

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Integrated World Literature and World Studies

Curriculum writing committee:

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Grade Level:

10

Date of Board Approval: _____ June 2025 _____

Course Grading Scale for Integrated World Studies

Total points earned:

Unit Tests	100 points
Quizzes	25-50 points
Homework/Classwork	5-20 points
Projects	50-100 points

Curriculum Map

Overview:

Course Description: English and World Cultures 10 – 2 semesters; 1 credit English / 1 Credit Social Studies

This standards-based course combines English 10, which incorporates the analysis of American and World literature, and World Studies, which explores the cultures of Europe, India, China, Japan, Africa, Middle East, Southeast Asia and Latin America. English 10 and World Studies is a team-taught course that provides the student with a greater understanding of how literature and history are interwoven to express the cultural heritage of the ethnic groups living in specific regions of the world. Both objective and subjective assessments are based on Pennsylvania Common Core Standards and the skills necessary to achieve proficiency on the Pennsylvania Keystone Literature Exam and the SAT. Critical reading skills, especially those close and analytical in nature, are evaluated with objective standards-based assessments and constructed-response questions. Grammar is developed as both a part of direct instruction and through writing. Improvement of students' writing with careful stress on developing elevated diction and more complex, refined syntax is also addressed within the realm of the curriculum, and students' writing will be scored based on their command of the English language with an emphasis on modeled, studied writing styles, as well as personal writing style. A strong emphasis is placed on oral and written communication skills and cooperative learning activities. Students must also work well in groups. The ninth grade English and social studies teachers will recommend students for this course. Summer reading will be assigned for this course. A research paper is a course requirement. The ninth grade English and Social Studies teachers for this course must recommend students.

The Social studies portion of this course is designed to provide students with concepts, content, and skills necessary to gain a broad understanding of the various socio-political, economic, cultural, and social networks in and amongst European, African, Asian and

American civilizations. Students will study in detail the rise of humanity from the Neolithic Era to present day post-industrial societies. Particular attention will be given to the cyclical pattern of the rise, impact, and fall of global economic, military, religious, and political empires. This will necessitate students' learning and applying those lessons in order to become responsible, productive citizens in this modern age of globalization for the benefit of future generations. This team-taught course will provide students with a greater understanding of how literature and history are interwoven to express the cultural heritage of various groups living in particular regions.

Goals:

Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals: Understanding of:

Unit I: From Village Community to City-State, 10,000BCE-750BCE; Parallel Unit (10 days)

- This unit marks the beginning of “history”. The most important themes of this unit are agriculture, the development of “civilization”, and the era of the Ancient River-Valley civilizations.
- The students will analyze and evaluate what led humans to move from hunting/gathering groups to agricultural societies.
- Students will compare how and why the first cities developed around the world (*Sumer, Harappa, Huang He, Niger Valley, Meso-America, Egypt*).
- The main theme is how modern scholars must rely on archeological finds and texts to decipher what life was like in the ancient world

Unit II: Dawn of Empires to Classical Empires, 2000BCE-600CE.; Parallel Unit (20 days)

- Students will define and describe what an “empire” is.
- Students will sketch briefly the conditions common to the first supra-national empires (*Akkadian, Babylonian, Hittite, Assyrian, Egyptian, Persian, and Greek*), and then analyze and evaluate the better documented cases of China, Rome, and India. Special attention will be paid to the varying aspects of what constitutes an empire (cultural connections, economic dependencies, political ties, military domination, etc.).
- Students will extend their comparison of the Roman Empire to the first Chinese empires: Qin, Han, Sui, and Tang Dynasties.
- Students will develop an understanding of imperialism and compare the Roman Empire to the modern empire of the United States.
- Students will complete this unit with an analysis of the great cultural empires of early India: The Mauryan and Gupta, connecting them to their European and Chinese counterparts through the overriding theme of Empire.

Unit III: The Rise of World Religions, 2500BCE-1500CE; Parallel Unit (15 days)

- The focus of this unit is the universal underpinnings of the world’s great religions. Students will analyze the dichotomy that seemingly exists between religions of ethnic groups and “universal” religions that have converts and worshippers from all ethnicities.

- Students will chart the origins, founders, important religious texts, moral and spiritual concepts, religious tenets, and historical progression and influence of Hinduism, Buddhism, Judaism, Christianity, and Islam.
- Students will compare these religions with the paganism of Classical Greco-Roman culture, and Shintoism, Legalism, Confucianism, and Daoism of the Far-East.

Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals: Understanding of:

Unit IV: Integrated Debate and Research Paper; Combined Unit (20 days)

- Students will be introduced to the debate and research processes implemented at Delaware Valley High School.
- Selection of current controversial topics and creation of teams will vary from year to year.
- Debate topics will be chosen from three broad categories: International affairs, United States' domestic policy, and modern social concerns.
- Students will research, analyze, evaluate, and synthesize specific content for their position on a specific topic.
- Students will develop independent research, team leadership, critical thinking and public speaking skills.
- Each team will debate another integrated team from another grade-level and be judged by various Delaware Valley educators and administrators as a culminating activity.

Unit V: World Trade and Global Connections, 1000-1650; Independent Unit (25 days)

- In this unit students will describe, analyze, and evaluate the effects of Pre-Columbian trade networks. (*Silk Road, Indian Ocean, Trans-Saharan*)
- Students will compare the political, social, and cultural developments of the civilizations of the pre-modern era in East Asia (*Song and Ming China, Tokugawa Japan, the Mongol Empire*), The Islamic World (*Abbasid, Mughal Empire, Ottoman Empire*), Africa (*Ghana, Mali, the Swahilli States*), Europe (*Spain, Portugal, England, France, Holy Roman Empire, Russia*) and pre-Columbian America (*Aztecs, Incas*)
- Students will analyze the causes and effects of European colonization of the Americas.
- Students will first focus on trading patterns outside of Europe and then apply their knowledge to Europe as a case study.
- This unit will conclude with students listing and evaluating the reasons for European Nation-State dominance in world trade in the post-Columbian Era (16th -20th centuries).
- They will tie that dominance to the effects of the Columbian Exchange, analyzing the trade diasporas and population movements of large numbers of peoples from 1300-1750.
- This unit will carry over into the third marking period

Marking Period Three -Overview with time range in days: 45 days

Marking Period Three -Goals Understanding of:

Unit VI: Political and Social Change through Philosophy and the Industrial Revolution, 1650-1914; Parallel Unit (45 days)

- Students will explore the many facets of the term “revolution”.
- Students will differentiate between the overthrow of political systems and the effects of invention and discovery in promoting social change.
- Students will identify the two different waves of revolution centered on the concepts created during the Renaissance, Reformation, and Enlightenment by the Philosophes (social contract, “democracy”, Glorious Revolution-French Revolution, etc.), and by the simultaneous Scientific Revolution (Empiricism, freedom of inquiry, etc.).
- Students will analyze and evaluate the significance of the Industrial Revolution through four points:
 - 1) The triumph of W. Europe in terms of economic power
 - 2) the snowball effect of industrialization
 - 3) the efforts of governments and other groups to redress wrongs in the system
 - 4) the catastrophic effects of industrialization on non-industrial countries.
- Students will illustrate how nationalism, imperialism, and the need for intense competition propagandized throughout this time period.
- Students will compare three of the following revolutions: Glorious, American, French, South American (Simon Bolivar), Russian, Chinese, and Cuban.

Marking Period Four –Overview with time range in days: 45 days

Marking Period Four -Goals: Understanding of:

Unit VII: The Twentieth Century- *Exploding Technology and Contested Visions of a New International Order, 1914-1991; Independent Unit* (35 days)

- This unit is direct in its approach to the massive changes wrought by technological development of the early twentieth century.
- Students will continue with their evaluation and synthetic application of the themes introduced in the prior unit by conducting research, discussing, debating, and presenting their views on all the following topics and themes:
 - The Transformation of the Western World is mainly because of the exponential pace of invention.
 - The application of that technology to war between industrialized powers (WWI, WWII, Cold War & proxy wars)
 - The manipulation and devastation of the non-industrialized world by industrialized nations (Africa, Latin America, Middle East)
 - Attempts to ensure global peace and the right of self-determination for all nations (League of Nations and the UN, George Keenan’s idea of Containment)
 - Continued application of the lessons to the technological, political, military and economic development of China and India (revolution to political and economic interdependence, outsourcing, supply-side economics, massive industrialization, mixed economy benefits, growing middle class, urbanization, nuclear club, environmental impact).

Unit VIII: Evolving Identities, 1945-Present; Combined unit (10 days)

- This unit is combined with the students English 10 research paper and will serve as their final project for the course.

- Students will conclude the course by identifying, describing, and illustrating the current event issues that are likely to have a resounding effect for future generations.
- Students will analyze socio-economic, political, religious, cultural, and ecological issues and propose potential solutions.
- Students will create a presentation on the topic of their research papers.

Unit IX: Community Service; Combined Unit

- Students will develop and implement a particular local, national, or global community service project connecting their class to communities in other parts of the world in need of some necessary assistance.

Big ideas for World Studies

From SAS

- **Big Idea 1:** The study of the past gives information for today to make choices for liberty and freedom.

From College Board

- **Big Idea 2:** The environment shapes human societies, and as populations grow and change, these populations, in turn, shape their environments.
- **Big Idea 3:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.
- **Big Idea 4:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
- **Big Idea 5:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
- **Big Idea 6:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organizations.
- **Big Idea 7:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Textbook and Supplemental Resources

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., **Modern World History**. Orlando, FL: Houghton Mifflin Harcourt, 2018. 19-24
- Beck, Roger; Black Linda, et. al., **World History: Patterns of Interaction**. Boston: McDougal Littell, 2007. (supplemental)
- College Board: AP World History essay prompts and scoring rubrics
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Video: **Mankind: The Story of All of Us**. History Channel Video (2012)
- Video: **Engineering an Empire**. History Channel Video (2010)
- Video: **The French Revolution**. History Channel Video (2005)

- Video: **World War 2 in Colour**. British Television Series (2009)
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Curriculum Plan

Unit I: From Village Community to City-State 10,000 BCE - 750 BCE

- **Time Range:** 10 days
- **Standards Addressed:**
 - 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
 - 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
 - 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
 - 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 - 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
 - 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
 - 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Analyze the factors that led to the development of agriculture and human groups' settling in specific areas around the globe. **DOK 4**
- Explain the shift of human behavior and relations known as the Neolithic Revolution. **DOK 3**
- Locate and describe life in the following ancient cultures: Mesopotamia (fertile crescent), Nile Valley, Indus Valley (Harappan), Huang He Valley, Niger Valley, Mexico, Andes Mountains. **DOK 1**
- Analyze the value of early civilizations in terms of their contributions to modern societies. **DOK 4**
- Analyze, evaluate, and then apply how large human groups affect the environment and the ramifications for those groups. (Urbanization) **DOK 4**
- Compare and contrast the development, life, and fate of the following early city-states in terms of government, law, economics, social classes, religion, written language, art: Mesopotamia (Sumer /Akkadia / Babylonia), Indus River Valley, and Nile River Valley. **DOK 3**

- Reason how modern scholars are dependent on archeological finds and texts in uncovering life in the ancient world. **DOK 3**
- List and describe the difficulties in discovering the truth with such limited information through an analysis leading to speculation about life in Harappa and Mohenjo-Daro. **DOK 2**
- Analyze and evaluate the important points of early Egyptian history, politics, economics, religious practices, art, literature, science, and architecture. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the Neolithic Revolution and early river valley civilizations of Sumer (Tigris and Euphrates), Egypt (Nile) Harappan (Indus), Shang China (Yellow), Mesoamerica, Andean Highlands, and the Niger River.
- Locate and label on a map of the world the various geographic features and approximate political boundaries of the various river valley civilizations.
- Complete graphic organizer comparing the cultural and technological achievements of the early river valley civilizations.
- Create Google Slides presentation on a selected early river valley civilization using textbook and additional resources to identify the social patterns, political organization, cultural patterns, interactions with natural environments, and economic patterns of the selected civilizations

Assessments:

Diagnostic:

- Students in-class discussion
- Students will take an objective pre-test on their background knowledge of global geography, the components of culture, and key social studies vocabulary.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- River Valley Civilizations Presentations

Summative:

- Unit 1 Test

Unit II: Dawn of Classical Empires 2000 BCE – 600 CE

Time Range: 20 days

- **Standards Addressed:**

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Define what an empire is and analyze the factors that led to the first supra-national empires. **DOK 1**
- List and describe “daily” / social life in each of the first great empires (Mesopotamia, Egypt, Persia, Greeks, The Hellenistic ecumene, Han dynasty China, Rome, Mauryan and Gupta). **DOK 1**
- Define the following terms and apply them correctly to the empires studied in this unit: hegemony, Indo-European, dominance, satrapy, Zoroastrianism, Minoans, democracy, tyranny, aristocracy, polis, agora, Solon, hoplite, ecumene. **DOK 1**
- Discuss the issue of empire and compare the pre-classical and classical empires to the political, economic, militaristic, and cultural empires of today (i.e. Former USSR, and present-day China and the US). **DOK 2**
- Examine the cultural values, law, successes, and failures of the Roman Empire. **DOK 3**
- Use Rome as a case study in analyzing and applying the life cycle of empires. **DOK 4**
- Describe dynastic pattern of rule that developed in China and compare it to the pattern of the “European” empire development. **DOK 1**
- Trace the history and significant events of Chinese history through the following dynasties: Warring States period, Qin, Han, Sui, and Tang. **DOK 2**
- Discuss and debate the philosophical / ideological views of Confucius, Legalism, Daoism. **DOK 4**

- Argue the importance of religion and philosophy in the unifying of various peoples in empires. **DOK 4**
- Identify the major theological tenets of Hinduism and Buddhism. **DOK 1**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the rise and fall of the empires of Mesopotamia, Egypt, Persia, Macedonia (Hellenistic), Rome, Qin and Han Dynasty China, and Mauryan and Gupta India.
- Locate and label on a map of the world the various geographic features and approximate political boundaries of the various classical empires.
- Students will complete a graphic organizer illustrating the various social, political, environmental, cultural, and economic components of the classical empires.
- Through a series of lectures and short video clips students will compare and contrast the rise, life during the Golden Age, and factors of decline for each of the Classical empires studied, comparing the evident patterns.

Assessments:

Diagnostic:

- Students' participation and answers during class discussions.
- Students' completion of background-knowledge quiz connecting ancient forms of government to the United States' system of representative democracy.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.

Summative:

- Students will write a comparative essay comparing the decline of the Roman Empire to another classical empire.
- Unit 2 Exam

Unit III: The Rise of World Religions

Time Range: 10 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Identify the factors that led to the development of the world's major religions. **DOK 1**
- Define and describe the tenets of each of the world's major religions. **DOK 2**
- Contrast the differences between tribal/ethnic religions and the "universal" religions that win converts from all ethnicities. **DOK 3**
- Analyze and evaluate the socio-economic and political influences throughout the history of these systems of faith. **DOK 4**
- Identify, trace the life, and determine the influence of the following people: Siddhartha Gautama, Abraham, Moses, Jesus, Paul of Tarsus, Theodosius, Clovis, Gregory I, Benedict of Nursia, Shotoku Taishi, Muhammad, Abu Bakr, Ali. **DOK 3**
- Analyze and evaluate the influence Official / State religions on the group psyche of a society and on the life of individuals within said society. **DOK 4**
- Explain, analyze, evaluate, and apply the concept of holy wars and its effect on world events with a particular focus on the development of ethnocentrism, racism, and terrorism. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the origin, historic diffusion, and characteristics of the major belief system of the world (*Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism*)
- Complete graphic organizer comparing aspects of the major belief systems practiced in the world today
- Conduct research and create Google Slides presentation on a selected religion or belief system using the textbook and additional resources to identify the origin, major beliefs, sacred texts, practices, important historic individuals
- Related Readings
- Worksheets from corresponding section in the textbook

Assessments:

Diagnostic:

- Students will take an objective pre-test on their background knowledge to individual knowledge of world religions.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities
- Students will compare the religious tenets and the historical application of the major world religions as they were presented in the textbook and then presented by their classmates.

Summative:

- Written free-response questions based on content, and writing guidelines including style, conventions, use of sources, and analytical thinking.
- Oral presentations and visual aid(s) according to a grading rubric scale.
- Unit 3 Quiz

UNIT IV: Integrated Debate

Time Range in Days: 20 days

Standard(s) Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Be introduced to the debate and further their knowledge of the writing process as per the rules used by the Integrated Program. **DOK 1 and 2**
- Identify and put into practice appropriate historical research methodology. **DOK 1**
- Analyze and evaluate various geo-political, social, economic and demographic patterns in the 21st century. **DOK 4**
- Define and describe the long- and short-term causes and effects of each. **DOK 2**
- Collaborate with teammates developing appropriate arguments for either the pro or con side of each issue. **DOK 4**
- Develop logical, and persuasive speeches and appropriate questions and answers for each debate topic. **DOK 3**
- Conduct research on various controversial domestic and global issues facing humanity today. **DOK 4**
- Present conclusions orally through the integrated debates, and in a written research paper. **DOK4**

Core Activities and Corresponding Instructional Methods:

- Students will receive guidelines for the debating procedure at DV. Students will receive the scoring rubric, that includes times and possible points for each category.
- Students will research both sides of the issue and will write persuasive speeches for each side.
- Students debate against the other combined English/Social Studies Classes
- Direct instruction
- Cooperative learning project
- Writing persuasive speeches
- Researching specific information
- Oral presentation

Assessments:**Diagnostic:**

- Students will submit rough drafts of their speeches for evaluation and rehearse their speeches in front of the class.
- Students will receive the judge(s) card(s) that include constructive analysis.

Formative:

- Students will participate and be graded on their ability to formulate a speech, prepare questions and argue their viewpoint.
- Students will submit rough drafts of their research papers for assessment and guided improvement.

Summative:

- Students will be able to participate in future debates in other classes.
- Students will understand the rules and factors that make debating an excellent learning experience.
- Students will receive an overall team grade, and an individual grade based on their performance in the debate.

Unit V: World Trade and Global Connections, 1000-1650; Independent Unit

Time Range in Days: 30 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Identify and describe the major trade routes and regional trade systems of the Americas, Africa, and Asia prior to and during the Columbian Age. **DOK 1**
- Compare the political, social, and cultural developments of the civilizations of the pre-modern era in East Asia (*Song and Ming China, Tokugawa Japan, the Mongol Empire*), The Islamic World (*Abbasid, Mughal Empire, Ottoman Empire*), Africa (*Ghana, Mali, the Swahili States*), Europe (*Spain, Portugal, England, France, Holy Roman Empire, Russia*) and pre-Columbian America (*Aztecs, Incas*) **DOK 3**
- Discuss and debate the following trade issues and historical solutions to each:
 - 1) the high cost of transport
 - 2) the need for healthy internal markets to support international trade
 - 3) how governmental control is appropriate for trade
 - 4) the need for peace to sustain long-distance trade. **DOK 3**
- Compare the pre-Columbian trade systems of Africa and the Americas. **DOK 2**
- Examine the syncretic effects of the “Pax Mongolica.” **DOK 4**
- Explain, analyze, and evaluate the causes for the European voyages of exploration in the late fifteenth and early sixteenth centuries. (Renaissance & Reformation) **DOK 4**



- Identify and list the contributions of Asian, African, and European explorers and traders from Zhueng He to James Cook. **DOK 1**
- Chart the courses of the voyages of exploration of the Ming Dynasty and the fifteenth-sixteenth century Europeans.
- Define Mercantilism and explain its use by the European colonial powers of the time-period. **DOK 2**
- Analyze the causes and effects of European colonization of the Americas. **DOK 3**
- Trace the development of Capitalism as a global economic system. **DOK 2**
- Define Encomienda and compare it to other systems of forced labor (*The Atlantic Slave trade, Serfdom in Russia*) **DOK 2**
- Compare self-sufficient farms and plantation systems used for growing exportable cash crops. **DOK 2**
- Analyze the causes and effects of religious tolerance or intolerance on Safavid, Mughal, and Ottoman Empires. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Students will complete maps of world trade routes based on charts 418 from textbook.
- Lecture / Discussion notes from the textbook covering post-classical and early modern (*c. 650 CE – 1650 CE*) developments in Europe, Africa, Asia, and the Americas.
- Worksheets from textbook
- Internet Research (cooperative group and individual) and presentations on topics including early modern empires of Asia, Europe, and the Americas, and major trade routes (Silk Road, Indian Ocea, Trans-Saharan, and Trans-Atlantic).

Assessments:

Diagnostic:

- Students will take sample geography quiz on the notable achievements of the European explorers and conquistadors.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will compare the contributions of the most influential leaders of the Renaissance and Reformation in the realm of global exploration and Christian evangelization.
- Students will write an essay on the similarities and differences of the various regional trade systems prior to 1450.

Summative:

- Students will be assessed through their power point / oral presentations and visual aid(s), according to a grading rubric scale.
- 3 Quizzes:
 - o Trade Routes, Africa, Asia, and the Islamic World
 - o European Renaissance and Protestant Reformation

- o Explores, Colonial Empires in the Americas, and Absolute Monarchies in Europe
- Students will write a timed change-over-time essay on a College Board writing prompt based on the effects of the Columbian Exchange.
- Unit 5 exam

Unit VI: Political and Social Change Through Philosophy and the Industrial Revolution 1450-1914

Time Range in Days: 35 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Define: Revolution. They will then identify the various types of “Revolution” and apply them to global events from the 17th-20th centuries. **DOK 1**
- Differentiate between social and political revolutions. **DOK 3**
- Analyze and evaluate the effects of revolutions on mass populations from the Glorious Revolution in England to the Latin American Revolutions of the 19th century. **DOK 4**
- Analyze, evaluate, and apply the principles of the European Enlightenment emphasizing the interpretations of empiricism and theories of social contract. **DOK 4**
- Explain Western Europe’s global dominance in terms of economic power through the Industrial Revolution. The focus will be a showcase of Great Britain’s dominance. **DOK 3**
- Describe the snowball effect of industrialization. **DOK2**
- Analyze and evaluate the catastrophic effects of industrialization on non-industrial countries. **DOK 4**
- Complete a cost / benefit analysis of industrialization on the global scale. **DOK 3**
- Argue how nationalism and imperialism are linked using historical examples from 1650-1914. **DOK 3**

- Analyze and evaluate the causes and effects of the other various Isms of the Modern Era: Industrialism, Socialism, Communism, Feminism, Militarism, AntiSemitism, etc. **DOK 4**
- Describe the violence, greed of the European powers, and the subsequent animosity of indigenous / subjugated populations to foreign rule. **DOK 2**
- Analyze and evaluate the efforts of **Japan** that made it the only nation to successfully beat the European imperialists at their own game. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture / Discussion notes from the textbook covering the Scientific Revolution, the Enlightenment, Atlantic Revolution (*American, French, Haitian, Latin America*), the Industrial Revolution, and European Imperialism.
- Worksheets from the textbook
- Video analysis & evaluation (French Revolution: The History Channel 2005 <https://www.youtube.com/watch?v=VFCEP--h9pRU>)
- Hands on Directed Activities: The Game of the Industrial Revolution; Urban Game
- Internet Research (cooperative group and individual) on the lives and accomplishments of individuals who were key figures of the Scientific Revolution and the Enlightenment.
- Primary source document analysis on European Imperialism

Assessments:

Diagnostic:

- Students will complete a background knowledge exercise centered on the idea of revolution, developing their own, focused definition in the process.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' analysis of primary source documents in preparation for a document based argumentative essay

Summative:

- Students accurate categorizing of the causes and effects of the political and social revolutions from the 17th-19th centuries, the Industrial Revolution, Nationalism, and Imperialism.
- Students will write a comparative document-based essay that will be assessed according to a rubric scoring method following College Board format guidelines.
- 1 Quiz- French, Haitian, and Latin American Revolutions.
- Unit 6 Exam

Unit VII: The 20th Century- Exploding Technology and Contested Visions of a New International Order, 1914-1991

Time Range in Days: 35 Days

Objectives: (Students will be able to)

- Define: mass production and weapons of mass destruction. **DOK 1**
- Chart the historical sequence with which the West, through the increasing pace of invention, transformed the rest of the world politically, socially, economically, and environmentally. **DOK 2**
- List, describe, and synthetically apply the ever-changing technologies used in war between the industrial powers of WWI. **DOK 1**
- Explain factors that had the US emerge as the preeminent world power by the end of WWI. **DOK 3**
- Continue to analyze and evaluate the rationalizations for and effects of aggressive nationalism and imperialism (capitalist and communist) with the availability of new, more devastating military technologies. **DOK 4**
- Discuss and debate the effectiveness of global organizations (League of Nations and the UN) in their effectiveness of achieving their stated missions. **DOK 3**
- Examine the appeal of fascism to the disenfranchised of Europe during the **Great Depression**. **DOK 3**
- Analyze and evaluate the causes and effects of **WWII**- **DOK 4**
- Define: Cold War and Containment. **DOK 1**
- Compare and contrast the French, Russian, and Chinese Revolutions **DOK3**
- Explain how the US and USSR often fought proxy wars through third world countries during the Cold War. **DOK 2**
- Define terrorism and list the numerous terroristic groups acts of terrorism they have committed from 1948-present. **DOK1**
- Complete a case study of China and India as the two growing superpowers that have emerged out of the 20th century with mixed economies and refused to be completely under the influence of either the West or the USSR. **DOK 3**
- Analyze and evaluate the changing role of women and its effects on global population demographics. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Students will chart their daily activities and then explain how many of those activities would not have been possible without inventions from 1880-present.
- Students will analyze and evaluate the contributions of Research and Development departments of major international corporations.
- Lecture / Discussion notes from the textbook on the major events of the 20th century including the causes and effects of World War 1, the Russian and Chinese Revolutions, the rise of communism and fascism, the causes, major events, and aftermath of World War 2, the Cold War, decolonization, and globalization

- Related Readings
- Worksheets from the textbook
- Internet Research (cooperative group and individual) on topics related to the Cold War and Decolonization

Assessments:

Diagnostic:

- Students will complete a background knowledge quiz on the events of World War 1 and its aftermath
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' analysis of primary source documents in preparation for a document based argumentative essay

Summative:

- Students will write a comparative document-based essays will be assessed according to a rubric scoring method following College Board format guidelines.
- Unit 7 Exam

Unit VIII Evolving Identities, 1945-present

Time Range in Days: 10 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Analyze and evaluate the socio-economic, political, religious, cultural, and economic impact of globalization on regional populations. **DOK 4**
- Debate the causes, effects, and possible solutions to a global issue affecting the world today. **DOK 3**

Core Activities and Corresponding Instructional Methods:

- Conduct individual research using text and online sources to create a presentation on the selected topic of their English 10 research papers.
- Power Point and various other types of presentations

Assessments:

Diagnostic:

- Students' participation and answers during class discussions.

Formative:

- Students' rough drafts of research papers

Summative:

- Students' individual presentations based on their research topic which will be scored based on a standard presentation rubric.

Unit IX: Community Service; Combined Unit

Time Range in Days: Ongoing throughout the school year

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Define: communal responsibility and global sustainability. **DOK 1**
- Identify issues related to both international geo-politics and their own local communities. **DOK 1**
- Brainstorm, create, and implement individual and group community service projects that are connected to local, state, national, and/or global initiatives to alleviate pollution, environmental degradation, relief from natural disasters, and poverty. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Students will brainstorm, create, and implement individual and group community service projects that are connected to local, state, national, and/or global initiatives to alleviate pollution, environmental degradation, relief from natural disasters, and poverty.

Assessments:

Summative:

- Students will describe their participation and experiences in community service journals.

English Goals:

Marking Period One Goals: Over a 45-day period, students will be able to understand the following:

- Summer Reading text and assignments
- Characteristics of literary heroes and types of heroes
- Creation stories of different cultures, the similarities between them, and the cultural relevance of each story
- Flood stories of different cultures and their similarities across regions
- Archetypal settings, characters, the archetype of the hero's quest, and the prevalence of archetypes in ancient literature
- The literary and cultural importance of the hero in 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 importance of the relations of regions' geographic features, cultural and historical heritage, economic and governmental systems, and religious/spiritual backgrounds and practices to others
- The concepts, content, and skills necessary to gain a broad understanding of the various socio-political, economic, cultural, and social networks in and among civilizations
- The importance of coherence 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 and essays 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 importance of grammar – review of the rules from grade nine: usage, agreement, commonly confused words, commas, run-ons, fragments, misplaced modifiers, parallel structure
- The importance of proper grammatical structure through grammar direct instruction of phrases, clauses, sentence structure with usage of these elements and how to punctuate them
- The necessity of vocabulary enrichment from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X*
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

Marking Period Two: Over a 45-day period, students will be able to understand the following:

- Characteristics of tragedy and other dramatic literature
- Characteristics of non-fiction texts of different cultures
- The purpose 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 importance of coherence 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 importance of proper grammatical structure as developed through direct instruction of voice, tense, and confusing terms usage of these elements and incorporation into writing
- The necessity of vocabulary enrichment from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X*
- The debate process of researching, analyzing, evaluating, and synthesizing specific content for a position on a specific topic
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

Marking Period Three: Over a 45-day period, students will be able to understand the following:

- The characteristics of early American myths and legends
- The characteristics and 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 importance of coherence 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 importance of proper grammar as developed through direct instruction of punctuation in writing
- The necessity of vocabulary enrichment from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X*
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

Marking Period Four: Over a 45-day period, students will be able to understand the following:

- The characteristics of American Romanticism
- The characteristics and elements of American Romantic nonfictional, fictional, and poetic texts
- The development of American voices in literature o Literary and rhetorical devices used to convey tone and meaning
- Analytic techniques of critical reading to derive accurate meaning from complex 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 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 of a debatable topic for an extended research paper
- The necessity of proper MLA format and grammar usage in a research paper
 - The concepts, precepts, and prerequisites needed for an understanding of the Modern Language Association's (MLA) standards as they relate to the submission of a suitably formatted research paper
- The necessity of vocabulary enrichment from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X*
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

Big Ideas:

- Big Idea #1: Effective readers use appropriate strategies to construct meaning.
- Big Idea #2: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Big Idea #3: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Big Idea #4: Effective speakers prepare and communicate messages to address the audience and purpose.
- Big Idea #5: Effective research requires the use of varied resources to gain or expand knowledge.
- Big Idea #6: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Big Idea #7: Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Big Idea #8: An expanded vocabulary enhances one's ability to express ideas and information.

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

- Non-Fiction and Informational Selections from Applied Practice Series (English Department Public Folder)
- Pennsylvania State Keystone Exam released items
- Internet: Public Domain
- *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
- Film adaptations of *Arabian Nights* and *The Iliad (Troy)*

Curriculum Plan

Marking Period 1: Origins, Traditions, and the Heroic Quest

Time/Days: 45 Days

Standards:

- Reading Informational Texts:
 - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
 - CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
 - CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
 - CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.
 - CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
 - CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

- CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Speaking and Listening:
 - CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
 - CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction.
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction.
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

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 compare and contrast stories from the ancient world and identify archetypal settings and characters. (DOK Levels 2, 3, 4)
6. Students will be able to explain and to analyze what led humans to move from hunting/gathering groups to agricultural societies. (DOK Levels 2, 3, 4)
7. Students will explore passages as to the relevance to the cultures from which they developed. (DOK Levels 2, 3, 4)
8. 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)
9. Students will be able to utilize ancillary textbook materials and reading selections, and Vocabulary from *Latin and Greek Roots X* in order to enhance their vocabulary skills. (DOK Levels 1, 2, 3, 4)
10. Students will review the grammar rules from grade nine – usage, agreement, commonly confused words, commas, run-ons, and fragments and receive direct instruction of phrases, clauses, sentence structure and punctuation. Students will properly utilize grammatical elements in writing and presentations. (DOK Levels 1, 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”).
 - 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.
 - 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. Explore, comprehend, and analyze the Bible in relation to the stories as relevant to the cultures from which they developed, the cultural issues presented in the Bible, and how they relate to character development and plot.
 - g. Compare and contrast the settings in the story of the Creation and “The Story of the Flood” from ancient Sumer

- h. Identify and explain the magical or supernatural elements in “The Fisherman and the Jinnee,” and analyze their effect in the folk tale.
 - i. Describe and explicate the elements of the narrative structure of “The Fisherman and the Jinnee,” and analyze the motivation of the narrator.
 - j. Complete a cultural universal worksheet on a creative culture, identify the cultural universals of each society, identify the artifacts, and explain the significance of a dig in uncovering facts or assumptions about the past.
2. Independent close read of the novel *Siddhartha* and complete guided reading questions.
 - a. Examine and explain the impact of Hinduism on Siddhartha’s early life.
 - b. Identify and explicate the text as an allegory as evidenced through both structure and characters.
 - c. Examine and analyze the novel through the lens of belief systems learned in the World Studies religion unit.
3. Synthesize academic and content vocabulary activities for Units 1-5.
 - a. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X*.
 - b. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of mnemonic devices, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - c. 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.
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. Direct SAT and Keystone instruction and practice.
6. Continuous application of literary terms
7. Grammar Component: Students will review the rules from grade nine – usage, agreement, commonly confused words, commas, run-ons, and fragments; direct instruction of phrases, clauses, sentence structure and punctuation. Usage of grammatical elements in writing and presentations.
8. Summer Reading Activities: Teacher led discussion on novel *The Alchemist*, with a focus on utilizing the text to review and apply ninth grade literary terms.
9. 9/11 Project: Students create a woven narrative account of events based on interviews conducted firsthand.

Assessments:

Diagnostic:

- Pre-Test Assessments
- Textbook Teacher Resources – Unit Diagnostic Tests

- Vocabulary Warm Up Activities (textbook Teaching Resources)
- Free-Writing Exercises Practice Keystone and SAT tests/sections
- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Benchmark #1 – administered according to district and department plan

Formative:

- Constructed Writing Prompts:
 - Explain the archetypal settings(s) depicted in “The Story of the Flood” in *Gilgamesh*.
 - Explain, with examples, how “The Fisherman and the Jinnee” displays the basic characteristics of a folktale.
 - Analyze how the creation and flood stories are impacted by cultural influences.
 - Explain the rhetorical elements that affect the tone of specific selections.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes (Units 1-5)
- Grammar Quizzes as Review and Assessments
- Grade 10 SAT Assessments (English Department public folder)
- Summer Reading Assessments
- Keystone Practice Activities and Assessments
- 9/11 Woven Narrative Activity

Summative:

- Reading Assessment / Selection Tests & Quizzes / Grammar Quizzes (content and skills-based)
- Cultural Presentations (collaborative activity)
- Walled City Presentations (collaborative activity)
- World Religions Presentations (integrated World History project)
- Unit Common Assessments (objective and skills-based) derived from World Masterpieces, Teaching Resources
- Teacher generated *Siddhartha* Assessment
- Cumulative Grammar Assessment

Extensions:

- Keystone practice sections
- SAT vocabulary and critical reading activities
- Enhancement of grammatical concepts covered throughout the year
- Applied Practice activities

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Keystone remediation

Marking Period 2: The Wisdom and Insight of the World and Debates

Time/Days: 45 Days

Standards:

- Reading Informational Texts:
 - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
 - CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
 - CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
 - CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently..
- Reading Literature:
 - CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
 - CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.
 - CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
 - CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
 - CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Speaking and Listening:
 - CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.
 - CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
 - CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction.
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction.
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.

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)
6. Students will analyze and synthesize information for the debate process.
 - a. Students will be introduced to the debate and research processes implemented at Delaware Valley High School. Note: Selection of current controversial topics and creation of teams will vary from year to year. Debate topics will be chosen from three broad categories: international affairs, United States domestic policy, and modern social concerns. (DOK Level 4)

7. Students will utilize ancillary textbook materials and reading selections, and Vocabulary from Latin and Greek Roots X series in order to enhance their vocabulary skills. (DOK Levels 1, 2, 3, 4)
8. Students will review phrases, clauses, and sentence structure and undergo direct instruction of capitalization and punctuation in order to master grammatical elements in writing and presentations. (DOK Levels 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of heroic traditions and dramatic literature.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook), *The Iliad*, *The Apology*, *Oedipus the King*, *The Aeneid*.
 - b. Identify and analyze the epic conventions in *The Iliad*.
 - c. Identify and explicate how Homer's complex language creates images, and explain how those images contribute to the selection's content and theme.
 - d. Explain how Oedipus meets the requirements of a tragic hero.
 - e. Analyze the function and effect of the Chorus in *Oedipus the King*, and explicate the function and significance of the stage directions in the tragedy.
 - f. Explain and analyze the function and effect of verbal, dramatic, and situational irony in *Oedipus the King*.
 - g. Determine valid reasons why Virgil repeatedly portrays the Greeks in *The Aeneid* as ruthless liars.
 - h. 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. Additional selections for close reading activities if time permits: *The Apology* and excerpts from William Shakespeare's *The Tragedy of Julius Caesar*.
 - a. Explicate the effect of Socrates's technique of asking questions and then answering them in *The Apology*.
 - b. Explain and analyze the character of Socrates as revealed in his monologue, identifying key statements and how those statements reveal his character.
 - c. Explicate and analyze how Socrates supports the assertion that "the men most in repute were all the most foolish."
 - d. Examine the rhetorical situation of Marc Antony's funeral oration and analyze its effect on his audience.
 - e. Examine the personal and political motivations of Cassius, Brutus, and Julius Caesar and identify the characters' contrasting perspectives on governance.
3. Close reading, annotating, and evaluating the validity of a variety of nonfiction texts on debate topics.

4. Student debate groups synthesize research from various sources to build a cohesive argument that is logical in structure and supported with evidence.
5. 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).
6. 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 mnemonic devices, 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.
7. Direct SAT and Keystone instruction and practice.
8. Continual application of literary terms
9. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
10. Grammar Component: Punctuation
 - a. Usage of grammatical elements and punctuation in writing and presentations.

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:

- Constructed Writing Prompts – Analytical, informative, persuasive (can be combined with objective questions on formative assessments).
 - Analyze the concept of honor in the Homeric world as presented in *The Iliad*.
 - Analyze the elements in the search for knowledge as presented in *Oedipus the King*, and how that search affects 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.
- Optional short answer and/or constructed response assessments at teacher's discretion.

- Analyze the rhetorical effect of Socrates’s technique of asking questions and then answering them in *The Apology*.
- Modern democratic governments are based on the right of “the many” to rule themselves through elections. However, in *The Apology*, Socrates questions the judgment and wisdom of “the many.” Can one agree with Socrates and still favor democracy as the best form of government? Develop your thoughts and support with clear reasoning and appropriate examples and quotations from the text.
- Explain the effect of Marc Antony’s funeral oration on the larger plot of the play *The Tragedy of Julius Caesar*.
- Students will participate in debate practice activities including writing and editing drafts of speeches, writing and editing questions for questioning rounds, and mock debates (collaborative activity).
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes (Units 6-10)
- Grammar Quizzes as Review and Assessments.
- Grade 10 SAT Assessments (English Department public folder)
- Keystone Practice Activities and Assessments Benchmarks will be administered as per district and department plan.

Summative:

- Students will participate in debates, which will be judged by various Delaware Valley educators and administrators (collaborative activity).
- Cumulative Grammar Assessment
- Reading Assessments / Selection Tests & Quizzes / Grammar Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *World Masterpieces*, Teaching Resources
- Midterm: Teacher created assessment covering all literary terms employed in Units 1 and 2.

Extensions:

- Keystone practice sections
- SAT vocabulary and critical reading activities
- Enhancement of grammatical concepts covered throughout the year
- Applied practice activities

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Keystone remediation

Marking Period 3: American Myth and Legend to Revolutionary Thought

Time/Days: 45 Days

Standards:

- Reading Informational Texts:
 - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
 - CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.2.9–10. I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
 - CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
 - CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
 - CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- **Writing:**
 - CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **Speaking and Listening:**
 - CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
 - CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction

- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction.
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction.
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.

- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

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 utilize ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series in order to enhance their vocabulary skills. (DOK Levels 1, 2, 3, 4)
6. Students will be able to effectively utilize voice, tense, and confusing terms, and other grammatical elements in writing and presentations. (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), "The Earth on Turtle's Back" (Onodaga), "When Grizzlies Walked Upright" (Modoc), from *The Navajo Origin Legend*, from *The Iroquois Constitution*, from *Journal of the First Voyage to America* (Columbus), (Bradford), "Sinners in the Hands of an Angry God" (Edwards), from *The Autobiography* (Franklin), from *The Interesting Narrative of the Life of Olaudah Equiano*, *The Declaration of Independence*, from

The Crisis, Number 1, “The Declaration of Sentiments,” from *Nature* and “Self-Reliance” (Emerson), from *Walden* and “Civil Disobedience” (Thoreau).

- b. Identify, explicate, and analyze the role that Nature plays in explaining and maintaining Native American life.
 - c. Explicate and analyze how Columbus’s journal entry reflects his purpose – chronicling the voyage for his investors, the king and queen of Spain.
 - d. Describe and explicate the oratorical or rhetorical structure of “Sinners in the Hands of an Angry God,” and analyze the motivation of the speaker.
 - e. Identify and explain three examples of emotional appeal in Equiano’s narrative, and analyze the effect each appeal has for the election as a whole.
 - f. Identify and explain the rhetorical organization of *The Declaration of Independence*, and evaluate the effectiveness of this structure.
 - g. 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.
 - h. Identify how Elizabeth Cady Stanton applied the language of the Declaration of Independence to her “The Declaration of Sentiments” and evaluate the effectiveness of using this strategy.
 - i. Explain and analyze how Emerson’s essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text.
 - j. Explain and analyze how Thoreau’s essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text.
 - k. Explain, analyze, and evaluate Emerson’s and Thoreau’s rhetorical strategies and the effectiveness of those strategies.
2. Synthesize academic and content vocabulary activities.
 - a. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
 - b. Direct instruction and practice (via vocabulary text), 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.
 - c. 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.
 - d. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
 3. 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).
 4. Direct SAT and Keystone instruction and practice.

5. Continual application of literary terms.
6. Grammar Component: Voice, Tense, and Confused Terms. Usage of grammatical elements in writing and presentations.

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:

- Constructed Writing Prompts
 - 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 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 developing the argument.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes (Units 11-15).
- Grammar Quizzes as Review and Assessments.
- Grade 10 SAT Assessments (English Department public folder)
- Keystone Practice Activities and Assessments
- Benchmarks will be administered as per district and department plan.

Summative:

- Reading Assessment / Selection Tests & Quizzes / Grammar Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *World Masterpieces*, Teaching Resources
- Cumulative Grammar Assessment

Extensions:

- Keystone practice sections
- SAT vocabulary and critical reading activities
- Enhancement of grammatical concepts covered throughout the year
- Applied practice activities

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Keystone remediation

Marking Period 4: American Romanticism into the Early Modern Era and the Research Paper

Time/Days: 45 Days

Standards:

- Reading Informational Texts:
 - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
 - CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
 - CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
 - CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
 - CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
 - CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.
 - CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
 - CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Speaking and Listening:
 - CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.

- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction.
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction.
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

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)
6. Students will be able to construct an acceptable research paper, using proper MLA format (DOK – Level 4).

Core Activities and Corresponding Instructional Methods:

1. Closely and critically read and analyze essays, poems, and stories from the American Romantic Period.

- a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook); “The Devil and Tom Walker;” “To Helen,” “Annabel Lee,” “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); Trifles (Glaspell).
- b. Explain and analyze how point of view reveals the thoughts and feelings of the characters in “The Devil and Tom Walker.”
- c. Explain and analyze the types of characterization used in “The Devil and Tom Walker.”
- d. Identify and explain the poetic structure of poems by Poe, Dickinson, and Whitman.
- e. Identify and explain the poetic devices and their effects in poems by Poe, Dickinson, and Whitman.
- f. Identify and analyze the Gothic and Romantic elements in Poe’s tales.
- g. Identify and analyze Poe’s diction for irony and tone.
- h. Analyze “The Minister’s Black Veil” as a “Dark Romantic” work, and evaluate its disturbing message about human existence.
- i. Discuss, explain, and analyze the symbolism in “The Minister’s Black Veil.”
- j. Analyze the literary elements of imagery, narrative voice, and use of time in “An Occurrence at Owl Creek Bridge.”
- k. Analyze the use of setting in “The Yellow Wallpaper” and how it develops plot and theme.
- l. Identify and explain the images Dickinson uses in her poems to communicate and illustrate abstract ideas.
- m. Evaluate Whitman’s uses of poetic devices and free verse to convey his meaning and purpose.
- n. Explain and analyze how Whitman’s “When I Heard the Learn’d Astronomer” and “A Noiseless Patient Spider” reflect American Romantic and Transcendental ideas.
- o. Identify and explain the use of symbolism and irony in “Trifles.” as they inform and develop the plot.
2. Optional/time permitting: Additional selections aligned with the World Studies unit on WWI for close reading and literary analysis activities: Songs of George M. Cohan and poetry of Rudyard Kipling,
3. 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).
4. Synthesize academic and content vocabulary activities.

- a. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
 - b. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of mnemonic devices, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
 - c. 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.
5. Direct SAT and Keystone instruction and practice
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. **(The research paper, complete with a proper Works Cited page and matching in-text citations, must be submitted to turnitin.com in order to receive credit. Plagiarism or AI detection will result in a zero.)**
7. Continual application of literary terms.
8. Grammar Component: Research Terminology and Techniques. Usage of grammatical elements in the research paper and presentations.

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:

- Constructed Writing Prompts
 - Explain and analyze how the use of an omniscient point of view enhances the purpose of “The Devil and Tom Walker.”
 - 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.
 - Describe and explain how “The Minister’s Black Veil” functions as a parable.
 - Explain 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.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes (Units 16-20).

- Grammar Quizzes as Review and Assessments.
- Grade 10 SAT Assessments (English Department public folder)
- Keystone Practice Activities and Assessments
- Research Paper – discussion, drafts, outlines, etc.
- Benchmarks will be administered as per district and department plan.

Summative:

- **Keystone Exam**
- Cumulative Grammar Assessment
- **Research Paper** – A research paper following the MLA guidelines. This research paper will be equal in difficulty and expectation level, including length and all other requirements, to the English 10 research paper; however, the topic may be different as a result of the integrated nature of the course.
 - Works Cited page – required
 - In-text citations that match the WC page – required
 - Note: The research paper will not be accepted if it is not submitted to turnitin.com. Papers that are plagiarized and/or written by AI or any essay writing website will not receive credit.
- Reading Assessment / Selection Tests & Quizzes / Grammar Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *World Masterpieces*, *Teaching Resources*

Extensions:

- Keystone practice sections
- SAT vocabulary and critical reading activities
- Enhancement of grammatical concepts covered throughout the year
- Applied practice activities

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Keystone remediation