

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Honors English 10

Curriculum Writing Committee: Sarah Fitzkee and Crystal Wummer

Grade Level: 10

Date of Board Approval: _____ 2024 _____

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Course Weighting: Honors English 10

Major Assessments	45% (category weight)
Skills Application	30% (category weight)
Skills Practice	20% (category weight)
Participation/Homework	5% (category weight)
Total	100%

Curriculum Map

Overview:

This standards-based course incorporates the critical and analytical study of both world and American literature and the continued development of students' analytical writing and critical-thinking skills. The literature analyzed and discussed in this course, which fosters critical thinking skills, stands as a representative sampling of world and American literary works from the following literary genres: poetry, drama, short stories, the novel, and non-fiction. All objective and written assessments are based on Pennsylvania Common Core Standards and the skills required to achieve proficiency on the Pennsylvania Keystone Exam and the SAT. Students' critical reading skills are assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions and analytical essays. An additional objective of this course is to augment students' overall writing skills. Thus, students will review and be assessed on sophisticated grammar, punctuation, usage, and mechanics. Both the literary study and writing components of this course help to develop and enhance skills required to be successful in Advanced Placement courses. Summer reading will be assigned for this course. A research paper is a course requirement.

Semester 1: World Literature (Marking Periods 1 and 2)

Semester 2: American Literature (Marking Periods 3 and 4)

Time/Credit for the Course: Full Year, 1 period per day, 1 credit

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Goals:

1. **Marking Period One** - Overview with time range in days:

The Hero in Literature –45 days

Marking Period One – Goals

Understanding of:

- **Summer Reading Texts and Assignments**
- Characteristics of and connections between literary heroes and epic heroes
- Characteristics of novels, applying appropriate literary terminology to gain understanding of deeper meanings
- Creation stories of different cultures, and their similarities
- The archetype of the hero's quest as a precursor to other types of heroes
- The literary and cultural importance of the hero in folk tales, scriptures, and national literatures
- The prerequisite of verifying and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The significance of coherence and rhetorical strategy in informational writing and speaking
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing judicious and precise evidence from literary and informational texts to support interpretation and analysis

2. **Marking Period Two** - Overview with time range in days:

The Wisdom and Insight of the World – 45 days

Marking Period Two – Goals

Understanding of:

- Characteristics of and connections between tragedy and other dramatic literature
- Characteristics of and connections between non-fictional texts of different cultures
- The function and insight of folk tales, scriptures, and national literatures
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The significance of coherence and rhetorical strategy in informational writing and speaking
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis

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3. **Marking Period Three** - Overview with time range in days:

American Myths and Legends to Revolutionary Thought – 45 days

Marking Period Three – Goals

Understanding of:

- The characteristics of and connections between early American myths and legends
- The characteristics of and the similarities between rhetorical and literary elements of Revolutionary Rhetoric
- Literary and rhetorical devices used to convey tone and meaning
- Analytic techniques of critical reading to derive accurate meaning from texts
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The significance of coherence and rhetorical strategy in informational writing and speaking
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The necessity of drawing evidence from literary and informational texts to support interpretation and rhetorical analysis of a myth and the culture associated with the myth
- The necessity of drawing evidence from literary and informational texts to support interpretation and rhetorical analysis of a myth and the culture associated with the myth
- The importance of understanding MLA format and the proper citing of information and sources to avoid plagiarism

4. **Marking Period Four** - Overview with time range in days:

The Wisdom and Insight of the World – 45 days

Marking Period Four – Goals

Understanding of:

- The sources, characteristics, and literary significance of American Romanticism
- The foundations, characteristics, and elements of American Romantic non-fictional, fictional, and poetic texts
- The development of and connections between American voices in literature
- Literary and rhetorical devices used to convey tone, ambiguity, and meaning
- Analytic techniques of critical reading to derive accurate meaning from complex texts
- The prerequisite of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context

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- The significance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information

Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Textbook and Supplemental Resources:

Core and Other Print Texts:

- *World Masterpieces* – Prentice Hall Literature Textbook, Pearson/Prentice Hall, 2007
- *The American Experience* – Prentice Hall Literature Textbook, Pearson/Prentice Hall, 2007
- *Prentice Hall Literature Common Core Edition – Grade 10* Textbook, Pearson/Prentice Hall, 2012
- Selections from *The Hero with a Thousand Faces* by Joseph Campbell
- Non-Fiction and Informational Selections from *Applied Practice Series* (English Department Public Folder)
- Internet: Public Domain
- *Brave New World* by Aldous Huxley
- *Siddhartha* by Herman Hesse
- *Oedipus Rex/Oedipus the King* by Sophocles
- *The Importance of Being Earnest* by Oscar Wilde
- *The Alchemist* by Paulo Coelho
- *Vocabulary from Greek and Latin Roots: A Study of Word Families Level X* – Prestwick House (vocabulary workbook)

Non-Print Texts:

- EBSCO Databases
- Questia Database
- YouTube videos, documentaries, and Ted Talks

Curriculum Plan

Unit: 1 - Origins, Traditions, and the Heroic Quest Time/Days: 1 Marking Period/45 Days

Standards (by number):

- Reading Informational Texts: CC.1.2.9-10.C-K
- Reading Literature: CC.1.3.9-10.A-K
- Writing: CC.1.4.9-10.A-G, H, I, J, K, L, CC.1.4.9-10.S, T, U, V, W
- Speaking and Listening: CC.1.5.9-10.A, C, D, G

Anchors: L.F.1. L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.1.3, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.1.2.3, L.F.1.2.4, L.F.2.4.1, L.F.2.5.1, L.F.2.5.3, L.N.1.1.1, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.3.3

Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of an informational passage, literary passage, or literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of an informational or literary passage or a literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of an informational or literary passage, a literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explicate, and to evaluate how words and phrases establish meaning and tone in informational passages, literary texts, and poems. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write analytical constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) *Gilgamesh*, the *Bible*, *Thousand and One Nights* (“The Fisherman and the Jinnee”), *The Rubáiyát*, *Rig Veda* (“Creation Hymn”). In addition, from *Nature* and “Self-Reliance” (Emerson), from *Walden* and “Civil Disobedience” (Thoreau).

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- b. Identify, explicate, and analyze heroic conventions in *Gilgamesh*, and explain how Gilgamesh responds to the obstacles he faces.
 - c. Explicate and analyze how the outcome of Gilgamesh's quest suggests human limitations, and how that reflection helps define the culture from which the story originates.
 - d. Identify and explain examples of actions, speech, or thoughts that contribute to the characterization of Gilgamesh as a hero.
 - e. Identify, explain, and analyze the details in the selections from *Genesis* that reveal the archetypal setting of a universe consisting of opposites.
 - f. Compare and contrast the settings in the story of Creation and the story of the Flood in *Genesis*, analyzing the significance of the differences for each culture or religion.
 - g. Identify and explain the magical or supernatural elements in "The Fisherman and the Jinnee" and analyze their influence in the folk tale.
 - h. Explicate and analyze the elements of the narrative structure of "The Fisherman and the Jinnee" and analyze the motivation of the narrator.
 - i. Explicate the ways in which *The Rubáiyát* qualifies as didactic literature and analyze the significance of the lessons for the culture.
 - j. Analyze the absence of concrete language in "Creation Hymn." Analyze what purpose is served by the abstract language in this work.
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
 3. Direct SAT and Keystone instruction and practice.
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section).
 5. Summer Reading Novel(s) – Students will be given required reading assignments over the summer.
 - a. Upon returning to school, students will complete assignments relating to the novel(s) they read over the summer. This will include writing essays, answering questions, taking assessments, applying literary terminology, analyzing text, and participating in discussions, etc.
 6. Summer Reading – Emerson and Thoreau
 7. Explain and analyze how Emerson's essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text, and how those attitudes connect to Eastern literature and cultures.
 - a. Explain and analyze how Thoreau's essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text.
 - b. Explain, analyze, and evaluate Emerson's and Thoreau's rhetorical strategies and the effectiveness of those strategies.

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8. Vocabulary Enrichment – from ancillary textbook materials and reading selections

Assessments:

- Diagnostic:
 - Textbook Teacher Resources – Unit Diagnostic Tests
 - Vocabulary Warm Up Activities (textbook *Teaching Resources*)
 - Practice Keystone and SAT tests/sections
 - Grade 10 Diagnostic SAT Assessments (English Department public folder)
 - Benchmark #1
- Formative:
 - Constructed Writing Prompts – Analytical, informative, persuasive (can be combined with objective questions on formative assessments). A common rubric will be used to provide expectations for and to assess the constructed response(s).
 - Explain the archetypal settings(s) depicted in the story of *The Great Flood*.
 - Explicate the role that loyalty plays in the *Book of Ruth* and analyze its significance for the Judeo-Christian tradition.
 - Explain, with examples, how “The Fisherman and the Jinnee” displays the basic characteristics of a folk tale.
 - Analyze how the author’s view of the brevity of human existence in *The Rubáiyát* affects the tone and theme of the selection.
 - Explain Emerson’s attitude toward the expectations of society as depicted in the excerpt from “Self-Reliance.” Be sure to consider the beliefs of the Transcendentalist in the developing the argument.
 - Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through ancillary textbook materials, reading selections, and teacher-prepared common quizzes. Teachers will determine the number of these common assessments per marking period, the content and skills to be assessed, and the weight of these assessments as a team.
 - Grade 10 SAT Assessments (English Department public folder)
 - Summer Reading Questions
 - Keystone Practice Activities and Assessments
- Summative:
 - Common Reading Assessments/Selection Tests & Quizzes (content and skills-based) Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Common Summer Reading Exam - Teachers will determine the content and skills to be assessed and the weight of this assessment as a team.
 - Summer Reading Essay Assignment - A common rubric will be used to provide expectations for and to assess the writing assignment.
 - Unit Common Assessments (objective and skills-based) derived from *World Masterpieces, Teaching Resources*. Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team.

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Unit: 2 – The Wisdom and Insight of the World **Time/Days:** 1 Marking Period/45 Days

Standards (by number):

- Reading Informational Texts: CC.1.2.9-10.C-K
- Reading Literature: CC.1.3.9-10.A-K
- Writing: CC.1.4.9-10.A-G, H, I, J, K, L, CC.1.4.9-10.S, T, U, V, W
- Speaking and Listening: CC.1.5.9-10.A, C, D, G

Anchors: L.F.1. L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4, L.F.2.4.1, L.F.2.5.1, L.F.2.5.3, L.N.1.1.1, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.3.3

Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of an informational passage, literary passage, or literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of an informational or literary passage or a literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of an informational or literary passage, a literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explicate, and to evaluate how words and phrases establish meaning and tone in informational passages, literary texts, and poems. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook). *The Iliad*, *Oedipus the King*, *The Aeneid*, and *The Alchemist* (novel).
 - b. Identify and analyze the epic conventions in *The Iliad*.
 - c. Explicate and analyze how Homer's complex language creates images and explain how those images contribute to the selection's content and theme.
 - d. Identify, explain, and analyze the details in *The Alchemist* that reveal archetypal setting, archetypal characters, and archetypal hero's journey.
 - e. Identify and close read parables used in *the Alchemist* and analyze their relationship to plot and theme.

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- f. Examine the arc of a central character (hero) through the course of *The Alchemist* and analyze the fulfillment of his quest (hero's journey).
 - g. Explain and analyze how Oedipus meets the requirements of a tragic hero.
 - h. Analyze the function and influence of the Chorus in *Oedipus the King*.
 - i. Explicate the function and significance of the stage directions in the tragedy.
 - j. Explain and analyze the function and influence of verbal, dramatic, and situational irony in *Oedipus the King*.
 - k. Determine and then analyze valid reasons why Virgil repeatedly portrays the Greeks in the *Aeneid* as ruthless liars.
 - l. Compare and contrast Aeneas with Ulysses based on what the *Aeneid* reveals and suggests about each character, analyze what Virgil intimates about the differences between Roman and Greek culture.
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
 3. Direct SAT and Keystone instruction and practice.
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section).
 5. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.

Assessments:

- Diagnostic:
 - Textbook Teacher Resources – Unit Diagnostic Tests
 - Vocabulary Warm Up Activities (textbook *Teaching Resources*)
 - Practice Keystone and SAT tests/sections
 - Grade 10 Diagnostic SAT Assessments (English Department public folder)
 - Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes
- Formative:
 - Constructed Writing Prompts – Analytical, Informative, Persuasive
 - Analyze the concept of honor in the Homeric world as presented in *The Iliad*.
 - Explicate the role that heroes and legends play in *The Alchemist*.
 - Analyze the use of archetypal settings and characters in *The Alchemist*.
 - Interpret the parables in *The Alchemist* and analyze how the use of parables develops the theme of the novel.
 - Analyze the elements in the search for knowledge as presented in *Oedipus the King*, and how that search influences the theme of the whole work.
 - Explicate and analyze the idea that humans fall because of their actions as presented in Greek tragedy, including a consideration that Oedipus's fate was in part caused by his actions and in part caused by the will of the gods.

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- Vocabulary Enrichment and Assessment – Vocabulary will be assessed through ancillary textbook materials, reading selections, and teacher-prepared common quizzes. Teachers will determine the number of these common assessments per marking period, the content and skills to be assessed, and the weight of these assessments as a team.
- Grade 10 SAT Assessments (English Department public folder)
- Practice Keystone Activities and Assessments
- Benchmarks will be administered as per district and department plan.
- Summative:
 - Common Reading Assessment / Selection Tests & Quizzes (content and skills-based) Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Unit Common Assessments (objective and skills-based) derived from *World Masterpieces*, *Teaching Resources*. Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Reading Assessment - *The Alchemist* - Test will be sourced from Prestwick House Teacher resources on *The Alchemist*.

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Unit: 3 - American Myth and Legend to Revolutionary Thought and the Research Paper

Time/Days: 1 Marking Period/45 Days

Standards (by number):

- Reading Informational Texts: CC.1.2.9-10.C-K
- Reading Literature: CC.1.3.9-10.A-K
- Writing: CC.1.4.9-10.A-G, H, I, J, K, L, CC.1.4.9-10.S, T, U, V, W
- Speaking and Listening: CC.1.5.9-10.A, C, D, G

Anchors: L.F.1. L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.3.1, L.F.1.3.2, L.F.1.3.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4, L.F.2.4.1, L.F.2.5.1, L.F.2.5.3, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.3.3

Objectives:

1. Students will be able to explain and to analyze the relationship between two or more central ideas of an informational passage, a literary passage, or a literary text. (DOK Levels 2, 3, 4)
2. Students will be able to identify and to explain the effectiveness of rhetorical devices in a non-fictional or literary text through close and critical reading. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of an informational or literary passage, a literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to identify, to explain, and to evaluate how words and phrases establish meaning and tone in informational passages, literary texts, and poems. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp clear focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)
6. Students will be able to craft an original research paper using a required number of sources. (DOK Levels 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the early American myth and legend through the American Romantic Period.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), “The Earth on Turtle’s Back” (Onondaga), “When Grizzlies Walked Upright” (Modoc), from The Navajo Origin Legend, from The Iroquois Constitution, “A Journey Through Texas,” “Boulders Taller than the Great Tower of Seville,” from Journal of the First Voyage to America (Columbus), from The General History of Virginia (Smith), from Of Plymouth Plantation (Bradford), “Sinners in the Hands of an Angry God” (Edwards), from

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- The Autobiography (Franklin), from The Interesting Narrative of the Life of Olaudah Equiano, The Declaration of Independence, from The Crisis, Number 1, “Speech in the Virginia Convention,” and “Speech in the Convention” (Franklin). “The Declaration of Sentiments,” and “The Gettysburg Address.”
- b. Explicate and analyze the role that Nature plays in explaining and maintaining Native American life and analyze the importance of Nature to the culture and its literature.
 - c. Identify, explain, and analyze how John Smith’s and William Bradford’s presentations of events and the impressions they convey differ.
 - d. Compare and contrast the relationship John Smith and the Pilgrims had with the Native Americans.
 - e. Explicate and analyze the oratorical or rhetorical structure of “Sinners in the Hands of an Angry God,” and analyze the motivation of the speaker.
 - f. Explain and analyze the effectiveness of three examples of emotional appeal in Equiano’s narrative and analyze the overall effectiveness these appeals have for the selection as a whole.
 - g. Identify and explain the rhetorical organization of *The Declaration of Independence*, and evaluate the effectiveness of this structure.
 - h. Evaluate why *The Declaration of Independence* and Thomas Paine’s essay, both of which have been a source of inspiration worldwide, have had such a lasting impact, and analyze the document’s relevance in today’s political climate.
 - i. Perform contrastive analysis between the “Declaration of Independence” and “Declaration of Sentiments.”
 - j. Explain and analyze the purposeful use of language in “The Gettysburg Address.”
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary texts), analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
 - c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
 3. Direct SAT and Keystone instruction and practice.
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section).
 5. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
 6. Direct instruction/review of MLA style and the process of writing a research paper. This will include practice with MLA citations, the creation of a Works Cited page, and the writing process as it applies to a research paper.
 7. Students will write a cohesive, focused, and fully developed research paper incorporating all MLA formatting rules.

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- a. Overarching Theme - The centrality of an Origin Myth to the culture from which it is derived
- b. Prompt: Analyze how the cultural details evident in an Origin Myth reflect and reveal a given culture's value system. A selection of myths as source material will be provided.
- c. The research paper process will include the following tasks (see assessments for graded components):
 - i. Conducting research using multiple and varied source material including anthologies, websites, literature reviews, and journal articles from databases.
 - ii. Paraphrasing information and synthesizing ideas into well-developed paragraphs.
 - iii. Completing all components of the paper writing process including outlining, pre-writing, and revision.
 - iv. Employing all MLA formatting rules, utilizing the OWL Purdue website, Writing Coach book, and teacher-generated citation guides.
 - v. The research paper will be submitted to turnitin.com as a requirement. Papers that are not submitted to turnitin.com will not receive credit. In addition, papers that are plagiarized and/or determined to have been written all or in part by a professional agency (websites, essay generator websites, AI, pay-for-essay sites, etc.) even with the consent of such an agency will not receive credit.

Assessments:

- Diagnostic:
 - Textbook (*The American Experience*) Teacher Resources – Unit Diagnostic Tests
 - Vocabulary Warm Up Activities (textbook *Teaching Resources*)
 - Practice Keystone and SAT tests/sections
 - Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Formative:
 - Constructed Writing Prompts – Analytical, Informative, Persuasive- (can be combined with objective questions on formative assessments) A common rubric will be used to provide expectations for and to assess the constructed response(s).
 - Explain and analyze how a slave narrative like Equiano's would be a valuable tool for abolitionists.
 - Explain and analyze how Jefferson's use of parallelism in the *Declaration of Independence* contributes to the document's effectiveness.
 - Explain and analyze how rhetorical choices in the "Declaration of Sentiments" and "The Gettysburg Address" impact their audiences and reflect their larger rhetorical situations.
 - Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through ancillary textbook materials, reading selections, and teacher-prepared common quizzes. Teachers will determine the number of these common assessments per marking period, the content and skills to be assessed, and the weight of these assessments as a team.
 - Research Paper Graded Components: Outline, Introductory Paragraph, Works Cited Page (Category weights will be determined by PLC team.)

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- Grade 10 SAT Assessments (English Department public folder)
- Keystone Practice Activities and Assessments
- Benchmarks will be administered according to district and department plan.
- Summative:
 - Reading Assessment / Selection Tests & Quizzes (content and skills-based)
Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Unit Common Assessments (objective and skills-based) derived from *the American Experience, Teaching Resources*. Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Research Paper Final Draft- 45% category at 1.5 weight - Teachers will utilize the same rubrics and expectations when assessing the research paper.
 - Students must submit this paper to turnitin.com for credit.
 - Students must submit the final draft on time, or they will not receive credit.
 - Papers that are plagiarized and/or determined to have been written all or in part by a professional agency (websites, essay generator websites, AI, pay-for-essay sites, etc.) even with the consent of such an agency will not receive credit.
 - This assignment is a course requirement.

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Unit: 4 – American Romanticism

Time/Days: 1 Marking Period/45 Days

Standards (by number):

- Reading Informational Texts: CC.1.2.9-10.C-K
- Reading Literature: CC.1.3.9-10.A-K
- Writing: CC.1.4.9-10.A-G, H, I, J, K, L, CC.1.4.9-10.S, T, U, V, W, X
- Speaking and Listening: CC.1.5.9-10.A, C, D, G

Anchors: L.F.1. L.F.2, L.N.1, L.N.2

Eligible Content: L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.3.1, L.F.1.3.2, L.F.1.3.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4, L.F.2.4.1, L.F.2.5.1, L.F.2.5.3, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.3.3

Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of an informational passage, literary passage, or literary text. (DOK Levels 2, 3, 4)
2. Students will be able to identify and to explain the effectiveness of rhetorical devices in a non-fictional or literary text through close and critical reading. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of a literary passage, a literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explicate, and to evaluate how an author's or speaker's diction establishes meaning and tone in informational passages, literary texts, and poems. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Attentively and critically read and analyze essays, poems, and stories from the periods of American Romanticism **and Realism**.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook), "The Devil and Tom Walker", "The Black Cat," "The Tell-Tale Heart," "The Fall of the House of Usher," "The Raven" (Poe); "The Minister's Black Veil" (Hawthorne); poetry of Dickinson and Whitman; "An Occurrence and Owl Creek Bridge" (Bierce), and "The Yellow Wallpaper" (Gilman.)
 - b. Close reading and analysis of Keystone nonfiction skills using the following texts: "Life on the Mississippi" (Twain), "Occupation Conductorette" (Angelou), and "Swimming to Antarctica" (Cox)
 - c. Explain and analyze how point of view reveals the thoughts and feeling of the characters in "The Devil and Tom Walker."

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- d. Explain and analyze the types of characterization used in “The Devil and Tom Walker.”
 - e. Explain and analyze the poetic structure of poems, Poe, Dickinson, and Whitman.
 - f. Explain and analyze the poetic devices and their influence in poems by Poe, Dickinson, and Whitman.
 - g. Students will analyze the literary elements of imagery, narrative voice, and use of time in “An Occurrence at Owl Creek Bridge.”
 - h. Students will analyze the use of setting in “The Yellow Wallpaper” and how it develops plot and theme.
 - i. Students will analyze how Twain’s use of humor in “Life on the Mississippi” expresses his version of the truth.
 - j. Students will examine elements of narrative nonfiction evident in “Life on the Mississippi.”
 - k. Identify, explicate, and analyze the Gothic and Romantic elements in Poe’s tales
 - l. Identify and analyze Poe’s diction for irony and tone.
 - m. Analyze “The Minister’s Black Veil” as a “Dark Romantic” work and evaluate its disturbing message about human existence.
 - n. Discuss, explain, and analyze the symbolism in “The Minister’s Black Veil.”
 - o. Students will utilize basic techniques of modern theater analysis when reading Oscar Wilde’s *The Importance of Being Earnest* and identify and explicate the universality of the plot and characterization.
 - p. Students will analyze how Oscar Wilde uses satire to ridicule the cultural norms of the Victorian Age.
 - q. Explain and analyze the images Dickinson uses in her poems to communicate and illustrate abstract ideas.
 - r. Evaluate Whitman’s uses of poetic devices and free verse to convey his meaning and purpose.
 - s. Explain and analyze how Whitman’s “When I Heard the Learn’d Astronomer” and “A Noiseless Patient Spider” reflect American Romantic and Transcendental ideas.
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
 3. Direct SAT and Keystone instruction and practice.
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section)
 5. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.

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Assessments:

- Diagnostic:
 - Textbook Teacher Resources – Unit Diagnostic Tests
 - Vocabulary Warm Up Activities (textbook *Teaching Resources*)
 - Practice Keystone and SAT tests/sections
 - Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Formative:
 - Benchmarks will be administered according to district and department plan.
 - Keystone Practice Activities and Assessments
 - Grade 10 SAT Assessments (English Department public folder)
 - Constructed Writing Prompts – Analytical, Informative, Persuasive– (can be combined with objective questions on formative assessments). A common rubric will be used to provide expectations for and to assess the constructed response(s).
 - Poets often employ images from Nature to evoke emotional responses. Describe and explain how Nature images in two different poems evoke different emotions.
 - Explain and analyze how Poe utilizes the raven in “The Raven” to symbolize the “dark” side of the human soul, spirit, or mind.
 - Explain and analyze how the use of an omniscient point of view enhances the purpose of “The Devil and Tom Walker.”
 - Describe and explain how “The Minister’s Black Veil” functions as a parable.
 - Explicate and analyze how Whitman’s poetry reflects his feelings about democracy and the individual. Be sure to include comments on both the content and the structure of his poems.
- Summative:
 - **Keystone Exam**
 - Reading Assessment / Selection Tests & Quizzes (content and skills-based)
Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - Unit Common Assessments (objective and skills-based) derived from *The American Experience, Teaching Resources*. Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
 - *The Importance of Being Earnest* Common Test/ Teacher generated - Teachers will determine the content and skills to be assessed and the weight of this assessment as a team.
 - *The Importance of Being Earnest* Essay (common expectations and rubric):
Choose ONE of the following prompts:
 - Wilde’s play has two settings—the city of London and the country. How does he create differences between the two settings?
 - What attitudes toward marriage do Wilde’s characters explore?
 - How does Wilde create and comment on the differences between the social classes in England as represented by Lady Bracknell and the servants in both settings?
 - What is the meaning of the title of the work? How is it appropriate and how does it have a double meaning?