

Level 10	Level 11	Level 12
<b>ANALYZING FICTION</b> using Short Stories (World Literature, British Literature, American Literature)		
EIL Levels 10, 11, and 12 include a <b>RESOURCE BOOK</b> in which worksheets/activities are located		
<p><b>Resource Books include:</b></p> <ul style="list-style-type: none"> <li>• Suggested approach for use</li> <li>• Curriculum format</li> <li>• Instructions to find literary works online</li> <li>• Syllabus - can be used as a pacing guide for the school year</li> <li>• Optional 34-Week Plan</li> <li>• Grading guide to help determine points possible and letter grades</li> <li>• Answer Key</li> <li>• Worksheets/Activities</li> <li>• Assessments</li> </ul>		
<p><b>Level 10:</b></p> <p><b>Short Stories used with curriculum:</b> <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><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Fiction Genres:</b> realistic fiction, science fiction, mystery, fantasy, satire, historical fiction, fairy tales, and myths</li> <li>• <b>Pre-reading, during-reading, and post-reading activities</b> to focus and direct reading</li> <li>• Reading <b>literature from around the world</b></li> </ul>	<p><b>Level 11:</b></p> <p><b>Short Stories used with curriculum:</b> <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><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Fiction Genres:</b> realistic fiction, science fiction, mystery, allegory, historical fiction, fantasy, mythology</li> <li>• <b>Pre-reading, during-reading, and post-reading activities</b> to focus and direct reading</li> </ul>	<p><b>Level 12:</b></p> <p><b>Short Stories used with curriculum:</b> <i>Perseus, cupped and Psyche, Brownies, Rappaccini's Daughter, The Paper Menagerie, The Faerie Queene Book I, The Stolen Party.</i></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Fiction Genres:</b> realistic fiction, mystery, allegory, historical fiction, fantasy, mythology</li> <li>• <b>Pre-reading, during-reading, and post-reading activities</b> to focus and direct reading</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Plot and subplots</b></li> <li>• <b>Conflict:</b> internal and external</li> <li>• <b>Character development:</b> traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat</li> <li>• <b>Setting:</b> temporal, physical</li> <li>• <b>Point of view:</b> third-person omniscient, third-person limited, and objective, reliable narrator</li> <li>• <b>Foreshadowing and flashback</b></li> <li>• <b>Irony:</b> situational, dramatic, verbal</li> <li>• <b>Mood and tone</b></li> <li>• <b>Symbolism</b></li> <li>• <b>Theme/Main idea</b></li> <li>• <b>Vocabulary development</b></li> <li>• <b>Critical thinking skills</b></li> <li>• <b>Satire</b></li> <li>• <b>Synonyms</b></li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• Students will <b>analyze text, evaluate content, and apply knowledge</b></li> <li>• <b>Read author biographies</b></li> <li>• <b>Constructed response</b></li> <li>• <b>Visualize</b></li> <li>• <b>Making connections</b> to one's life and experiences</li> <li>• <b>Making predictions</b></li> <li>• <b>Compare and contrast</b></li> <li>• <b>Accessing background</b></li> <li>• <b>Analyzing similarities and differences</b></li> <li>• <b>Comprehension checks</b></li> <li>• <b>Drawing conclusions</b></li> <li>• <b>Connecting fiction to nonfiction</b></li> <li>• <b>Self-monitor reading</b> to facilitate comprehension and understanding</li> <li>• Introduction to <b>foreign and archaic words</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading <b>literature from around the world</b></li> <li>• <b>Plot</b></li> <li>• <b>Conflict:</b> internal and external</li> <li>• <b>Character development:</b> traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat</li> <li>• <b>Setting</b></li> <li>• <b>Point of view:</b> third-person omniscient, third-person limited, and objective, reliable narrator</li> <li>• <b>Foreshadowing and flashback</b></li> <li>• <b>Irony</b></li> <li>• <b>Mood and tone</b></li> <li>• <b>Symbolism</b></li> <li>• <b>Theme</b></li> <li>• <b>Vocabulary development</b></li> <li>• <b>Foreign words</b></li> <li>• <b>Etymology</b></li> <li>• <b>Denotative meaning</b></li> <li>• <b>Archaic words</b></li> <li>• <b>Discerning meaning through context</b></li> <li>• <b>Critical thinking skills</b></li> <li>• <b>Allegory</b></li> <li>• <b>Sideshadowing</b></li> <li>• <b>Mythological figures and places</b></li> <li>• <b>Propaganda</b></li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• Students will <b>analyze text, evaluate content, and apply knowledge</b></li> <li>• <b>Making connections</b> to one's life and experiences</li> <li>• <b>Read author biographies</b></li> <li>• <b>Constructed response</b></li> <li>• <b>Visualizing</b></li> <li>• <b>Making predictions</b></li> <li>• <b>Compare and contrast</b></li> <li>• <b>Connecting fiction to nonfiction</b></li> <li>• <b>Accessing background</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading <b>literature from around the world</b></li> <li>• <b>Plot</b></li> <li>• <b>Conflict:</b> internal and external</li> <li>• <b>Character development:</b> traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat</li> <li>• <b>Setting</b></li> <li>• <b>Point of view:</b> third-person omniscient, third-person limited, and objective, reliable narrator</li> <li>• <b>Foreshadowing and flashback</b></li> <li>• <b>Irony</b></li> <li>• <b>Allusion</b></li> <li>• <b>Mood and tone</b></li> <li>• <b>Symbolism</b></li> <li>• <b>Theme</b></li> <li>• <b>The Hero's Journey</b></li> <li>• <b>Character Archetypes</b></li> <li>• <b>Vocabulary development</b></li> <li>• <b>Foreign words</b></li> <li>• <b>Etymology</b></li> <li>• <b>Denotative meaning</b></li> <li>• <b>Archaic words</b></li> <li>• <b>Discerning meaning through context</b></li> <li>• <b>Critical thinking skills</b></li> <li>• <b>Allegory</b></li> <li>• <b>Sideshadowing</b></li> <li>• <b>Mythological figures and places</b></li> <li>• <b>Propaganda</b></li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• Students will <b>analyze text, evaluate content, and apply knowledge</b></li> <li>• <b>Making connections</b> to one's life and experiences</li> <li>• <b>Read author biographies</b></li> <li>• <b>Constructed response</b></li> <li>• <b>Visualizing</b></li> <li>• <b>Making predictions</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Comprehension checks</b></li> <li>• <b>Drawing conclusions</b></li> <li>• <b>Using Context Cues</b></li> <li>• <b>Self-monitor reading</b> to facilitate comprehension and understanding</li> <li>• Analyze <b>cause and effect relationships</b></li> <li>• Reading <b>literary criticism</b></li> <li>• <b>Reading a biography</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Making Inferences</b></li> <li>• <b>Compare and contrast</b></li> <li>• <b>Using Context Cues</b></li> <li>• <b>Connecting fiction to nonfiction</b></li> <li>• <b>Accessing background</b></li> <li>• <b>Comprehension checks</b></li> <li>• <b>Drawing conclusions</b></li> <li>• <b>Self-monitor reading</b> to facilitate comprehension and understanding</li> <li>• Analyze <b>cause and effect relationships</b></li> <li>• Reading <b>literary criticism</b></li> <li>• <b>Reading a biography</b></li> <li>• <b>Summarizing</b></li> <li>• <b>Writing alternative endings</b></li> <li>• <b>Letter Writing</b></li> </ul>
<p><b>Short Stories are not included with the curriculum</b>, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b> included at the end of each story with a summative assessment at the end of the unit of study</li> <li>• <b>Extended Activities:</b> conduct research, essay, cultural experiences, interview, music, physical activity, connect to literature, discussions, art, volunteer opportunities</li> <li>• <b>Writing Connection:</b> narrative, personal journal, letter, newspaper article, poetry, writing from a fictional point of view</li> <li>• <b>Nonfiction Connection:</b> articles, history, encyclopedia entry, biographies, film reviews</li> </ul>	<p><b>Short Stories are not included with the curriculum</b>, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b> included at the end of each story with a summative assessment at the end of the unit of study</li> <li>• <b>Extended Activities:</b> interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions, movie/video connections, theater</li> <li>• <b>Writing Connection:</b> journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view</li> <li>• <b>Nonfiction Connection:</b> historical accounts, articles, watch videos, listening activities, biography</li> </ul>	<p><b>Short Stories are not included with the curriculum</b>, but can be located online (there is a file for them on our Facebook page)</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b> included at the end of each story with a summative assessment at the end of the unit of study</li> <li>• <b>Extended Activities:</b> interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions, movie/video connections, theater</li> <li>• <b>Writing Connection:</b> journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view</li> <li>• <b>Nonfiction Connection:</b> historical accounts, scientific research, cultural activities, art history, Encyclopedia entry, articles, watch videos, listening activities, biography</li> </ul>

DRAMA UNIT		
<p><b>Selections for Drama Unit:</b> <i>Trifles, The Boor, While the Auto Waits</i></p> <p><b>Skills: Level 10</b></p> <ul style="list-style-type: none"> <li>• Introduction to drama</li> <li>• Literary elements review</li> <li>• Elements of drama: plot, conflict, setting, characters, language, music, spectacle</li> <li>• Theater terms and vocabulary</li> <li>• Physical parts of a theater</li> <li>• Mood and tone</li> <li>• Irony</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Casting</li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• How to read a play</li> <li>• Read author biographies</li> <li>• Read short plays</li> <li>• Understanding background</li> <li>• Visualizing</li> <li>• Comprehension checks</li> <li>• Critical thinking</li> <li>• Analyzing literature</li> <li>• Students will <b>analyze, evaluate, and apply skills</b> learned in this unit</li> </ul>	<p><b>Selections for Drama Unit:</b> <i>Our Town</i></p> <p><b>Skills: Level 11</b></p> <ul style="list-style-type: none"> <li>• Background of drama</li> <li>• Genres of drama: comedy, tragedy, historical, musical</li> <li>• Literary elements review</li> <li>• Elements of drama: plot, conflict, setting, characters, language, music spectacle</li> <li>• Setting: physical/temporal</li> <li>• Theater terms and vocabulary</li> <li>• Physical parts of a theater</li> <li>• Mood and tone</li> <li>• Theme</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Casting</li> <li>• Character study: dynamic/static, flat/round, traits, types</li> <li>• Monologue and soliloquy</li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• How to read a play</li> <li>• Read author biography</li> <li>• Read a play</li> <li>• Understanding background/historical period</li> <li>• Visualizing</li> </ul>	<p><b>Selections for Drama Unit:</b> <i>Macbeth</i></p> <p><b>Skills: Level 12</b></p> <ul style="list-style-type: none"> <li>• Background of drama</li> <li>• Genres of drama: comedy, tragedy, historical, musical</li> <li>• Literary elements review</li> <li>• Elements of drama: plot, conflict, setting, characters, language, music spectacle</li> <li>• Setting: physical/temporal</li> <li>• Theater terms and vocabulary</li> <li>• Physical parts of a theater</li> <li>• Mood and tone</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Casting</li> <li>• Character study: dynamic/static, flat/round, traits, types</li> <li>• Monologue and soliloquy</li> <li>• Foil character</li> <li>• Motif</li> <li>• Irony</li> <li>• Atmosphere</li> <li>• Meter</li> <li>• Allusion</li> <li>• Character Archetypes</li> <li>• Paradox</li> <li>• Metaphor</li> <li>• Alliteration</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Make connections</b> to real life and experiences</li> <li>• <b>Constructed response to prompts</b></li> <li>• <b>Making inferences</b></li> <li>• <b>Drama Unit assessment</b></li> </ul> <p><b>Culminating Activity: Performing a Drama</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-production:</b> props, set, cast, wardrobe</li> <li>• <b>Rehearsal</b></li> <li>• <b>Performance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehension checks</b></li> <li>• <b>Critical thinking</b></li> <li>• <b>Analyzing literature</b></li> <li>• <b>Analyzing dialogue</b> and how it affects the plot</li> <li>• Students will <b>analyze, evaluate, and apply skills</b> learned in this unit</li> <li>• <b>Make connections</b> to real life and experiences</li> <li>• <b>Constructed response to prompts</b></li> <li>• <b>Making inferences</b></li> <li>• <b>Costuming</b></li> <li>• <b>Analyze how characters affect plot</b></li> <li>• <b>Write a monologue</b></li> <li>• <b>Casting</b></li> <li>• <b>Watch a live/recorded performance</b></li> <li>• <b>Create a poster</b></li> <li>• <b>Time capsule</b></li> <li>• <b>Drama Unit assessment</b></li> </ul> <p><b>Culminating Activity: Producing a Play</b></p> <ul style="list-style-type: none"> <li>• <b>Adapt the script</b></li> <li>• <b>Pre-production:</b> props, set, cast, wardrobe</li> <li>• <b>Rehearsal</b></li> <li>• <b>Performance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equivocation</b></li> <li>• <b>Aside</b></li> </ul> <p><b>Activities include:</b></p> <ul style="list-style-type: none"> <li>• <b>How to read a play</b></li> <li>• <b>Read author biography</b></li> <li>• <b>Read a play</b></li> <li>• <b>Understanding background/ historical period</b></li> <li>• <b>Visualizing</b></li> <li>• <b>Comprehension checks</b></li> <li>• <b>Critical thinking</b></li> <li>• <b>Analyzing literature</b></li> <li>• <b>Analyzing dialogue</b> and how it affects the plot</li> <li>• Students will <b>analyze, evaluate, and apply skills</b> learned in this unit</li> <li>• <b>Make connections</b> to real life and experiences</li> <li>• <b>Constructed response to prompts</b></li> <li>• <b>Making inferences</b></li> <li>• <b>Costuming</b></li> <li>• <b>Analyze how characters affect plot</b></li> <li>• <b>Write a monologue</b></li> <li>• <b>Casting</b></li> <li>• <b>Watch a live/recorded performance</b></li> <li>• <b>Create a poster</b></li> <li>• <b>Time capsule</b></li> <li>• <b>Drama Unit assessment</b></li> </ul> <p><b>Culminating Activity: Reimagine Macbeth</b></p> <ul style="list-style-type: none"> <li>• <b>Adapt the script</b></li> <li>• <b>Pre-production:</b> props, set, cast, wardrobe</li> <li>• <b>Develop Plot Twists</b></li> <li>• <b>Write a Soliloquy</b></li> <li>• <b>Create an Advertisement</b></li> <li>• <b>Presentation</b></li> </ul>
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**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**

<ul style="list-style-type: none"> <li>• Apply gained knowledge</li> <li>• Analyze text</li> <li>• Constructed response</li> <li>• Discussion opportunities</li> </ul> <p><b>Summative Assessment</b></p> <p><b>Culminating Activity Topic - Symbolism:</b> extended writing assignment or project (essay, board/model, or speech)</p>	<ul style="list-style-type: none"> <li>• Comprehension checks</li> <li>• Apply gained knowledge</li> <li>• Analyze, synthesize, and evaluate text</li> <li>• Constructed response</li> <li>• Discussion opportunities</li> <li>• Visualizing</li> </ul> <p><b>Summative Assessment</b></p> <p><b>Culminating Activity Topic - Setting:</b> temporal and physical setting, creating a map, verbal presentation, essay</p>	<ul style="list-style-type: none"> <li>• Identify and analyze cause and effect relationships</li> <li>• Critical thinking</li> <li>• Making predictions</li> <li>• Comprehension checks</li> <li>• Apply gained knowledge</li> <li>• Analyze, synthesize, and evaluate text</li> <li>• Constructed response</li> <li>• Discussion opportunities</li> <li>• Visualizing</li> <li>• Rhetorical appeals: ethos, pathos, logos</li> <li>• Symbolism</li> <li>• Conduct research</li> </ul> <p><b>Summative Assessment</b></p> <p><b>Culminating Activity Topic - Create your own society:</b> 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 style="text-align: center;"><b>POETRY UNIT</b></p>		
<p><b>Selections include:</b> <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><b>Selections include:</b> <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><b>Selections include:</b> <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><b>Skills:</b></p>



<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Elements of poetry</li> <li>• Author study</li> <li>• Theme</li> <li>• Rhythm and meter</li> <li>• Rhyme scheme</li> <li>• Sound devices</li> <li>• Mood and tone</li> <li>• Voice, diction, and dialect</li> <li>• Analyzing figurative language: simile, metaphor, personification, hyperbole, imagery, symbolism, allusion, alliteration</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Structure of poems: sonnet, villanelle, free verse, ode, elegy, ballad, epic</li> <li>• Making connections</li> <li>• Vocabulary development</li> <li>• Writing poetry</li> <li>• Speaking and listening skills</li> <li>• Music connection</li> <li>• Scanning</li> <li>• Comprehension check</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Elements of poetry</li> <li>• Author Study</li> <li>• Theme</li> <li>• Rhyme and meter</li> <li>• Rhyme scheme</li> <li>• Sound devices</li> <li>• Mood and tone</li> <li>• Voice, diction, and dialect</li> <li>• Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion</li> <li>• Structure of poems: sonnet, elegy, free verse, ode, villanelle, ballad, epic</li> <li>• Making connections</li> <li>• Vocabulary development</li> <li>• Writing poetry</li> <li>• Speaking and listening skills</li> <li>• Theme</li> <li>• Comprehension check</li> <li>• Figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of poetry</li> <li>• Author Study</li> <li>• Theme</li> <li>• Rhyme and meter</li> <li>• Rhyme scheme</li> <li>• Sound devices</li> <li>• Mood and tone</li> <li>• Prose</li> <li>• Voice, diction, and dialect</li> <li>• Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion</li> <li>• Poetic forms: Free verse, Ode, Ekphrastic Poetry, Sonnet, Chazal</li> <li>• Figurative language</li> <li>• Making connections</li> <li>• Vocabulary development</li> <li>• Writing poetry</li> <li>• Speaking and listening skills</li> <li>• Theme</li> <li>• Capturing context</li> <li>• Comprehension check</li> </ul>
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