

Montclair High School

Course Syllabus

Department: English
Course: World Literature
Level: Honors
Credits: 4.5

Course Description:

This course is designed for all ninth grade students.

Its focus is on exploring and responding to quality literature from a variety of cultures and is divided into four major units. Students will examine folklore, extending biography/autobiography, historical and realistic fiction, poetry, drama and essays.

In addition, students may examine stories from a historical, literary, or cultural perspective. Students will respond to texts by writing in a variety of ways that may include literary analysis, extended definition, cause and effect, persuasion, problem-solution, character description, and journal writing. Extension projects are assigned to permit students to demonstrate advanced understanding, application of new knowledge, or immersion in a particular area of special interest. Collaborative learning, heterogeneous grouping, and attention to multiple intelligences are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer technology is used in research and writing development.

Standards:

CC.9-10.R.L.1-10;

CC.9-10.RI.1,2,4,5,6,8;

CC.9-10.W.1, 1.a,1.c,1.d,1e,2,2.a,2.c,2.d,2.e,2.f,3,3.a,3.b,3.c,3.d,3.e,4,5,9,9a,9b,10;

CC.9-10.SL1, 1.a,1.b,1.c,1.d,3,4,6;

CC.9-10.L1, 1.a, 2,2.c,3,3.a,4,4.a,4.b,4.c,4.d,5,5.a, 5.b,6

Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>Of Mice and Men</i>	Penguin/Steinbeck	1937/1965	978-0-14-017739-8	Hard copy, PDF copy, & online text available
<i>Kaffir Boy</i>	Free Press/Mathabane	1986/1986	78-0-684-8428-0	Hard copy, PDF copy, & online text available
<i>The Odyssey</i>	Farrar, Straus, and Giroux/Fitzgerald	n/a	978-0-374-52574-3	Hard copy, PDF copy, & online text available

<i>Things Fall Apart</i>	Anchor/Achebe	1959/1994	0-385-47454-7	Hard copy, PDF copy, & online text available
<i>Persepolis</i>	Pantheon/Satrapi	2003/2003	978-0-375-71457-3	Hard copy, PDF copy, & online text available
<i>Romeo and Juliet</i>	Folgers/Shakespeare	1992/August 1992	978-0-7434-7711-6	Hard copy, PDF copy, & online text available

Supplementary Materials:

Short stories, poems, educational videos, internet activities, articles from journals, magazines, and/or newspapers

Units of Study:

Perspectives, Journey, Tradition and Change, and Fate vs. Free Will

Proficiencies:

By the end of the course, students will:

1. Develop a better understanding of themselves, of others, and the world through language and literature.
2. Read and respond critically to a broad range of literature, recognize types and elements of literature, and develop and enhance vocabulary through the study of literature.
3. Compose well-focused and clearly organized paragraphs and essays for different purposes and audiences.
4. Recognize that reading has many purposes and demonstrate an ability to choose an approach appropriate to the test and purpose.
5. Identify potential career paths that can be taken in this subject area.
6. Recognize the act and importance of listening as a meaningful communication skill, a source of information, and a form of enjoyment.
7. Collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversation or discussion.
8. Organize, prepare, and present a spoken presentation clearly and expressively.
9. Experience and respond to print and non-print form through active engagement with appropriate methods of analysis, interpretation, and evaluation.

10. Use their language skills for decision-making, negotiating, and problem solving.

11. Use a variety of technologies as tools for learning.

12. Use research skills to access, interpret, and apply information from a variety of print and non-print sources by gathering, comparing, analyzing, exploring, and applying appropriate forms of documentation.

Evaluation & Assessment:

Student learning incorporates a variety of methods, strategies, and skills. Therefore, in an attempt to evaluate student achievement accurately and equitably, various methods of alternative assessment may be employed in the grading of students, including:

- Tests are an assessment of cumulative knowledge and understanding of a unit of study and may include the following: multiple-choice, definitions, fill-ins, short answers, character and line recognition, and essay questions.
- Quizzes are evaluations of short-term knowledge and understanding of homework assignments and class lessons that may be announced or unannounced and may include the following: multiple, fill-ins, short answers, terms, and definitions.
- Homework enables student to exercise and reinforce their understanding and knowledge of the contents and skills taught in a class: readings, essays, definitions, research, projects, revisions, editing, and journal responses. In some cases a long-term assignment may be given; students must plan their time accordingly.
- Class Participation is an integral part of the learning process where students demonstrate their ongoing understanding of content and concepts taught. It is both a learning and evaluative tool that is a requirement of the course. Participation may include class discussion, engagement, cooperative group work, presentations, and notebook review.
- Papers and Projects will be assigned as both instructional tools and as an assessment instrument: group and individual presentations, formal writing assignments, portfolios, letters, short stories, class anthologies, editorials, newspapers, scripts, skits, interviews, debates, artwork, cartoons, photo essays, maps, and games. Papers and projects will generally have the weight of a test grade unless otherwise indicated.
- Marking period grades for English courses will be determined as follows: papers, essays, projects, tests/quizzes, classwork, class participation, short assignments
- Rubrics / criteria for evaluation will be provided for each writing assignment
- Teacher commentary on student writing will identify strengths and highlight areas for improvement in an ongoing effort to foster each student's growth as a writer.
- Written work will be graded and returned in a timely manner – generally within two weeks – to provide detailed information about each student's progress.

- When writing portfolios are used in the classroom, a clear system for filing, storing, and reviewing student work will be established and communicated to students and their families to ensure confidentiality and to maintain steady communication about each student's progress.

Homework	limited to 15% of the grade
Classwork	limited to 25% of the grade
Tests/Papers/Projects	limited to 45% of the grade
Quizzes	limited to 15% of the grade

The final grade will consist of each marking period (22.5% each), the midterm exam (5%) and the final exam (5%).