

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: **World English (World Studies)**

Department: **English (May be team-taught with Social Studies Dept.)**

Teacher: **Various**

Grade level: **11**

Description of Course:

This two-credit course examines the great ideas, events, religions, people, and trends shaping our world. Our inquiry begins with the Renaissance and continues through the present. The first semester's focus will be European history, while the second semester will concentrate on Africa, Asia, and the Americas. Texts will include a world history textbook and works by Victor Hugo, William Shakespeare, Alan Paton, Amy Tan, and Isabelle Allende. Artistic study will focus on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and its culture. Major projects may include, but are not limited to, a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations. Full Year.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Writing – Students will use skills learned to complete several formal and informal writing assignments using correct English grammar and mechanics, as well as appropriate writing techniques

- a. **Structures of Language** Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text.
- b. **Reading Connection** Stem W:RC:1: In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
- c. **Expressive Writing** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies.
- d. **Informational Writing** Stem W:IW:1: In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing(reports or procedures only), demonstrate use of a range of elaboration strategies.
- e. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- f. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- g. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening; OC-11-1: Make oral presentations.

2. Vocabulary – Students will be responsible for mastering all fifteen units of the Sadlier Vocabulary workbook, learning the meaning of new words as well as mastering antonym and synonym identifications and parts of speech

- a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
- b. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening; OC-11-1: Make oral presentations.

Core Competencies and State Standards cont'd:

3. Literary Content/Comprehension – Students will demonstrate understanding of plot, theme, characterization, and symbolism in a variety of genres

- a. **Initial Understanding of Literary Text** Stem R-11-4: Demonstrate initial understanding of elements of literary text.
- b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; R-11-16: Generate a personal response to what is read through a variety of means.
- c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
- d. **Reading Extensively and in Depth** Stem: R-11-14- Demonstrate the habit of reading widely and extensively.
- e. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening; OC-11-1: Make oral presentations.

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: novels written by various world authors, including but not limited to, Victor Hugo's Les Miserables and Isabelle Allende's The House of the Spirits, Amy Tan's The Kitchen God's Wife, Alan Paton's Cry, the Beloved Country, and William Shakespeare's Macbeth, as well as handouts and literature excerpts.
2. Visual adaptations such as *Cry, the Beloved Country*, *Les Miserables*, *Macbeth*, *Cry, Freedom*, *The House of the Spirits*, *The Joy Luck Club*, *Henry VIII*, *Shakespeare in London*, *Missing*.
3. Sadlier Vocabulary Workbook

Suggested Instructional Strategies:

1. **Teacher-Led Discussion** – Use of biographical and historical information pertaining to the novels at hand to guide student inquiry. Students use information provided to increase understanding of the author and his/her work.
2. **Whole-Group Discussion** – Students adapt plot of story to analyze ongoing themes, motifs, and characters within novels. These concepts are discussed within the group, and discussion is facilitated by the students.
3. **Writing Responses** – Students are given analytical writing assignments geared to enhance skills in critical analysis of themes within the literature. Each student is required to include cited passages from the text to support their claims. These learned skills prepare each student for a critical essay required for each unit.
4. **Vocabulary Study** – Strict attention is paid to the development of vocabulary skills. Vocabulary is taken from each novel read in class as well as from the Sadlier Vocabulary workbook. Students are required to learn all vocabulary words assigned.

Suggested Assessment Strategies:

1. **Quizzes/Tests** – Tests and quizzes include, but are not limited to, character identification, multiple choice questions, true/false, short-answer responses and developed essay responses. Vocabulary quizzes and tests may also be used.
2. **Writing Responses** – Throughout the course of the semester, students enhance writing skills by responding to prompts that require strict attention to themes, motifs, and/or characters found in the novel. These responses measure the students' abilities for further, more intense critical essay writing.
3. **Critical Essays** – Each student is required to write a critical essay based on themes, motifs, etc. found in the novels read in class. These essays measure the student's acquisition of solid and powerful writing skills. They require strict attention to thesis statements, effective supporting examples, solid introduction and conclusion paragraphs, and MLA documentation.