

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

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 for grade 12 focuses 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.
4. 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*.
5. 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	Falling action	Pastoral voice
Allegory	Fantasy	Personification
Alliteration	Fatal flaw	Petrarchan sonnet
Allusion	Fiction	Plot
Ambiguity	Figurative language	Poetic foot
Anachronism	Figures of speech	Poetic justice
Analogy	First-person point of view	Protagonist
Anapest	Flashback	Puns
Anaphora	Flat character	Quatrains
Anecdote	Foil	Realism
Antagonist	Folk tale	Refrain
Aphorism	Foreshadowing	Repetition
Apostrophe	Form	Resolution
Archaic usage	Frame narrative	Reverie
Aside	Free verse	Rhetoric
Assonance	Genre	Rhetorical question
Autobiography	Gothic literature	Rising action
Ballad/folk ballad	Heroic couplet	Rhyme rhythm
Biography	Historical drama	Romanticism
Black comedy	Historical fiction	Round characters
Blank verse	Homonym	Saga
Caesura	Hubris	Satire
Caricature	Hymn	Scansion
Catharsis	Hyperbole	Science fiction
Characterization	Iamb	Scop
Chorus	Iambic pentameter	Semi-autobiographical fiction
Classical tragedy	Idyll	Septet
Classical unities	Imagery	Sestet
Cliché	Incremental refrain	Setting
Climax/turning point	Inference	Shakespearean canon
Colloquial tone	Inspirational poetry	Shakespearean sonnet
Comedy	Internal rhyme	Simile
Comic distance	In medias res	Slant rhyme
Comic relief	Inversion	Soliloquy
Compressed language	Irony	Sonnet
Conceit	Irony of situation	Stanza
Conflict	Kenning	Stereotype
Connotation	Lampoon	Stream of consciousness
Consonance	Literal language	Stressed and unstressed syllables
Couplet	Literary ballad	Subplot
Dactyl	Lyrical poetry	Suspense
Denotation	Lyricism	Symbolism
Denouement	Metaphor	Synecdoche
Detective story	Metaphysical conceit	Syntax
Deus ex machina	Meter	Tercet
Dialect	Monologue	Terza rima
Diction	Mood	Theme
Dialogue	Narrative	Thesis statement
Drama	Narrative poetry	Third person limited
Dramatic irony	Naturalism	Third person omniscient
Dramatic monologue	Nonfiction	Three unities
Dramatis personae	Objective point of view	Tone
Elegy	Octave	Tragedy
End stopped lines	Octet	Tragic flaw
Enjambment	Ode	Transcendentalism
Eponym	Omniscient point of view	Trochee
Essay	Onomatopoeia	Turning point
Euphemism	Oxymoron	Verbal irony
Exposition	Parable	Vignette
Extended metaphor	Paradox	Villanelle
Eye rhyme	Parallelism	
Fable	Parody	

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