

**Tenth Grade English
World Literature - Honors**

CONTENT/THEME	SUGGESTED RESOURCES	CORE GOALS/SKILLS	ASSESSMENT
Tragedy	<p>Sophocles <i>Oedipus the King</i></p> <p>Sophocles <i>Antigone</i></p> <p>William Shakespeare <i>Julius Caesar</i></p> <p>Arthur Miller <i>All My Sons</i></p> <p>Christopher Marlowe <i>Dr. Faustus</i></p> <p>Chinua Achebe <i>Things Fall Apart</i></p>	<p>Understand the history of tragedy</p> <p>Identify elements of tragedy and locate within texts</p> <p>Identify dramatic terms</p> <p>Understand evolution of tragedy through three eras</p> <p>Understand the content, both literal and inferential</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p><i>Writing will focus on synthesis of literary terms of tragedy and analysis of examples from texts. Students will use direct quotations as well as paraphrased examples as they support historical context.</i></p> <p>Oral presentation</p> <p>Seminar discussion</p> <p>Collaborative and individual work</p> <p>Culminating project to be determined by individual instructor</p>
Epic	<p>Alfred, Lord Tennyson From <i>Morte d'Arthur</i></p> <p>Miguel de Cervantes From <i>Don Quixote</i></p> <p>Eric P. Nash From <i>Star Wars</i></p>	<p>Identify elements and characteristics of an epic</p> <p>Understand the content, both literal and inferential</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and paraphrased examples as they support thesis/blueprint points.</i></p> <p><i>Writing will also synthesize varying concepts of leadership qualities through the years and civilizations.</i></p>

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			<p>Preparation and presentation of skits/dramatic interpretations</p> <p>Culminating project to be determined by individual instructor</p>
<p style="text-align: center;">Leadership and Citizenship</p>	<p>Chinua Achebe “Civil Peace”</p> <p>Noa Ben Artzi-Pelossof “Eulogy for a Fallen Leader”</p>	<p>Determine characteristics of a good leader vs. an effective leader</p> <p>Understand how leaders gain and lose power</p> <p>Identify characteristics of good citizenship</p> <p>Analyze the historical evolution of leadership qualities</p> <p>Understand the content, both literal and inferential</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p style="padding-left: 20px;">Short answer</p> <p style="padding-left: 20px;">Timed essay</p> <p style="padding-left: 20px;">Take-home essay</p> <p>Oral presentation</p> <p>Culminating project to be determined by individual instructor</p>

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Leadership and Citizenship, Cont.	<p>Franz Kafka “Before the Law”</p> <p>Essay by Aristotle</p> <p>Essay by Cicero</p> <p>Essay by Saint Augustine</p> <p>Essay by John Salisbury</p> <p>Essay by John Locke</p> <p>Essay by Thomas Jefferson</p> <p>William Golding <i>Lord of the Flies</i></p> <p>Nicolo Machiavelli <i>The Prince</i></p> <p>Shakespeare <i>Henry the IV, Pt. 1</i></p>		
Biography and Autobiography	<p>Frank McCourt From <i>Angela’s Ashes</i></p> <p>Dylan Thomas “A Child’s Christmas in Wales”</p> <p>Elie Wiesel “Keep Memory Alive”</p> <p>Langston Hughes “Marian Anderson: Famous Concert Singer”</p> <p>Christy Brown From <i>My Left Foot</i></p>	<p>Identify characteristics and elements of autobiography and biography</p> <p>Understand author’s point of view</p> <p>Understand the content, both literal and inferential</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p>

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Biography and Autobiography, Cont.	<p>Yoshiko Uchida From <i>Desert Exile: The Uprooting of a Japanese-American Family</i></p> <p>Maya Angelou <i>I Know Why the Cage Bird Sings</i></p>		
Poetry	<p>Yehuda Amichai “A Pace Like That”</p> <p>Tu Fu “Jade Flower Palace”</p> <p>Li Po “The Moon at the Fortified Pass”</p> <p>Federico Garcia Lorca “The Guitar”</p> <p>Wisława Szymborska “Some Like Poetry”</p> <p>Ki no Tsurayuki “Tanka”</p> <p>Priest Jakuran “Tanka”</p> <p>Matsuo Basho “Haiku”</p> <p>Kobayashi Issa “Haiku”</p> <p>Shakespeare “Sonnet 18”</p>	<p>Identify forms of poetry: narrative, lyric, dramatic, free verse, haiku, sonnet, tanka</p> <p>Identify poetic terms</p> <p>Identify poetic devices and their function</p> <p>Understand the content, both literal and inferential</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p>Research-based portfolio project</p> <p>Collaborative group projects</p> <p>Culminating project to be determined by individual instructor</p>

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Poetry, Cont.	<p><i>John Keats</i> “La Belle Dame sans Merci”</p> <p>John McCrae “<i>In Flanders Fields</i>”</p>		
Grammar	<p><i>Kennett High School Grammar Book 1</i>, <i>Language Network</i> series, and teacher-generated materials</p>	Utilize grammar instruction in student writing	<p>Demonstrate mastery in teacher quizzes and tests</p> <p>Apply concepts in student writing</p>
Writing	<p>Teacher- and department-generated materials</p> <p><i>MLA Handbook</i></p> <p>PSSA materials as available</p>	Demonstrate skills in student writing	Produce representative examples
Vocabulary	Vocabulary Workshop H	<p>Identify words in context</p> <p>Utilize new vocabulary in speech and writing</p> <p>Recognize vocabulary words in outside reading</p> <p>Enhance vocabulary mastery as it relates to PSSA and SAT domain scoring</p>	<p>Complete student workbook and teacher quizzes</p> <p>Apply new vocabulary to student writing</p>
Summer Reading	<p>Three titles required from the following as grouped by teacher discretion:</p> <p>Laurie Halse Anderson <i>Speak</i></p> <p>Robert Cormier <i>The Chocolate War</i></p> <p>Ernest Gaines <i>A Lesson Before Dying</i></p> <p>Walter Dean Myers <i>Fallen Angels</i></p>	<p>Transition students to next grade</p> <p>Introduce literature themes</p> <p>Maintain reading skills throughout the summer months</p>	Complete objective and subjective measure during first week of school

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Summer Reading, Cont.	Robert Bolt <i>A Man For All Seasons</i> Tracy Chevalier <i>Girl With Pearl Earring</i> Tobias Wolfe <i>This Boy's Life</i> Olive Ann Burns <i>Cold Sassy Tree</i>		