

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**English**

<p><b>Mission Statement</b> (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> (Grades 9-12)</p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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***Course Framework***

<b>Course Title:</b>	<b>World Literature</b>
<b>Grade Level:</b>	11, 12
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	None
<b>Course Description</b>	World Literature explores global literature and culture including: The Hero Myth, Ancient Greece, Renaissance Europe, East Asia, and the Modern and Post-Colonial Era. Students read a variety of literature, connect the work to the culture that produced it, and compare writing across the course curriculum and to contemporary pieces. Visual literacy, cooperative learning, and analysis writing are stressed.
<b>District-approved Materials and/or Resources</b>	Core Text: Holt, Reinhart, & Wilson: <i>World Literature</i>  Supplementary titles selected from: <i>Cyrano de Bergerac</i> and <i>Other Voices, Other Vistas</i>

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Mythology and Folktales</b>	<b>Resources That Will Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• Understand archetype as a literary and cultural device</li> <li>• Identify elements of the monomyth</li> <li>• Recognize elements of folktales</li> <li>• Writing assignments based on mythology and folktales/fairy tales</li> </ul>	<ul style="list-style-type: none"> <li>• World literature textbook</li> <li>• Supplementary readings</li> <li>• DVD/video versions of myths, folktales, and/or fairy tales</li> </ul>
	<ul style="list-style-type: none"> <li>• 1.B.5a Relate reading to prior knowledge and experience and make connections to related information</li> <li>• 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</li> <li>• 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</li> <li>• 1.B.5d Read age-appropriate material with fluency and accuracy</li> <li>• 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness)</li> <li>• 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> <li>• 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries</li> <li>• 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> <li>• 2.B.5a Analyze and express an interpretation of a literary work</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</li> <li>• 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</li> <li>• 4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting,</li> </ul>	

	extemporaneous outlining, repetitive practice) <ul style="list-style-type: none"> <li>• 5.A.5a Develop a research plan using multiple forms of data</li> <li>• 5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience</li> </ul>	
<b>Objectives</b>	<b>Historical/Social Context</b> <ul style="list-style-type: none"> <li>• Students understand how myths and folktales/fairy tales reflect the sociological and cultural values of the originator culture</li> </ul> <b>Reading/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Students compare and contrast plot and cultural variation in archetypical stories</li> </ul> <b>Writing Emphasis</b> <ul style="list-style-type: none"> <li>• Students create a monomyth demonstrating understanding of the hero's journey</li> <li>• Students analyze similarities and differences between cultural variations in characters</li> </ul> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>• Students perform skits interpreting myths, folktales, and/or fairy tales to whole class</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Quizzes on elements of monomyth, elements of folktales/fairy tales, and specific readings</li> <li>• Creative paper demonstrating understanding of the monomyth</li> <li>• Analysis paper comparing versions of a classic folktale/fairy tales hero or heroine</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics.</li> <li>• Section of final exam and/or incorporation into final project</li> </ul>

<b>Unit of Study</b>	<b>Origins of Drama/Greek Theatre (Oedipus Rex)</b> <ul style="list-style-type: none"> <li>• Identify structural elements of a traditional Greek amphitheatre and influences on modern theatre</li> <li>• Define theatrical terms</li> <li>• Analyze of <i>Oedipus Rex</i> as literature and a representation of its culture</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• World Literature textbook</li> <li>• Supplementary readings (handouts)</li> <li>• Video/DVD version of Oedipus</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1.B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.C. Comprehend a broad range of reading materials</li> <li>• 2.A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.B. Read and interpret a variety of literary works</li> <li>• 3.B. Compose well-organized and coherent writing for specific purposes and audiences</li> <li>• 3.C. Communicate ideas in writing to accomplish a variety of purposes</li> <li>• 4.A. Listen effectively in formal and informal situations</li> <li>• 4.B. Speak effectively using language appropriate to the situation and audience</li> <li>• 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5.B. Analyze and evaluate information acquired from various sources</li> <li>• 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats</li> </ul>	
<b>Objectives</b>	<b>Historical/Social Context</b> <ul style="list-style-type: none"> <li>• Students understand the influence of Greek theatre on modern performance and the legacy of Greek writing through literature</li> </ul> <b>Reading/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Students read drama in translation and understand plot, meaning, and significance</li> </ul> <b>Writing Emphasis</b> <ul style="list-style-type: none"> <li>• Students analyze performance and dramatic writing</li> </ul> <b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• Students perform on stage in order to understand general theatrical staging and the language structure of Greek drama</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Read background on Greek theatre; demonstrate understanding in GHS theatre or other performance space/model</li> <li>• Mini-quizzes and discussion following act breaks</li> <li>• Performance of specific scenes</li> <li>• Unit test and/or essay</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Section of final exam and/or incorporation into final project</li> </ul>

<b>Unit of Study</b>	<b>William Shakespeare's <i>The Tempest</i></b> <ul style="list-style-type: none"> <li>• Identify structural elements of Elizabethan theatre and influences on modern theatre</li> <li>• Define theatrical terms</li> <li>• Analyze of <i>The Tempest</i> as literature and a representation of its culture</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• World Literature textbook</li> <li>• Excerpt from <i>Utopia</i> (Sir Thomas Moore)</li> <li>• <i>Forbidden Planet</i> (film)</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1.B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.C. Comprehend a broad range of reading materials</li> <li>• 2.A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.B. Read and interpret a variety of literary works</li> <li>• 3.B. Compose well-organized and coherent writing for specific purposes and audiences</li> <li>• 3.C. Communicate ideas in writing to accomplish a variety of purposes</li> <li>• 4.A. Listen effectively in formal and informal situations</li> <li>• 4.B. Speak effectively using language appropriate to the situation and audience</li> <li>• 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5.B. Analyze and evaluate information acquired from various sources</li> <li>• 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats</li> </ul>	
<b>Objectives</b>	<p><b>Historical/Social Context</b></p> <ul style="list-style-type: none"> <li>• Students understand <i>The Tempest</i> as a romance, one of Shakespeare's last plays</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Students read drama in context</li> <li>• Students analyze the humor and tragedy in the piece</li> <li>• Students analyze the concept of "Utopia"</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Students write a comparison analysis</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Students perform drama</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Read background on Elizabethan theatre; demonstrate understanding in GHS theatre or other performance space/model</li> <li>• Mini-quizzes and discussion following act breaks</li> <li>• Performance of specific scenes</li> <li>• Utopia creation project</li> <li>• Paper comparing <u>The Tempest</u> variations and/or other drama</li> <li>• Unit test and/or essay</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Section of final exam and/or incorporation into final project</li> </ul>

<b>Unit of Study</b>	<b>Franz Kafka’s “The Metamorphosis”</b>	<b>Resources That Will Support Instruction</b> <i>World Literature Textbook</i>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1.B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.C. Comprehend a broad range of reading materials</li> <li>• 2.A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.B. Read and interpret a variety of literary works</li> <li>• 3.B. Compose well-organized and coherent writing for specific purposes and audiences</li> <li>• 3.C. Communicate ideas in writing to accomplish a variety of purposes</li> <li>• 4.A. Listen effectively in formal and informal situations</li> <li>• 4.B. Speak effectively using language appropriate to the situation and audience</li> <li>• 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5.B. Analyze and evaluate information acquired from various sources</li> <li>• 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats</li> </ul>	
<b>Objectives</b>	<p><b>Historical/Social Context</b></p> <ul style="list-style-type: none"> <li>• Students analyze alienation during the Industrial Revolution</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Students read the novella</li> <li>• Students analyze the concepts of change and responsibility</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Students compare changes</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Students read and performs scenes (reader’s theatre)</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Read the novella</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group</li> </ul>

	<ul style="list-style-type: none"><li>• Small group discussion/question set</li><li>• Unit test and/or essay</li></ul>	<p>discussions and projects on theme or character related topics</p> <ul style="list-style-type: none"><li>• Section of final exam and/or incorporation into final project</li></ul>
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<b>Unit of Study</b>	<b>Edmund Rostand's <i>Cyrano de Bergerac</i></b>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Cyrano de Bergerac</i> (text)</li> <li>• <i>Cyrano de Bergerac</i> (film)</li> <li>• <i>Roxanne</i> (film)</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1.B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.C. Comprehend a broad range of reading materials</li> <li>• 2.A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.B. Read and interpret a variety of literary works</li> <li>• 3.B. Compose well-organized and coherent writing for specific purposes and audiences</li> <li>• 3.C. Communicate ideas in writing to accomplish a variety of purposes</li> <li>• 4.A. Listen effectively in formal and informal situations</li> <li>• 4.B. Speak effectively using language appropriate to the situation and audience</li> <li>• 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5.B. Analyze and evaluate information acquired from various sources</li> <li>• 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats</li> </ul>	
<b>Objectives</b>	<p><b>Historical/Social Context</b></p> <ul style="list-style-type: none"> <li>• Students analyze social divisions in renaissance Europe</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Students read drama in context</li> <li>• Students analyze the humor and tragedy in the piece</li> <li>• Students analyze the concepts of courtly love and honor</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Students analyze use of setting</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Students perform drama</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"><li>• Mini-quizzes and discussion following act breaks</li><li>• Performance of specific scenes</li><li>• Paper analyzing themes and/or symbolism</li><li>• Unit test and/or essay</li></ul>	<ul style="list-style-type: none"><li>• Participate in small group discussions and projects on theme or character related topics</li><li>• Section of final exam and/or incorporation into final project</li></ul>

<b>Unit of Study</b>	<b>Asian Literature and Philosophy</b> <ul style="list-style-type: none"> <li>• Epics (Mahabarata/Bhagavad Ghita)</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Chinese Literature and Philosophy <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Confucianism</li> <li>• Daoism</li> </ul> </li> <li>• Japanese Literature and Philosophy <ul style="list-style-type: none"> <li>• Tanka/Haiku Poetry</li> <li>• Zen</li> <li>• Shinto</li> </ul> </li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• World Literature textbook</li> <li>• Supplementary readings (handouts)</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1.B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.C. Comprehend a broad range of reading materials</li> <li>• 2.A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.B. Read and interpret a variety of literary works</li> <li>• 4.B. Compose well-organized and coherent writing for specific purposes and audiences</li> <li>• 4.C. Communicate ideas in writing to accomplish a variety of purposes</li> <li>• 4.A. Listen effectively in formal and informal situations</li> <li>• 4.B. Speak effectively using language appropriate to the situation and audience</li> <li>• 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5.B. Analyze and evaluate information acquired from various sources</li> <li>• 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats</li> </ul>	
<b>Objectives</b>	<b>Historical/Social Context</b> <ul style="list-style-type: none"> <li>• Students understand the values and history of traditional “Eastern/Oriental” philosophy</li> </ul> <b>Reading/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Students analyze the beliefs associated with these philosophies and compare to</li> </ul>	

	<p>their own.</p> <ul style="list-style-type: none"> <li>• Students read and explicate traditional poetic forms</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Students compare and contrast major philosophies</li> <li>• Students write their own traditional poetry</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Students debate philosophies</li> <li>• Students perform pieces (reader’s theatre)</li> <li>• Students read poetry aloud</li> </ul>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Read poetry, philosophies, parables, and epics representing the major philosophies</li> <li>• Analyze parables/legends from each philosophy</li> <li>• Analyze connections to personal belief: with which philosophy does the student most closely identify?</li> <li>• Individual or small-group research project</li> <li>• Unit test and/or essay</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Section of final exam and/or incorporation into final project</li> </ul>