b	-analyze the use of dialogue, special effects, music, and set to interpret characters. -identify and describe dramatic conventions -compare and contrast changes instituted by the neoclassical French theatre with theatres in the past.	**Moliere play-- <u>The Misanthrope</u> or <u>Tartuffe</u>	**quote interpretation and analysis **research Moliere’s background and compare his works with other theater in his time. **research Moliere’s philosophy—how does the main character exemplify Moliere’s philosophy and what changes has Moliere made from earlier drama? **compare and contrast Moliere w/ Shakespeare. Evaluate the different styles and their effectiveness in conveying specific themes.

Third Quarter

SOL #	Essential Understandings, Knowledge and Skills	Literary Resource	Emphasis At-A-Glance **Honors Extensions
10.6a-c	-understand and appreciate a drama in the realist tradition -analyze characters, setting, and themes in a drama -examine dialogue, stage directions, and characters to understand a drama -analyze and explain the effects that the themes of this play had on society of the period using prior knowledge .	<u>A Doll’s House</u> Drama by Henrik Ibsen (1018)	characters, setting, themes, dialogue, stage directions, characterization, realistic drama, foreshadowing, dramatic irony, making inferences, foil character, conflict, symbol, extended metaphor, **debate Nora’s decision at the end of the play—discuss the implications within society for these types of decisions. **Students will agree or disagree with Ibsen’s ideas using the model for an argumentative essay on pages 128 and 129 in the pre-AP book.
10.4a-f, 10.10a-b, 10.9a-c	-be able to respond to literature read -understand the connections between literature and other disciplines -identify and apply features of the writing domains -state a thesis and support it with examples -state a main idea and use details to explain it. -suggest how writing might be improved.	**“Professions for Women” Essay by Virginia Woolf (1156) Expository Essay	**diction and audience analogy metaphor **Theme: struggle against society, tolerance of the atypical **Students will write an argumentative essay to defend or refute Nora’s decision at the end of the play
10.6	-analyze characters, setting, and themes in a drama -examine dialogue, stage directions, and characters to understand a drama.	** <u>The Enemy of the People</u> by Arthur Miller (film directed by Paul Bogart, produced by Jack Landau)	**Enemy of the People: Define, then evaluate whether Dr. Thomas Stockmann is an enemy of the people. **connect to modern life—what is acceptable in society? Use Pre AP Checklist for essay (152).


<p>10.7</p> <p>10.10</p>	<p>-develop written products that demonstrate understanding of composing, written expression, and usage/mechanics</p> <p>-plan and organize ideas for writing</p> <p>-elaborate ideas clearly through word choice and vivid description</p> <p>-develop ideas deductively and inductively and organize ideas into a logical sequence</p> <p>-use peer and self-evaluation to review and revise writing</p> <p>-proofread and prepare final product for intended audience and purpose.</p> <p>-respond to literature</p> <p>-write analyses and explanations</p> <p>-student will use writing to explain concepts in literature</p> <p>-understand the connections between literature and other disciplines</p>	<p>**Literary Analysis <u>Frankenstein, A Doll's House, Enemy of the People</u></p> <p>AP Literature Essay</p>	<p>**AP Essay: Some novels and plays portray the consequences that occur when individuals pursue their own personal good at the expense of the common good of the group or society. Choose such a novel or play, and write a well-organized essay that explains how the interests of a character or group of characters conflict with the common good and produces dire consequences for another group or society. Avoid plot summary.</p>
<p>10.3a-f</p>	<p>-understand life in Nigeria before and after British colonialism.</p> <p>-read about and discuss a clash of cultures</p> <p>-understand significance of spiritual beliefs, agriculture, and culture in Nigerian society</p> <p>-examine and analyze the authors use of universal themes , motifs ,direct and indirect characterization, classical elements of tragedy, and syntax to develop a literary model for Nigerian writers.</p>	<p><u>Things Fall Apart</u> by Chinua Achebe (during 3rd quarter to coincide with British colonization or during 4th quarter to coincide with World History unit on Africa.)</p> <p>Descriptive Essay</p>	<p>figurative language, imagery, tone, characterization, irony, symbols, making inferences, foreshadowing</p> <p>**discuss the connections between the tragedy of the individual and the tragedy of the society.</p> <p>**research colonization of Africa and discuss the impact on African culture and society.</p> <p>** make connections to Yeats' "Second Coming"</p> <p>**examine African artifacts online and discuss their role within the novel.</p> <p>**Trace the course of Okonkwo's rise and fall, from his boyhood to his death. State what you consider the single most important cause of his personal tragedy, supporting your opinion with specific examples from the novel. Is Okonkwo a true tragic hero according to Aristotle's definition?</p>
<p>10.5a-c</p>	<p>Compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem's message</p> <p>Compare and contrast the ways in which poets use techniques to evoke emotion in the reader</p> <p>Interpret and paraphrase the meanings of selected poems.</p>	<p>"And We Shall Be Steeped" and "Prayer to Masks," – Poems by Leopold Sedar Senghor (1182).</p>	<p>Allusions</p> <p>Theme: honoring the historical past</p>

<p>10.7</p> <p>10.10</p>	<p>-develop written products that demonstrate understanding of composing, written expression, and usage/mechanics</p> <p>-plan and organize ideas for writing</p> <p>-elaborate ideas clearly through word choice and vivid description</p> <p>-develop ideas deductively and inductively and organize ideas into a logical sequence</p> <p>-use peer and self-evaluation to review and revise writing</p> <p>-proofread and prepare final product for intended audience and purpose.</p> <p>-respond to literature</p> <p>-write analyses and explanations</p> <p>-student will use writing to explain concepts in literature</p> <p>-understand the connections between literature and other disciplines</p>	<p>Literary Analysis <u>A Doll's House</u> or <u>Tartuffe</u> or <u>Things Fall Apart</u></p> <p>Literary Analysis Paper</p>	<p>**AP Essay: Leo Tolstoy once wrote, "All happy families are like one another; each unhappy family is unhappy in its own way." Select a literary work that portrays an unhappy family. Write an essay in which you explain the source of the family's unhappiness and the uniqueness of its misery.</p>
<p>10.6</p>	<p>-analyze characters, setting, and themes in a drama</p> <p>-examine dialogue, stage directions, and characters to understand a drama.</p>	<p>**<u>Arms and the Man</u> by Bernard Shaw</p>	<p>**Is Shaw's theme timely?</p> <p>**Explain Sergius' final line, "What a man, what a man."</p>
<p>10.3a-f</p>	<p>Identify organizational pattern and text structure of literary works.</p> <p>Identify recurring cultural themes.</p> <p>Know a variety of works from a variety of cultures</p> <p>Describe common archetypes that pervade literature</p>	<p>If time permits, teachers will organize students into literature circles reading a book acceptable for the AP exam. Examples include: (<u>The Stranger</u>, <u>Pride and Prejudice</u>, <u>Jane Eyre</u>, <u>Wuthering Heights</u>, <u>Robinson Crusoe</u>, <u>Great Expectations</u>, <u>Crime and Punishment</u>, <u>One Hundred Years of Solitude</u>, <u>Brave New World</u>, <u>Cry the Beloved Country</u>, <u>Waiting for Godot</u>, <u>The Importance of Being Earnest</u>, <u>Pygmalion</u>)</p>	<p>**Students design discussion questions and mini-lesson plans about their reading selection.</p> <p>**Students lead discussion in small groups.</p> <p>**Students annotate the text and evaluate the significance of various passages.</p> <p>**Students analyze the text through a creative option as a group—(Pre AP 121)</p>

Fourth Quarter

SOL #	Essential Understandings, Knowledge and Skills	Literary Resource	Emphasis At-A-Glance **Honors Extensions
10.3a-f	<ul style="list-style-type: none"> -Identify organizational pattern and text structure of literary works. -Know a variety of works from a variety of cultures. -Identify recurring cultural themes. -Describe common archetypes that pervade literature. 	<p>**<u>All Quiet on the Western Front</u> - Novel by Erich Maria Remarque (background info 1214)</p> <p>☞ Teaching Guide in bookroom and McDougall guide if copies are purchased from McDougall</p> <p>“The Guest” by Camus - existentialism</p>	<p>Foreshadowing as a technique Predicting Theme: loss of innocence **Who is the “enemy” in this story? **Explain how this is an anti-war story. ** “A hospital alone shows what war is.” Explain. **What does war do to men besides wounding them and killing them? Explain by citing specific examples from the novel and from modern-day society.</p>
10.5a-c	<ul style="list-style-type: none"> -Compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem’s message -Compare and contrast the ways in which poets use techniques to evoke emotion in the reader -Interpret and paraphrase the meanings of selected poems. 	<p>“Freedom to Breathe” – Prose Poem by Alexander Solzhenitsyn (Russia, p. 1261</p> <p>“The Prison Cell” – Poem by Mahmud Darwish (1265)</p> <p>**“Song of a Citizen” – Milosz</p> <p>**“A Journey Along the Oka” by Solzhenitsyn</p>	<p>Description Sensory Detail Theme: response to war Compare/Contrast with “The Prison Cell” p. 1266 Irony Compare/Contrast with “Freedom to Breathe” Theme: response to war</p>
10.5a-c	<ul style="list-style-type: none"> -Compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem’s message -Compare and contrast the ways in which poets use techniques to evoke emotion in the reader -Interpret and paraphrase the meanings of selected poems. 	<p>**“The End and the Beginning” – Poem by Wislawa Szymborska</p>	<p>Tone Political critique Themes: passage of time, response to war and loss of innocence</p>
10.3a-f	<ul style="list-style-type: none"> -Identify organizational pattern and text structure of literary works. -Know a variety of works from a variety of cultures. -Identify recurring cultural themes. 	<p><u>Night</u> by Elie Wiesel</p>	<p>Connecting to experience Autobiographical writing in historical context Themes: loss of innocence, coming of age, response to war</p>
10.3a-f	<ul style="list-style-type: none"> -Identify organizational pattern and text structure of literary works. -Know a variety of works from a variety of cultures. -Identify recurring cultural themes. 	<p>Excerpt from <u>The World Was Silent</u> – Memoir by Elie Wiesel (1232)</p>	<p>Purpose for writing Connecting to experience</p>

10.6a,b	-Analyze the use of dialogue, special effects, music and set to interpret characters -Compare and contrast character development in a play as compared to other literary forms -Identify and describe dramatic conventions	** <u>The Spy</u> – Play by Bertolt Brecht (1220)	Dialogue Dramatic conventions Theme: response to war
10.7 10.11	-Write expository text that enumerates details, defines ideas and concepts, compares and contrasts ideas -apply effective organizational patterns, such as comparison/contrast, chronological, spatial, cause-and-effect, definition, order of importance, explaining, listing, and problem/solution -student will collect, evaluate, organize, and present information -use technology to gather information -evaluate the accuracy of information -organize information coherently -cite primary and secondary sources of information, using MLA	Research Paper **Research Paper- use <u>Night</u>	**AP question: In great literature, authors often seize upon the plight of one particular character to represent a more general concern of humanity. Explain how Elie Wiesel accomplishes this in <u>Night</u> . Avoid plot summary. Research and identify other examples of genocide from the late 20 th and 21 st century. Draw parallels between Elie’s experience and that of other victims. What are the psychological implications of these incidents of genocide? What general concerns of humanity do these genocides highlight? Write a 7-10 page research paper citing multiple sources. Utilize MLA format to organize the sources and format the paper.
10.3a-f	-Identify organizational pattern and text structure of literary works. -Know a variety of works from a variety of cultures. -Identify recurring cultural themes. -Describe common archetypes that pervade literature.	Excerpt from <u>Kaffir Boy</u> - Memoir by Mark Mathabane In <i>Holt</i> Textbook **Add additional excerpts??	Archetype: outsider/outcast **Themes: alienation and isolation, struggle with self, resistance to oppression
10.3a-f 10.10a-b	-Identify recurring cultural themes. -Describe common archetypes that pervade literature. -Understand the connections between literature and other disciplines.	** <u>Power of One</u> (film)	**students research Apartheid and discuss the various laws. They draw parallels to segregation in the United States.
10.4a-f, 10.10a-b, 10.9a-c	-be able to respond to literature read -understand the connections between literature and other disciplines -identify and apply features of the writing domains	**letters by Nelson Mandela	**explain Nelson Mandela’s role, story of Stephen Biko, other background information.
10.5a-c	-Compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding the poem’s message -Compare and contrast the ways in which poets use techniques to evoke emotion in the reader -Interpret and paraphrase the meanings of selected poems.	**various anti-Apartheid poetry (Dennis Brutus and others, discuss major themes)	**discuss major themes of the poetry, discuss the implications of this type of literature—discuss censorship.

10.3a-f	<ul style="list-style-type: none"> -Identify organizational pattern and text structure of literary works. -Know a variety of works from a variety of cultures. -Identify recurring cultural themes. -Understand a short story in the realistic tradition. -Identify and analyze irony -Analyze words and actions of characters to understand the characters' values. 	<p>Short Stories: (teachers should select stories from this list as time permits)</p> <p>“The Handsomest Drowned Man in the World” – Short Story by Gabriel Garcia Marquez (1346)</p> <p>***“Borges and Myself” by Borges</p> <p>** “The Garden” by Italo Calvino</p> <p>***“And of Clay Are We Created” by Isabel Allende</p> <p>***“By Any Other Name” by Rau</p> <p>** “Love Must Not Be Forgotten” by Jie</p> <p>** “Half a Day” by Mahfouz</p> <p>** “Life is Sweet at Kumansenu” by Nicol</p> <p>** “No Witchcraft for Sale” by Lessing</p> <p>** “Metamorphosis” – Short Story by Franz Kafka (1108)</p> <p> Interactive Reader</p>	<p>Magical Realism</p> <p>Symbolism</p> <p>Cause and Effect</p> <p>Theme: questioning values</p> <p>Point of view</p> <p>Visualizing details</p> <p>Irony</p> <p>Character</p> <p>Modern fairy tale</p> <p>Themes: alienation and isolation, disillusionment with life, tolerance of the atypical</p> <p>Archetype: misfit</p>
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