

| Level 10 | Level 11 | Level 12 |
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| ANALYZING FICTION using Short Stories (World Literature, British Literature, American Literature) | | |
| EIL Levels 10, 11, and 12 include a RESOURCE BOOK in which worksheets/activities are located | | |
| <p>Resource Books include:</p> <ul style="list-style-type: none"> ● Suggested approach for use ● Curriculum format ● Instructions to find literary works online ● Syllabus - can be used as a pacing guide for the school year ● Optional 34-Week Plan ● Grading guide to help determine points possible and letter grades ● Answer Key ● Worksheets/Activities ● Assessments | | |
| <p>Level 10:</p> <p>Short Stories used with curriculum: <i>Bernice Bobs Her Hair, Amigo Brothers, The Necklace, Harrison Bergeron, The Yellow Wallpaper, The Speckled Band, A Worn Path, A Doll's House</i></p> <p>Skills:</p> <ul style="list-style-type: none"> ● Fiction Genres: realistic fiction, science fiction, mystery, fantasy, satire, historical fiction, fairy tales, and myths ● Pre-reading, during-reading, and post-reading activities to focus and direct reading ● Reading literature from around the world | <p>Level 11:</p> <p>Short Stories used with curriculum: <i>American History; Shooting an Elephant; The Alligator War; The Masque of the Red Death; The Odyssey, Book IX; The Lottery; Lather and Nothing Else; Hills Like White Elephants; The Veldt</i></p> <p>Skills:</p> <ul style="list-style-type: none"> ● Fiction Genres: realistic fiction, science fiction, mystery, allegory, historical fiction, fantasy, mythology ● Pre-reading, during-reading, and post-reading activities to focus and direct reading | <p>Level 12:</p> <p>Short Stories used with curriculum: <i>Perseus, cupped and Psyche, Brownies, Rappaccini's Daughter, The Paper Menagerie, The Faerie Queene Book I, The Stolen Party.</i></p> <p>Skills:</p> <ul style="list-style-type: none"> ● Fiction Genres: realistic fiction, mystery, allegory, historical fiction, fantasy, mythology ● Pre-reading, during-reading, and post-reading activities to focus and direct reading |

- **Plot and subplots**
- **Conflict:** internal and external
- **Character development:** traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat
- **Setting:** temporal, physical
- **Point of view:** third-person omniscient, third-person limited, and objective, reliable narrator
- **Foreshadowing and flashback**
- **Irony:** situational, dramatic, verbal
- **Mood and tone**
- **Symbolism**
- **Theme/Main idea**
- **Vocabulary development**
- **Critical thinking skills**
- **Satire**
- **Synonyms**

Activities include:

- Students will **analyze text, evaluate content, and apply knowledge**
- **Read author biographies**
- **Constructed response**
- **Visualize**
- **Making connections** to one's life and experiences
- **Making predictions**
- **Compare and contrast**
- **Accessing background**
- **Analyzing similarities and differences**
- **Comprehension checks**
- **Drawing conclusions**
- **Connecting fiction to nonfiction**
- **Self-monitor reading** to facilitate comprehension and understanding
- Introduction to **foreign and archaic words**

- Reading **literature from around the world**
- **Plot**
- **Conflict:** internal and external
- **Character development:** traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat
- **Setting**
- **Point of view:** third-person omniscient, third-person limited, and objective, reliable narrator
- **Foreshadowing and flashback**
- **Irony**
- **Mood and tone**
- **Symbolism**
- **Theme**
- **Vocabulary development**
- **Foreign words**
- **Etymology**
- **Denotative meaning**
- **Archaic words**
- **Discerning meaning through context**
- **Critical thinking skills**
- **Allegory**
- **Sideshadowing**
- **Mythological figures and places**
- **Propaganda**

Activities include:

- Students will **analyze text, evaluate content, and apply knowledge**
- **Making connections** to one's life and experiences
- **Read author biographies**
- **Constructed response**
- **Visualizing**
- **Making predictions**
- **Compare and contrast**
- **Connecting fiction to nonfiction**
- **Accessing background**

- Reading **literature from around the world**
- **Plot**
- **Conflict:** internal and external
- **Character development:** traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat
- **Setting**
- **Point of view:** third-person omniscient, third-person limited, and objective, reliable narrator
- **Foreshadowing and flashback**
- **Irony**
- **Allusion**
- **Mood and tone**
- **Symbolism**
- **Theme**
- **The Hero's Journey**
- **Character Archetypes**
- **Vocabulary development**
- **Foreign words**
- **Etymology**
- **Denotative meaning**
- **Archaic words**
- **Discerning meaning through context**
- **Critical thinking skills**
- **Allegory**
- **Sideshadowing**
- **Mythological figures and places**
- **Propaganda**

Activities include:

- Students will **analyze text, evaluate content, and apply knowledge**
- **Making connections** to one's life and experiences
- **Read author biographies**
- **Constructed response**
- **Visualizing**
- **Making predictions**

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| | <ul style="list-style-type: none"> ● Comprehension checks ● Drawing conclusions ● Using Context Cues ● Self-monitor reading to facilitate comprehension and understanding ● Analyze cause and effect relationships ● Reading literary criticism ● Reading a biography | <ul style="list-style-type: none"> ● Making Inferences ● Compare and contrast ● Using Context Cues ● Connecting fiction to nonfiction ● Accessing background ● Comprehension checks ● Drawing conclusions ● Self-monitor reading to facilitate comprehension and understanding ● Analyze cause and effect relationships ● Reading literary criticism ● Reading a biography ● Summarizing ● Writing alternative endings ● Letter Writing |
| <p>Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> ● Assessments included at the end of each story with a summative assessment at the end of the unit of study ● Extended Activities: conduct research, essay, cultural experiences, interview, music, physical activity, connect to literature, discussions, art, volunteer opportunities ● Writing Connection: narrative, personal journal, letter, newspaper article, poetry, writing from a fictional point of view ● Nonfiction Connection: articles, history, encyclopedia entry, biographies, film reviews | <p>Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> ● Assessments included at the end of each story with a summative assessment at the end of the unit of study ● Extended Activities: interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions, movie/video connections, theater ● Writing Connection: journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view ● Nonfiction Connection: historical accounts, articles, watch videos, listening activities, biography | <p>Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> ● Assessments included at the end of each story with a summative assessment at the end of the unit of study ● Extended Activities: interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions, movie/video connections, theater ● Writing Connection: journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view ● Nonfiction Connection: historical accounts, scientific research, cultural activities, art history, Encyclopedia entry, articles, watch videos, listening activities, biography |

DRAMA UNIT

Selections for Drama Unit: *Trifles, The Boor, While the Auto Waits*

Skills: Level 10

- **Introduction to drama**
- **Literary elements review**
- **Elements of drama:** plot, conflict, setting, characters, language, music, spectacle
- **Theater terms and vocabulary**
- **Physical parts of a theater**
- **Mood and tone**
- **Irony**
- **Foreshadowing**
- **Symbolism**
- **Casting**

Activities include:

- **How to read a play**
- **Read author biographies**
- **Read short plays**
- **Understanding background**
- **Visualizing**
- **Comprehension checks**
- **Critical thinking**
- **Analyzing literature**
- Students will **analyze, evaluate, and apply skills** learned in this unit

Selections for Drama Unit: *Our Town*

Skills: Level 11

- **Background of drama**
- **Genres of drama:** comedy, tragedy, historical, musical
- **Literary elements review**
- **Elements of drama:** plot, conflict, setting, characters, language, music spectacle
- **Setting: physical/temporal**
- **Theater terms and vocabulary**
- **Physical parts of a theater**
- **Mood and tone**
- **Theme**
- **Foreshadowing**
- **Symbolism**
- **Casting**
- **Character study: dynamic/static, flat/round, traits, types**
- **Monologue and soliloquy**

Activities include:

- **How to read a play**
- **Read author biography**
- **Read a play**
- **Understanding background/historical period**
- **Visualizing**

Selections for Drama Unit: *Macbeth*

Skills: Level 12

- **Background of drama**
- **Genres of drama:** comedy, tragedy, historical, musical
- **Literary elements review**
- **Elements of drama:** plot, conflict, setting, characters, language, music spectacle
- **Setting: physical/temporal**
- **Theater terms and vocabulary**
- **Physical parts of a theater**
- **Mood and tone**
- **Foreshadowing**
- **Symbolism**
- **Casting**
- **Character study: dynamic/static, flat/round, traits, types**
- **Monologue and soliloquy**
- **Foil character**
- **Motif**
- **Irony**
- **Atmosphere**
- **Meter**
- **Allusion**
- **Character Archetypes**
- **Paradox**
- **Metaphor**
- **Alliteration**

- **Make connections** to real life and experiences
- **Constructed response to prompts**
- **Making inferences**
- **Drama Unit assessment**

Culminating Activity: Performing a Drama

- **Pre-production:** props, set, cast, wardrobe
- **Rehearsal**
- **Performance**

- **Comprehension checks**
- **Critical thinking**
- **Analyzing literature**
- **Analyzing dialogue** and how it affects the plot
- Students will **analyze, evaluate, and apply skills** learned in this unit
- **Make connections** to real life and experiences
- **Constructed response to prompts**
- **Making inferences**
- **Costuming**
- **Analyze how characters affect plot**
- **Write a monologue**
- **Casting**
- **Watch a live/recorded performance**
- **Create a poster**
- **Time capsule**
- **Drama Unit assessment**

Culminating Activity: Producing a Play

- **Adapt the script**
- **Pre-production:** props, set, cast, wardrobe
- **Rehearsal**
- **Performance**

- **Equivocation**
- **Aside**

Activities include:

- **How to read a play**
- **Read author biography**
- **Read a play**
- **Understanding background/ historical period**
- **Visualizing**
- **Comprehension checks**
- **Critical thinking**
- **Analyzing literature**
- **Analyzing dialogue** and how it affects the plot
- Students will **analyze, evaluate, and apply skills** learned in this unit
- **Make connections** to real life and experiences
- **Constructed response to prompts**
- **Making inferences**
- **Costuming**
- **Analyze how characters affect plot**
- **Write a monologue**
- **Casting**
- **Watch a live/recorded performance**
- **Create a poster**
- **Time capsule**
- **Drama Unit assessment**

Culminating Activity: Reimagine Macbeth

- **Adapt the script**
- **Pre-production:** props, set, cast, wardrobe
- **Develop Plot Twists**
- **Write a Soliloquy**
- **Create an Advertisement**
- **Presentation**

NOVEL UNIT - ANALYZING LITERATURE - novel is included with purchase of curriculum if you choose digital + print option.

Level 10: *To Kill a Mockingbird* by Harper Lee

Skills:

- **Vocabulary development** - denotative and connotative meanings
- **Analyzing figurative language**
- **Setting** - its influence on plot and events of the story
- **Conflict** - internal and external
- **Irony**
- **Mood and tone**
- **Symbolism**
- **Cause and effect relationships**
- **Theme**
- **Character development**
- **Foreshadowing**
- **Author's purpose**
- **Chronological order**

Activities include:

- **Accessing historical background** to help understand perspective and culture
- **Read author's biography**
- **Making connections**
- **Self-monitor reading**
- **Pre-reading, during-reading, and post-reading activities**
- **Identify and analyze cause and effect relationships**
- **Critical thinking**
- **Making predictions**
- **Making inferences**
- **Identify author's purpose**
- **Comprehension checks**

Level 11: *The Great Gatsby* by F. Scott Fitzgerald

Skills:

- **Vocabulary development** - traditional vs. unconventional usage, denotative meaning, 1920's vernacular, associated tone, discerning meaning through context
- **Setting** - its influence on plot and events of the story
- **Conflict** - internal and external
- **Irony**
- **Mood and tone**
- **Symbolism**
- **Cause and effect relationships**
- **Theme**
- **Character development** - traits and motives
- **Author's purpose**
- **Compare and contrast**
- **Point of view**

Activities include:

- **Accessing historical background** to help understand perspective and culture
- **Read author's biography**
- **Making connections**
- **Self-monitor reading**
- **Pre-reading, during-reading, and post-reading activities**
- **Identify and analyze cause and effect relationships**
- **Critical thinking**
- **Making predictions**

Level 12: *Lord of the Flies* by William Golding

Skills:

- **Vocabulary development** - traditional vs. unconventional usage, denotative meaning, British vernacular, associated tone, discerning meaning through context. Understanding antiquated language
- **Setting** - its influence on plot and events of the story
- **Conflict** - internal and external
- **Irony** - situational, verbal, dramatic
- **Mood and tone**
- **Symbolism**
- **Allegory**
- **Cause and effect relationships**
- **Theme**
- **Character development** - traits and motives
- **Author's purpose**
- **Compare and contrast**
- **Point of view**

Activities include:

- **Accessing historical background** to help understand perspective and culture
- **Read author's biography**
- **Making connections**
- **Reading for a variety of purposes**
- **Self-monitor reading**
- **Pre-reading, during-reading, and post-reading activities**

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| <ul style="list-style-type: none"> ● Apply gained knowledge ● Analyze text ● Constructed response ● Discussion opportunities <p>Summative Assessment</p> <p>Culminating Activity Topic - Symbolism: extended writing assignment or project (essay, board/model, or speech)</p> | <ul style="list-style-type: none"> ● Comprehension checks ● Apply gained knowledge ● Analyze, synthesize, and evaluate text ● Constructed response ● Discussion opportunities ● Visualizing <p>Summative Assessment</p> <p>Culminating Activity Topic - Setting: temporal and physical setting, creating a map, verbal presentation, essay</p> | <ul style="list-style-type: none"> ● Identify and analyze cause and effect relationships ● Critical thinking ● Making predictions ● Comprehension checks ● Apply gained knowledge ● Analyze, synthesize, and evaluate text ● Constructed response ● Discussion opportunities ● Visualizing ● Rhetorical appeals: ethos, pathos, logos ● Symbolism ● Conduct research <p>Summative Assessment</p> <p>Culminating Activity Topic - Create your own society: environment and shelter; establish rules, priorities and morals; leadership; consequences and punishments; traditions, rituals, holidays; establish government, verbal presentation (posterboard, slideshow, or video.)</p> |
| <p>POETRY UNIT</p> | | |
| <p>Selections include: <i>A Loaf of Poetry; If—; Ah, Are You Digging on My Grave?; Go and catch a falling star; How Do I Love Thee?; One Art; Having a Coke with You</i></p> | <p>Selections include: <i>My Papa’s Waltz, Woman and Child, The Buried Life, Carrying Food Home in Winter, Ozymandias, To an Athlete Dying Young, The Author to Her Book, Ode on a Grecian Urn, The Builders</i></p> | <p>Selections include: <i>Who’s for the Game?, Dulce et Decorum Est, Ode to the Moon, Ode to a Large Tuna in the Market, Paul Revere’s Ride, Alexander Hamilton, The Starry Night, Empty Chairs, Where did the handsome beloved go?, Ghazal: America the Beautiful, The New Colossus, Digging, From Blossoms</i></p> <p>Skills:</p> |

Skills:

- Elements of poetry
- Author study
- Theme
- Rhythm and meter
- Rhyme scheme
- Sound devices
- Mood and tone
- Voice, diction, and dialect
- Analyzing figurative language: simile, metaphor, personification, hyperbole, imagery, symbolism, allusion, alliteration
- Assonance
- Consonance
- Structure of poems: sonnet, villanelle, free verse, ode, elegy, ballad, epic
- Making connections
- Vocabulary development
- Writing poetry
- Speaking and listening skills
- Music connection
- Scanning
- Comprehension check

Skills:

- Elements of poetry
- Author Study
- Theme
- Rhyme and meter
- Rhyme scheme
- Sound devices
- Mood and tone
- Voice, diction, and dialect
- Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion
- Structure of poems: sonnet, elegy, free verse, ode, villanelle, ballad, epic
- Making connections
- Vocabulary development
- Writing poetry
- Speaking and listening skills
- Theme
- Comprehension check
- Figurative language

- Elements of poetry
- Author Study
- Theme
- Rhyme and meter
- Rhyme scheme
- Sound devices
- Mood and tone
- Prose
- Voice, diction, and dialect
- Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion
- Poetic forms: Free verse, Ode, Ekphrastic Poetry, Sonnet, Chazal
- Figurative language
- Making connections
- Vocabulary development
- Writing poetry
- Speaking and listening skills
- Theme
- Capturing context
- Comprehension check