



Reavis High School
Curriculum Snapshot/Cover Page for
Honors English World Literature



Unit 1: Creation Myths

35
Days

Students will be able to identify and analyze the function of archetypal characters, archetypal elements, and archetypal actions in myth and modern pieces of short fiction. This will lead to a global sense of the world and the nature of man through myth. The skill of synthesis will be used to create new ideas from old ones by transferring the concepts found in myth to a historical context. The understanding of the concept of Imperialism as a contrast to archetypal values will be a focus. The skill of evaluation will be learned to make a choice based on a reasoned argument. Student-led discussions will begin the implementation of the Socratic method. Written arguments with a debatable thesis will be the culminating piece of this well-scaffolded process.



Unit 2: Drama

55
Days

Students will understand the historical context of ancient Greek and Shakespearean drama. An understanding of the stage and acting conventions of Greek and Shakespearean drama is implicit to learning. Students will revisit the influence of archetypes in relaying meaning. Using small group and full class discussions, students will learn a variety of ways to interpret a text. Discussions will also lead to an understanding of the concept of fate having dominion over free will. Students will be able to apply the heroic journey to the protagonist of the play and will understand the conventions of a Greek chorus. The dramatic convention of soliloquy and the literary term of paradox will be a major focus. Students will be able to apply a variety of themes to the plays and be able to recognize the relevance of classic works to the world in which they live. These concepts will be enhanced by the nuances of language.



Unit 3: Existentialism

35
Days

Students will recognize the differences between fate and free will. The understanding of the responsibilities that accompany freedom will be stressed. Students will understand the major concepts of existentialism through readings by Kafka outside of the literary period, and Sartre and Camus within the literary period. Students will comprehend the concept that all responsibility lies with the individual, who creates his/her own destiny. Students will recognize symbols, archetypes, and images that support existentialist themes. Students will connect the use of diction and syntax to theme. Evaluation through theme and literary elements will be used to determine the possibility of positives in this seemingly negative world. Students will understand MLA format and proper citations as they relate to the support of a debatable thesis. Drama structures and group script writing will reinforce the skill of collaboration in the creative process.



Unit 4: Societal Awareness: Quest for a Better World

55
Days

Students will be able to evaluate texts by comparing and discriminating between ideas. They will enhance their deep reading skills through self-awareness. Text will be made relevant by applying concerns of the past to concerns of the present. Independent dystopian novels will be used as a means of synthesizing dystopian elements and themes. Social relevance will again be reinforced. The concept of how mythology affects ethics will be explored. The Greek traditions from earlier in the year will be added by implementing the Socratic Method. Students will use the Socratic Method to analyze *Brave New World* and *Frankenstein*. A term paper based on interdisciplinary interests will be researched and written.