

## **LITERATURE Curriculum: GRADE 10**

**Teacher: Anna Dąbek**

**School year: 2011/2012**

**Novel: William Golding "Lord of flies"**

### **Objectives:**

The course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

By the end of the school year students should be familiar with the following literary terms:

- 1) Alliteration
- 2) Antagonist
- 3) Audience
- 4) Autobiography
- 5) Ballad
- 6) Biography
- 7) Character
- 8) Chronological
- 9) order
- 10) Climax
- 11) Compare
- 12) Conclusion
- 13) Conflict
- 14) Contrast
- 15) Dialogue
- 16) Diary
- 17) Dramatic irony
- 18) External conflict
- 19) Person vs. nature;
- 20) Person vs. person;
- 21) Falling action
- 22) Figurative language
- 23) Flashback
- 24) Foreshadowing
- 25) Free verse
- 26) Genre
- 27) Haiku
- 28) Homonym
- 29) Hyperbole
- 30) Initial incident (Initiating incident )
- 31) Internal conflict
- 32) Introduction
- 33) Irony
- 34) Limerick
- 35) Lyric
- 36) Metaphor
- 37) Mystery
- 38) Myth
- 39) Narrative
- 40) Narrator
- 41) Novel
- 42) Onomatopoeia
- 43) Oxymoron
- 44) Paraphrase
- 45) Personification
- 46) Plagiarism

- 47) Plot
- 48) Point of View
- 49) Prose
- 50) Protagonist
- 51) Repetition
- 52) Resolution
- 53) Rhyme
- 54) Rising action
- 55) Setting
- 56) Short story
- 57) Situational Irony
- 58) Slang
- 59) Speaker
- 60) Stanza
- 61) Suspense
- 62) Symbol
- 63) Symbolism
- 64) Synonym
- 65) Theme
- 66) Verbal Irony
- 67) Villain

**Assesment rubrics:**

Students will be assessed according to the following criteria:

**READING**

Rarely shows understanding of the material or awareness of the audience when reading aloud.

**(ORAL READING)**

Sometimes shows understanding of the material and/or awareness of the audience when reading aloud.

**(ORAL READING)**

Usually shows understanding of the material and awareness of the audience when reading aloud.

**(ORAL READING)**

Always shows understanding of the material and awareness of the audience when reading aloud.

**(ORAL READING)**

**READING**

Rarely summarizes or identifies the main ideas in information materials, nor

cites details that support the main ideas.  
**(RETELL)**

Occasionally summarizes and identifies the main ideas in information materials, and sometimes cites details that support the main ideas.  
**(RETELL)**

Often summarizes and identifies the main ideas in Information materials, and usually cites details that support the main ideas.  
**(RETELL)**

Clearly and completely summarizes and identifies the main ideas in information materials, and consistently cites details that support the main ideas.  
**(RETELL)**

**READING**

Identifies few if any stylistic devices used in literary works and

rarely explains their use. **(REVEAL)**

Identifies one or two stylistic devices used in literary works and occasionally explains their use. **(REVEAL)**

Identifies a variety of stylistic devices used in literary works and often explains their use in general terms. **(REVEAL)**

Identifies a great variety of stylistic devices used in literary works and always explains their use in detailed terms. **(REVEAL)**

**READING**

Seldom supports a personal interpretation of a written work with evidence from the work or from his/her own personal knowledge and experience. Rarely makes judgments or draws conclusions about ideas in written materials on the basis of evidence. **(REFLECT & REPLY)**

Sometimes supports a personal interpretation of a written work with general evidence from the work and from his/her own personal knowledge and experience. Occasionally makes judgments or draws conclusions about ideas in written materials on the basis of evidence. **(REFLECT & REPLY)**

Usually supports a Personal interpretation of a written work with some evidence from the work and from his/her own personal knowledge and experience. Often makes judgments or draws conclusions about ideas in written materials on the basis of evidence. **(REFLECT & REPLY)**

Consistently supports a personal interpretation of a written work with detailed evidence

from the work and from his/her own personal knowledge and experience. Always makes judgments or draws conclusions about ideas in written materials on the basis of evidence.  
**(REFLECT & REPLY)**

**ORAL AND VISUAL COMMUNICATION**

Consistently listens to and communicates related ideas, and narrates real and fictional events in a detailed sequence.  
**(DISCUSSIONS)**

**ORAL AND VISUAL COMMUNICATION**

Seldom expresses ideas or opinions confidently but without trying to dominate the discussion.  
**(DISCUSSIONS)**

Sometimes expresses ideas and opinions confidently but without trying to dominate the discussion.  
**(DISCUSSIONS)**

Often expresses ideas and opinions confidently but without trying to dominate the discussion.  
**(DISCUSSIONS)**

Always expresses ideas and opinions confidently but without trying to dominate the discussion.  
**(DISCUSSIONS)**

Rarely expresses or responds to a range of ideas and opinions concisely, clearly, and appropriately. Seldom listens to or communicates related ideas, or narrates real and fictional events in a sequence.  
**(DISCUSSIONS)**

Sometimes expresses or responds to a range of ideas and opinions concisely,

clearly, and appropriately. Occasionally listens to and communicates related ideas, and sometimes narrates real and fictional events in a sequence.  
**(DISCUSSIONS)**

Usually expresses or responds to a range of ideas and opinions concisely, clearly, and appropriately. Often listens to and

communicates related ideas, and narrates real and fictional events in a sequence.  
**(DISCUSSIONS)**

Always expresses or responds to a range of ideas and opinions concisely, clearly, and appropriately with detail.