

BAA WORLD LITERATURE 11

DISTRICT NAME: Coquitlam

DISTRICT NUMBER: SD#43

DEVELOPED BY: Brad Edgington

DATE DEVELOPED: February 2006

SCHOOL NAME: Centennial

PPRINCIPAL'S NAME: Stephen Rogers

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE: _____

COURSE NAME: World Literature

GRADE LEVEL OF COURSE: 11

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120 (semester or year)

PREREQUISITE(S): Satisfactory standing in English 10

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

- Teacher will need knowledge of and experience with international literature, literary analysis, a variety of literary genres, and different historical contexts.
- World literature anthology, a variety of novels, a subscription to an international literary magazine, and Internet access.

COURSE SYNOPSIS:

World Literature 11 is a one-semester course. Students will be introduced to some of the major writers and thinkers of the world. They will come to better understand the underlying cultural, philosophical, and political influences upon literature. Furthermore, students will gain insight into the history and contemporary social milieu of different cultures through the literature. Students will also write and present several critical analyses and creative responses to the selected literature, thereby refining and enhancing their writing and speaking skills. This will be an excellent preparatory course for those students planning to enrol in Literature 12 and post-secondary literature courses.

RATIONALE:

This course is intended to deepen student understanding of multiple world views and to promote tolerance of cultural differences, both locally and abroad, through the study of world literature in its varied manifestations. The course provides opportunities for students who wish to further their experience with literature and verbal and written communication. The course intends to inspire a greater appreciation for and interest in reading and writing by moving beyond the traditional parameters of the language arts curriculum. By exposing students to a variety of different cultures through literature, the course will help create more aware, balanced, and confident world citizens.

ORGANIZATIONAL STRUCTURE:

UNIT	TITLE	TIME
1	Middle East and Mediterranean Literature	20
2	African Literature	20
3	European Literature	20
4	Asian Literature	20
5	Literature of the Americas (North, South, and First Nations)	40
Total Hours		120

UNIT 1: Middle East and Mediterranean Literature

20 Hours

Students will become familiar with the origins of the cultural complexity of this region through the study of a variety of ancient texts. Possible texts include Homer's *Odyssey*, Sophocles' *Theban Plays*, Virgil's *Aeneid*, the Hebrew Bible, The New Testament, and the Quran. These texts will explore the human condition and the power and glory of the Divine from different points of view.

Curriculum Organizer – Origins

It is expected that students will be able to:

- Identify and demonstrate understanding of different points of view toward the divine and human existence in the ancient Middle East and Mediterranean.
- Apply the historical information to contemporary global issues.
- Compare and contrast different historical texts.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Critical Thinking

It is expected that students will be able to:

- Assess and critique viewpoints and themes in the literature.

Curriculum Organizer – Writing Skills

It is expected that students will be able to:

- Demonstrate understanding of basic organizational structures for paragraph and essay writing.
- Demonstrate understanding of different forms of writing (including narrative, descriptive, and expository).
- Develop well-written and organized formal compositions in response to questions about the literature.
- Design creative writing pieces such as parables, monologues, and lyric poems that explore, judge, and critique messages emanating from the literature.
- Define and use new vocabulary in writing activities.

UNIT 2: African Literature

20 Hours

Students will become familiar with a variety of emotional issues, such as the conflict between races or between traditional cultures and new ideas. In contrast to more negative themes, students will also be introduced to literature that celebrates the heritage, accomplishments, and the spiritual musings of the people of Africa. Possible authors include Nadine Gordimer, J. M. Coetzee, Chinua Achebe, Bernard Dadie, and Wole Soyinka.

Curriculum Organizer – Society and Culture

It is expected that students will be able to:

- Identify and demonstrate understanding of the destructive nature of racism.

- Identify and demonstrate understanding of the ambivalent attitudes toward cultural evolution.
- Compare and contrast different perspectives toward progress.
- Judge and critique the actions and decisions of different racial groups in conflict with one another.
- Recommend courses of action for the future of Africa.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Origins

It is expected that students will be able to:

- Define and demonstrate understanding of apartheid and its origins.
- Define and demonstrate understanding of colonialism.
- Explain the effect of the legacies of apartheid and colonialism on parts of the African continent.
- Apply the historical information to contemporary African conflicts.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Critical Thinking

It is expected that students will be able to:

- Assess and critique viewpoints and themes in the literature.

Curriculum Organizer – Writing Skills

It is expected that students will be able to:

- Develop well-written and organized formal compositions in response to questions about the literature.
- Design creative writing pieces such as letters, diary entries, and book reviews that explore, judge, and critique messages emanating from the literature.
- Demonstrate understanding of basic punctuation skills.
- Define and use new vocabulary words in writing activities.

Curriculum Organizer – Oratory and Interpersonal Skills

It is expected that students will be able to:

- Develop well organized brief oral presentations in response to particular themes in the literature.
- Demonstrate understanding of basic speech making skills such as projection, enunciation, eye contact, tone, and body language.

UNIT 3: European Literature

20 Hours

Students will be introduced to writers' reactions to the Post-World War II period in Europe. Europe rose from the ravages of war to rebuild – emotionally and physically – in a variety of different ways. Writers and thinkers have had plenty of material to respond to, including the rise and fall of Communism, the aftermath of the Holocaust, rapid technological advancement, pollution, and globalization. Through a variety of authors, students will be introduced to these topics and others.

Curriculum Organizer – Origins

It is expected that students will be able to:

- Demonstrate an understanding of the Holocaust and its legacy.
- Demonstrate an understanding of the Cold War and the effects of its demise on Europe.
- Assess and critique character's actions and behaviours within their historical contexts.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Society and Culture

It is expected that students will be able to:

- Recognize and analyze different perspectives toward issues including technology, the environment, consumerism, and the third world.
- Recommend courses of action for dealing with pressing global issues.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Critical Thinking

It is expected that students will be able to:

- Assess and critique viewpoints and themes in the literature.

Curriculum Organizer – Writing Skills

It is expected that students will be able to:

- Develop well written and organized formal compositions in response to questions about the literature.
- Design creative writing pieces such as narrative essays, short stories, and response journals that explore, judge, and critique messages emanating from the literature.
- Demonstrate understanding of various sentence structures.
- Define and use new vocabulary words in writing activities.

Curriculum Organizer – Oratory and Interpersonal Skills

It is expected that students will be able to:

- Discuss and analyze different forms of literature, in literature circles (or groups).
- Develop, in literature circles, well-designed presentations, skits, and theatrical performances addressing the literature in question.

UNIT 4: Asian Literature

20 Hours

Students will be introduced to contemporary Asia through the lenses of various modern writers. In particular, this unit will focus on the intertwining of traditional Asian cultures with the modern world. The literature will explore the tensions that arise between older generations and newer ones in regard to conflicting value systems. It will also investigate the dichotomy between traditional rural communities and modern urban centres, and the turmoil that arises for those who are caught between these distinct worlds.

Curriculum Organizer – Society and Culture

It is expected that students will be able to:

- Identify and demonstrate understanding of the conflicting values and socio-economic systems of traditional and modern Asian cultures.
- Compare and contrast different attitudes toward contemporary culture and the past.
- Hypothesize what the future holds for rapidly changing Asian cultures.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Critical Thinking

It is expected that students will be able to:

- Judge and critique viewpoints and themes in the literature.

Curriculum Organizer – Writing Skills

It is expected that students will be able to:

- Develop well written and organized formal compositions in response to questions about the literature.
- Design creative writing pieces such as newspaper cover pages, one-act plays, prose poems, and postcard stories that explore, judge, and critique messages emanating from the literature.
- Employ a variety of sentence structures in writing activities.
- Define and use new vocabulary in writing activities.

UNIT 5: American (North, South, and First Nations) Literature 40 Hours

Students will become familiar with a variety of worldviews from an ethnically diverse group of contemporary authors. The focus in this unit will be the different cultural voices that resonate in the Americas, including First Nations, African American, Quebecois, Mestizo/a, Indian, European, Jewish, and Asian. Students will become aware that although only a few countries make up the Americas, there are a multitudinous number of cultures and voices that compete to be heard.

Curriculum Organizer – Society and Culture

It is expected that students will be able to:

- Identify and demonstrate understanding of the variety of social, political, and religious perspectives that comprise the Americas.
- Compare and contrast different cultural groups' views toward nationhood, religion, family, gender etc.
- Analyze the relationship between different culture groups living in near proximity.
- Assess and critique the treatment of minority or underprivileged groups by mainstream or ruling societies.
- Demonstrate understanding of content in the literature through literary analysis.

Curriculum Organizer – Critical Thinking

It is expected that students will be able to:

- Assess and critique viewpoints and themes in the literature.

Curriculum Organizer – Writing Skills

It is expected that students will be able to:

- Develop well written and organized formal compositions in response to questions about the literature.
- Design creative writing pieces that explore, judge, and critique messages emanating from the literature.
- Identify unnecessary words in their writing in order to create clearer more concise sentences.
- Define and use new vocabulary in writing activities.

Curriculum Organizer – Oratory and Interpersonal Skills

It is expected that students will be able to:

- Develop well-organized formal speeches in response to particular themes in the literature.
- Demonstrate understanding of basic speech making skills such as projection, enunciation, eye contact, tone, and body language.

INSTRUCTIONAL COMPONENT:

- Teacher-led lectures/lessons; teacher led discussions; modelling; power point presentations; group work; student-led discussions, presentations, and lessons; skits; field trips; film; independent/interactive online instruction; guest speakers.

ASSESSMENT COMPONENT:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

LEARNING RESOURCES:

- World literature anthology (one class set)
- Subscription to an international literary magazine (one class set)
- Internet/lab/wireless access
- Guest speakers
- Field trips
- A variety of novels (T.B.A)
- Short story collections