

World Literature

Mr. Almanza

Class Overview

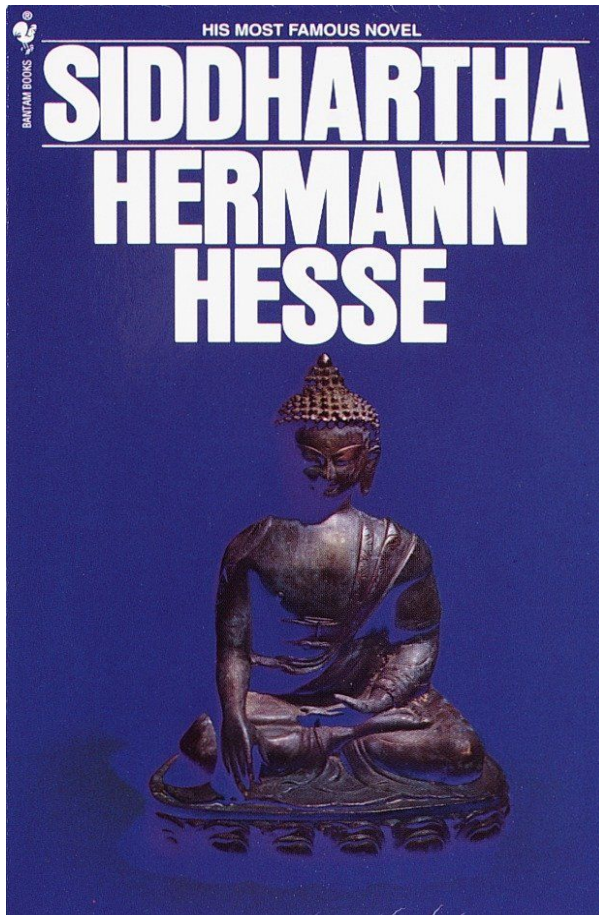


A human's quest is to feel, think and communicate...in any language.

Human experiences and their feelings about them are universal. Life's themes transcend borders and countries. In the end, which differences in cultures actually matter? World literature is a good source of clues to learn about "our neighbors on this shrinking planet Earth."

Students will discover the meaning of human experience through the language of literature. Students will explore and learn from the differences among cultures and time. Students will communicate reactions, reflections, and questions. Students will write to practice skills in summarizing, analyzing, comparing and contrasting, describing, classifying and persuading. Students will write to enable themselves to use the writing process for their own purposes, attack a new writing problem confidently, and succeed in communicating with others.

Siddhartha Overview



In the novel, Siddhartha, a young man, leaves his family for a contemplative life, then, restless, discards it for one of the flesh. He conceives a son, but bored and sickened by lust and greed, moves on again. Near despair, Siddhartha comes to a river where he hears a unique sound. This sound signals the true beginning of his life—the beginning of suffering, rejection, peace, and, finally, wisdom.

Week 1: (08/27/2018-08/28/2018)

Guiding Question: What do you think is this “innermost self”

Lessons

___ **Lecture on Siddhartha: Buddhism**

Individual Work

___ **(Due 08/30/2018-08/31/2018)---Purchase Notebook/Composition Journal**

___ **(Due 08/30/2018-08/31/2018) Book Response Projects** (in written/poster/shadow box/visual form) for one of the books read for the SUMMER READING ASSIGNMENT. (rubric and instructions are located in google classroom)

Writer's notebook:
(Due 08/30/2018-08/31/2018):

- **a. Class Warm-up (class discussion) :** complete class SAT/PSAT Vocabulary in your writer's notebook (**Vocabulary is located in the google classroom**). (*beginning of every class*)
- **b. Book Talk:** Prepare for your book talk by completing one of the reading strategies (refer to *Writing About Reading Strategies* handout). Write a response for EACH chapter according to the different methods in your writer's notebook.
- **c. Copy Quiz cards**
- **d. copy quote analysis packet**

- **e. copy chapter review questions packet**
- **f. Ch. 1 quote analysis & chapter review questions**

 (complete before reading Siddhartha) Anticipation Guide Handout

 Independent Reading--Read silently in class Ch. 1

Group Work

Small group work:
(Due 08/30/2018-08/31/2018):

 a. Discuss Ch. 1 quote analysis & chapter review questions

 b. (Thursday/Friday)--**Book Talk Discussion:** *Be prepared to share your response in a book talk. At the end of the book talk, respond with 2-3 sentences/picture/diagram/etc. Respond in your writer's notebook for EACH assigned reading from Siddhartha. (before restoring the environment)*

Whole Class:
 Anticipation Guide Discussion

Week 2: (09/04/2018-09/07/2018)

Guiding Question: (cont.) What do you think is this "innermost self?"

Lessons

 Dialogue

___ Book Talk

Individual Work

___ (Due 09/04/2018--9/06/2018) Week 1 work is due

- ___ Warm up 1-2
- ___ Book talk 1
- ___ Anticipation Guide Handout
- ___ Ch. 1 quote analysis & chapter review questions

___ (Due 09/04/2018--9/06/2018)---Present Book Response Project

___ **Writer's notebook:**
(Due 09/06/2018-09/07/2018):

- ___ a. **Class Warm-up (class discussion)** : complete class SAT/PSAT Vocabulary in your writer's notebook (**Vocabulary is located in the google classroom**). (*beginning of every class*)
- ___ b. **Book Talk:** Prepare for your book talk by completing one of the reading strategies (refer to *Writing About Reading Strategies* handout). Write a response for EACH chapter according to the different methods in your writer's notebook.
- ___ c. **Quick Write (Located in google classroom)**

___ Independent Reading--Read silently in class Ch. 2-3

___ **Dialogue questions:** Prepare questions for and participating in a **dialogue**

Whole Class:
(Monday/Tuesday)

___ a. Dialogue

___ b. add new information to Siddhartha graphic organizer (Mind Map in Journal) – Visual Synthesis

Group Work

___ **Small group work:**
(Due 09/06/2018-09/07/2018):

___ a. Discuss ch. 2-3 quote analysis & chapter review questions

___ b. (Thursday/Friday)--**Book Talk Discussion:** *Be prepared to share your response in a book talk. At the end of the book talk, respond with 2-3 sentences/picture/diagram/etc.*

Respond in your writer's notebook for EACH assigned reading from Siddhartha. (before restoring the environment)

___ (Due 09/06/2018-09/07/2018)--**Character Review Group Project:** use the *Character Review Group Project* handout to show what you know about the characters we've read about so far in the text.

Week 3: (09/10/2018-09/14/2018)

Guiding Question: What is the Buddhist's distinction between seeking salvation and seeking knowledge?

Lessons

___ Socratic Seminar Lesson

Individual Work

___ **Writer's notebook:**
(Due 09/13/2018-09/14/2018):

- ___ **a. Class Warm-up (class discussion) :** complete class SAT/PSAT **Vocabulary** in your writer's notebook (**Vocabulary is located in the google classroom**). (*beginning of every class*)
- ___ **b. Book Talk:** Prepare for your book talk by completing one of the reading strategies (refer to *Writing About Reading Strategies* handout). Write a response for EACH chapter according to the different methods in your writer's notebook.
- ___ **c. Quick Write (Located in google classroom)**
- ___ **d. ch. 4 quote analysis chapter review questions**

___ Copy Socratic prep sheet in your writer's notebook

___ **Independent Reading--Read silently in class Ch. 4**

___ **Dialogue questions:** Prepare questions for and participating in a **dialogue**

Whole Class:
(Monday/Tuesday)

___ **a. Dialogue**

___ **b. add new information to Siddhartha graphic organizer (Mind Map in Journal) – Visual**

Synthesis

___ (09/13/2018--9/14/2018) ---Socratic Seminar Practice 1: (using specific words/phrases from "Siddhartha")----Prepare questions for and participating in a **Socratic**.

Group Work

___ (09/10/2018-09/11/2018)-present Character Review Group Project before Dialogue

___ Small group work:

(Due 09/13/2018-09/14/2018)

___ a. discuss ch. 4 quote analysis chapter review questions

___ b. (Thursday/Friday)--**Book Talk Discussion:** *Be prepared to share your response in a book talk. At the end of the book talk, respond with 2-3 sentences/picture/diagram/etc. Respond in your writer's notebook for EACH assigned reading from Siddhartha. (before restoring the environment)*

Week 4: (09/17/2018-09/21/2018)

Guiding Question: What constitutes one's belief?

Lessons

Mini-lessons:

___ a. Socratic Method

___ b. CRCs (Claim/Reference/Commentary)

Individual Work

Writer's notebook:

(Due 09/20/2018-09/21/2018):

- ___ a. **Class Warm-up (class discussion): complete class SAT/PSAT Vocabulary** in your writer's notebook (**Vocabulary is located in the google classroom**). (*beginning of every class*)
- ___ b. **Book Talk:** Prepare for your book talk by completing one of the reading strategies (refer to *Writing About Reading Strategies* handout). Write a response for EACH chapter according to the different methods in your writer's notebook.

- ___ c. Quick Write (Located in google classroom)
- ___ d. ch. 5-7 quote analysis chapter review questions

___ Independent Reading--Read silently in class--Ch.5-7

Whole Class:

___ Add new information to Siddhartha graphic organizer (Mind Map in Journal) – Visual Synthesis

Group Work

___ Small group work:

(Due 09/20/2018-09/21/2018):

___ a. Discuss ch. 5-7 quote analysis chapter review questions

___ b. **Book Talk Discussion:** *Be prepared to share your response each day in a book talk. At the end of the book talk, respond with 2-3 sentences/picture/diagram/etc. Respond in your writer's notebook for EACH assigned reading from Siddhartha. (before restoring the environment)*

Assessments

___ (Due 08/27/2018-08/28/2018) Summer Reading Essay Prompts (located in the google classroom)

___ (Due 09/20/2018-09/21/2018) -- Chapter Quizzes 1-7

___ (Due 09/20/2018-09/21/2018)--Assessment: Socratic Seminar

Extensions

___ Extension Work: Student Led Mini-Lessons (rubric and instructions are located in google classroom.)

___ Honors Work: See Mr. Almanza

Readings

Siddhartha by Hermann Hesse

Addendum: Detailed Class Policy

Expectations:

- Respect the classroom, others and yourself. Model GRACE and COURTESY.
 - Be on time, prepared and in your designated seat at the start of class.
 - Raise your hand and wait to be called on before talking.
 - Listen attentively to others respectfully.
 - No Candy, Drinks (with the exception of a sealed container) or Gum is allowed.
 - Electronics must be used appropriately and wisely.
- NO CELL PHONES IN CLASS.
- No Headphones (Ask Teacher)

Rubrics

Socratic Seminar Rubric

	Preparedness	Participation	Synthesis/Takeaway	Self-Evaluation
Description <i>*overarching theme of treating all contributions & classmates with respect & dignity</i>	-Has carefully read & annotated article - Brings article/notes to the Seminar - Higher level questions are prepared & ready to share	-Refers to article & provides evidence to support opinion -Uses complete sentences & content-specific vocabulary -Builds on others' contributions by restating & paraphrasing	- Connects Socratic Seminar topic to class content/ lessons -Shares final thoughts using evidence from the article or a specific response to what a classmate shared	Exit Slip (class take away) -Includes thoughtful goals for next time -Turned in to the teacher before exiting classroom
Points	/5	/5	/10	/10
				Total: /30

Essay Rubric

Criteria	Exceeds Mastery (4/A-Range)	Mastery (3/B-Range)	Approaching Mastery (2/C-Range)	No Credit (1/D-F Range)
Thesis, Claim & Controlling Idea	States a strong, clear & concise controlling idea that focuses & inspires the remainder of the essay	The controlling idea is stated, consistent & reinforced throughout	The controlling idea is not fully developed & inconsistent throughout the essay	Essay lacks a controlling idea, claim or thesis.
Organization & Structure	The essay has a strong introduction, fully developed body & a conclusion that restates the claim while offering insightful perspective	The essay has a basic introduction, body & conclusion	The essay shows vague connections between the introduction, body & conclusion or the format is weak	Essay is weak or irrelevant & lacks two or more of the introduction, body & conclusion
Supporting Evidence & Reasoning	Properly cited quotes, examples & evidence are used to support the controlling idea, claim or thesis	Quotes, examples & evidence are used to support the controlling idea, claim or thesis, but are not properly cited.	The essay has inadequately cited quotes, examples & evidence to support the controlling idea.	The essay lacks properly cited quotes, examples & evidence to support the controlling idea.
Mechanics	The writer uses sophisticated sentence structure, which includes proper grammar, punctuation & spelling	The writer uses adequate sentence structure, which includes attention to grammar, punctuation & spelling	The writer is inconsistent with sentence structure, grammar, punctuation & spelling	The writer does not use proper sentence structure, grammar, punctuation & spelling