

**CURRICULUM DEVELOPMENT PROGRAM FOR
IMPLICATIONS OF LITERATURE
A FOUR-YEAR LITERATURE/ANTHOLOGY SERIES
PUBLISHED BY TEXTWORD PRESS, BROOKLYN NY**

ACADEMIC GOALS

1. To develop sophisticated reading-comprehension skills and build a solid vocabulary base.
2. To enable students to attain fluency and competency in oral and written communication
3. To enhance critical and analytical thinking skills through exposure to challenging and stimulating literature
4. To ensure proficiency in the conventions of standard written English

SUPPLEMENTARY GOALS

1. To sensitize students to relate to significant political, scientific, social, and moral issues frequently raised in literature.
2. To train students to recognize that literature can be applied to life.
3. To assist students to aspire to become productive members of society by exposing them to literature that will encourage them to build positive character traits.
4. To imbue students with an overall sense of history and recognition that history and literature are inextricably intertwined.

The *Implications of Literature* series achieves its goals (both general and specific) by developing integrated literature/language arts anthologies that address the curriculum requirements spelled out above. Details are provided below.

GENERAL GOAL IMPLEMENTATION

1. The **Explorer** and **Navigator** Levels for 9th and 10th grades feature a broad spectrum of the finest in American and world literature. The emerging adolescent is challenged to think analytically and critically, and, by living the lives of literary characters vicariously, begins to develop a sense of social and ethical responsibility. The novel at the end of each anthology dovetails comfortably with the social studies curriculum of that grade level. Handbooks at the conclusion of each text teach and reinforce writing and language arts skills.

2. The **Pioneer** Level for grade 11 features American literature exclusively, and many historical and ethical issues (both past and present) are addressed via a judicious choice of selections. Students have ample opportunity to make judgments, draw conclusions, and develop ethical sensitivity from exposure to literature that mirrors history. A full-length play draws on a major event in American History and thus fits in perfectly with the social studies curriculum for 11th grade. Handbooks at the conclusion of the text teach and reinforce writing and language arts skills.

3. The **Trailblazer** Level focus exclusively on English literature and the development of the English literary tradition. The literature that is represented in this text mirrors 1500 years of human endeavor and was selected to enable students to zero in on the movements and philosophies that have shaped society since 449. The Shakespearean play *Macbeth* is included

in this text, utilizing all the techniques of the TextWord format to enhance understanding. Handbooks at the conclusion of the text reinforce writing and language arts skills.

SPECIFIC GOAL IMPLEMENTATION

NINTH AND TENTH GRADE TEXTS (EXPLORER AND NAVIGATOR LEVELS) ENABLE STUDENTS TO:

1. Become familiar with *literary genres and terms* through *guided reading* of short stories, drama, poetry, non-fiction (essays, biographies, etc) and a novel.
2. Attain enhanced *comprehension* using special *sidebars* on each page of text.
3. Prepare in advance for CheckQuizzes that test *basic comprehension* of each literary selection
4. Answer very specific *Literary Critique* questions at the close of each selection that will enhance *analytical and critical thinking skills*.
5. Relate literary selections to life through comprehensive *writing and reader-response journal assignments* at the end of each selection.
6. Build *vocabulary skills* through *in-context* study of new and difficult words in the text and *reinforce* this knowledge by means of *in-text exercises* based on these same words at the end of each selection.
7. Enhance *writing skills* by referring to the *Handbook of Writing Skills* that appears at the back of both volumes.
8. Access Handbooks of *Grammar Usage and Mechanics* at the back of both volumes. These handbooks explain and illustrate the *building blocks of grammar*, and feature extensive exercises to reinforce learning.
9. Prepare for *New York State's English Regents Examination* by taking two complete and original sample examinations in the text that enable students to acquire a sense of what will be expected of them in this or any other *national proficiency examination*.
10. Obtain additional insight into *Shakespeare's language* and times through a 50 page self-contained unit (in the 9th grade text only) that takes the fear out of reading Shakespeare's works.
11. Work through a *Handbook of Dictionary Use* (in the 9th grade only) that enables students to become familiar with dictionary use. Extensive exercises reinforce dictionary skills.

THE ELEVENTH AND TWELFTH GRADE TEXTS (PIONEER AND TRAILBLAZER LEVELS) ENABLE STUDENTS TO:

1. Read very carefully for *deeper meaning*, guided by strategically placed *sidebars* that focus on *motivation, literary techniques, literary devices, and literary imagery*.
2. Answer very specific *Literary Critique* questions at the close of each selection that will build on previously acquired *critical and analytical thinking skills* and will help the student to develop balanced opinions and make sound judgments about life.
3. Relate literary experiences to life through comprehensive *writing and reader-response journal assignments* at the end of each selection.
4. Build *vocabulary skills* through *in-context* study of new and difficult words in the text and *reinforce* this knowledge by means of *in-text exercises* based on these same words
5. Prepare for *New York State's English Regents Examination* by taking two complete and original sample examinations in the text to enable students to acquire a sense of what will be expected of them in this or any other *national proficiency examination*. Access *The Basic Manual of Style* at the back of both books, and *Handbook of Grammar Usage and Mechanics* (in 11th grade text only) to prepare students to write coherent, well-organized essays and term papers.
6. Understand the overall history of both the United States and Britain respectively through *Overviews* especially prepared for each text to demonstrate the connection between literature and history, art and life.

7. Acquire the ability to differentiate between different types of *writing assignments* through *focus pages and writing handbooks* that appear at the end of the text..

**A REPRESENTATIVE SAMPLING OF SKILLS AND TECHNIQUES TAUGHT
IN THE *IMPLICATIONS OF LITERATURE* SERIES APPEARS BELOW**

DEVELOPING ANALYTICAL AND CRITICAL THINKING SKILLS

- ❖ Analyzing characters, motives, literary elements, literary techniques, emotional impact
- ❖ Using analytical techniques to write critical lens essays
- ❖ Analyzing figurative language, appreciating allusions, humor, puns, and literary imagery
- ❖ Identifying rhetorical techniques and fallacious reasoning
- ❖ Recognizing historical context and sequence of events
- ❖ Identifying characters and situations from context clues
- ❖ Determining purpose and tone of literature
- ❖ Developing awareness of national and international political and social issues
- ❖ Learning to infer from actions and events
- ❖ Making logical deductions
- ❖ Weighing pros and cons and preparing to make personal decisions based on moral judgments
- ❖ Recognizing social injustice and presenting solutions
- ❖ Recognizing the impact of language
- ❖ Relating biographical material to personal goals
- ❖ Relating literature to current situations
- ❖ Recognizing the difference between implicit and explicit positions on an issue
- ❖ Enlisting literature as a tool for character growth
- ❖ Using a Reader-Response Journal to foster the thinking process

DEVELOPING WRITING SKILLS

- ❖ Formulating a thesis statement
- ❖ Creating an outline
- ❖ Pre-writing, first draft, evaluating and revising, proofreading and publishing
- ❖ Taking a position on an issue using supporting evidence
- ❖ Using the writing process to answer examination questions
- ❖ Writing compare/contrast essays, critical lens essays, definition essays, descriptive essays, expository essays, cause-and-effect essays, reflective essays, analytical essays, argument essays, humorous essays, satirical essays, persuasive essays, and term papers.
- ❖ Writing a literary critique, analyzing character, plot, symbolism, literary themes, point of view, and setting
- ❖ Writing a sequel
- ❖ Writing a narrative
- ❖ Writing a short story
- ❖ Rewriting a story
- ❖ Writing a character sketch
- ❖ Writing a folk tale or ballad
- ❖ Developing personal interpretations, writing in diary form, personal letters, personal anecdote, making judgments about characters or situations, writing a personal response to a situation, and preparing Reader-Response Journal entries.

**LITERARY AND LANGUAGE ARTS CONCEPTS AND TERMS THAT ARE APPLIED
THROUGHOUT THE SERIES**

Abstract poetry	End stopped lines	Meter
Allegory	Enjambment	Monologue
Alliteration	Eponym	Mood
Allusion	Essay	Narrative
Ambiguity	Euphemism	Narrative poetry
Anachronism	Exposition	Naturalism
Analogy	Extended metaphor	Nonfiction
Anapest	Eye rhyme	Objective point of view
Anaphora	Fable	Octave
Anecdote	Falling action	Octet
Antagonist	Fantasy	Ode
Aphorism	Fatal flaw	Omniscient point of view
Apostrophe	Fiction	Onomatopoeia
Archaic usage	Figurative language	Oxymoron
Aside	Figures of speech	Parable
Assonance	First-person point of view	Paradox
Autobiography	Flashback	Parallelism
Ballad/folk ballad	Flat character	Parody
Biography	Foil	Pastoral voice
Black comedy	Folk tale	Personification
Blank verse	Foreshadowing	Petrarchan sonnet
Caesura	Form	Plot
Caricature	Frame narrative	Poetic foot
Catharsis	Free verse	Poetic justice
Characterization	Genre	Protagonist
Chorus	Gothic literature	Puns
Classical tragedy	Heroic couplet	Quatrains
Classical unities	Historical drama	Realism
Cliché	Historical fiction	Refrain
Climax/turning point	Homonym	Repetition
Colloquial tone	Hubris	Resolution
Comedy	Hymn	Reverie
Comic distance	Hyperbole	Rhetoric
Comic relief	Iamb	Rhetorical question
Compressed language	Iambic pentameter	Rising action
Conceit	Idyll	Rhyme rhythm
Conflict	Imagery	Romanticism
Connotation	Incremental refrain	Round characters
Consonance	Inference	Saga
Couplet	Inspirational poetry	Satire
Dactyl	Internal rhyme	Scansion
Denotation	In medias res	Science fiction
Denouement	Inversion	Scop
Detective story	Irony	Semi-autobiographical fiction
Deus ex machina	Irony of situation	Septet
Dialect	Kenning	Sestet
Diction	Lampoon	Setting
Dialogue	Literal language	Shakespearean canon
Drama	Literary ballad	Shakespearean sonnet
Dramatic irony	Lyrical poetry	Simile
Dramatic monologue	Lyricism	Slant rhyme
Dramatis personae	Metaphor	Soliloquy
Elegy	Metaphysical conceit	

Sonnet	Synecdoche	Tone
Stanza	Syntax	Tragedy
Stereotype	Tercet	Tragic flaw
Stream of consciousness	Terza rima	Transcendentalism
Stressed and unstressed syllables	Theme	Trochee
Subplot	Thesis statement	Turning point
Suspense	Third person limited	Verbal irony
Symbolism	Third person omniscient	Vignette
	Three unities	Villanelle

LANGUAGE ARTS CONCEPTS REINFORCED THROUGHOUT THE SERIES

- ❖ Active and passive voice
- ❖ Antonyms
- ❖ Capitalization
- ❖ Case forms of personal pronouns
- ❖ Clichés
- ❖ Comma usage
- ❖ Comparisons
- ❖ Correct usage of frequently confused words
- ❖ Dangling modifiers
- ❖ Etymology of words
- ❖ Levels of language
- ❖ Misplaced modifiers
- ❖ Missing or incorrect verb endings
- ❖ Parallel structure
- ❖ Parts of speech
- ❖ Pronoun-antecedent agreement
- ❖ Pronoun reference
- ❖ Proofreading symbols
- ❖ Punctuation run on sentences
- ❖ Sentence fragments
- ❖ Sentence parts
- ❖ Sentence structure
- ❖ Sentence variety
- ❖ Sequence of tenses
- ❖ Spelling
- ❖ Subject-verb agreement
- ❖ Supporting statements
- ❖ Synonyms
- ❖ Topic sentence
- ❖ Transitions
- ❖ Vivid language use