

Senior Literature Fiction and Non-Fiction Syllabus

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click handbook.

Course Description

This is a semester course that satisfies 0.5 credit of the state literature requirement. This course focuses on literary and informational texts which emphasize diversity, ethics, and inclusion. Students will cite strong evidence from the text, determine central ideas, and analyze the impact of authors' point of view, purpose, and form. Students will evaluate texts for accuracy and bias by examining the author's tone, purpose, and audience

Grading

Points shall be awarded for assignments, quizzes, and tests with the greatest weight given to demonstrating proficiency in the anchor standards through the process of creating unit projects. Points will be awarded and collected cumulatively throughout the semester.

Textbook

There is no textbook for Senior Literature: Fiction and Non-Fiction.

Reading

There are no "required" readings; students have their choice of readings within each unit.

Optional Reading

This list is subject to change at any time based upon the availability of texts and student interest.

Ethics in Society

The Poisonwood Bible by Barbara Kingsolver

Things Fall Apart by Chinua Achebe

Evicted: Poverty and Profit in the American City by Matthew Desmond

Made in China: A Prisoner, an SOS Letter, and the Hidden Cost of America's Cheap Goods
Amelia Pang

Identity: Race, Gender & Class

The Vanishing Half by Brit Bennett

Give Me Some Truth by Eric Gansworth

Caste: The Origins of our Discontents by Isabel Wilkerson

The Radium Girls: The Dark Story of America's Shining Women by Kate Moore

Humans & the Environment

Where the Crawdads Sing by Delia Owens
Solar Storms by Linda Hogan
Water Defenders by John Cavanagh and Robin Broad
Killers of the Flower Moon by David Gran

Instructional Resources

Website: www.turnitin.com

Essential Questions

1. What is the value of literature in our lives?
2. Why is it important to know an author's point of view?
3. How does language impact the meaning of a text?
4. How does the interaction of text and reader create meaning?
5. How does the narrative perspective influence our understanding of events?
6. How do recurring patterns/ideas and our understanding of these affect our understanding of the text?
7. How do an author's words influence our opinions?
8. Why do authors try to get big messages across in their writing?
9. How do we summarize text? Why would we want to?
10. How do we determine the meaning of words?
11. Why is research a necessary life skill?
12. How do we determine the relevance and validity of a source?
13. Why is it important to use multiple sources?
14. Why is plagiarism wrong?
15. Why do we read non-fiction?
16. How can the language of a text influence our perception of the text?
17. Why is it important to know how language can be used to manipulate understanding of an issue?

Essential Learning Intentions

- RL1 – Students will be able to support textual analysis using cited and inferred evidence.
- RL2 – Students will be able to determine and analyze theme(s) and the development within a text.
- RL2 – Students will be able to provide an objective summary of the text.
- RL2 – Students will be able to determine and analyze theme(s) and the development within a text.
- RL4 – Students will be able to determine figurative connotative and denotative meanings of words and phrases.
- RL4 – Students will be able to analyze the impact of word choice on meaning and tone.
- RL6 – Students will be able to analyze an author's intent through explicit and implied language.
- RI6 – Students will be able to determine how the author's use of rhetoric, style & content express their viewpoint.
- L1 – Students will be able to show command in conventions & usage of standard grammar in writing & speech.

L1 – Students will be able to effectively consult references to resolve grammar issues.

L2 – Students will be able to use the conventions of standard English.

L6 – Students will be able to independently acquire & use vocab appropriate for college/career readiness

SL2 - Students will integrate multiple sources of information in various formats to make decisions and solve problems.

SL2 - Students will evaluate the credibility and accuracy of sources.

SL3 – Students will be able to evaluate a speaker's viewpoint, reasoning, use of evidence, rhetoric & tone used.