

DELAWARE VALLEY SCHOOL DISTRICT

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

ENGLISH 10

Date of Board Approval: 2015

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: **English 10**

Subject Area: English Language Arts Grade(s): 10

Course Description:

This PA Core Standards-based course comprises the critical and analytical study of both World and American Literature and the continued development of students' persuasive and analytical writing, and continued advancement of critical-thinking skills. The literature analyzed and discussed in this course stands as a representative sampling of World and American literary works from each literary genre (poetry, drama, short stories, the novel, and non-fiction) selected for its foundational relevance and grade-level-appropriate content for fostering critical thinking skills. All objective and written assessments are based on Pennsylvania State Core Standards and the skills required successfully to achieve proficiency on the Pennsylvania Keystone Exam and the SAT. Students' critical reading skills are assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions and analytical essays. An additional objective of this course is to augment students' overall writing skills. Thus, students will review and be assessed on basic and sophisticated grammar, punctuation, usage, and mechanics. Both the literary study and writing components of this course help to develop and enhance skills required to be successful in Advanced Level or Advanced Placement classes. An analytical research paper is required.

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

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

Time/Credit for the Course: Full Year

Curriculum Writing Committee: E. Sandonato, J. Farrell, E. Bates, B. Pol

Curriculum Map

1. **Marking Period One** - Overview with time range in days:
The Hero in Literature – 40 to 45 days

Marking Period One – Goals

Understanding of:

- Characteristics of literary heroes and types of heroes
- Creation stories of different cultures
- The archetype of the hero's quest
- 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 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

2. **Marking Period Two** - Overview with time range in days:
The Wisdom and Insight of the World – 40 to 45 days

Marking Period Two – Goals

Understanding of:

- Characteristics of tragedy and other dramatic literature
- Characteristics of non-fictional 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.

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- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis

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

American Myths and Legends to Revolutionary Thought – 40 to 45 days

Marking Period Three – Goals

Understanding of:

- 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

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

The Wisdom and Insight of the World – 40 to 45 days

Marking Period Four – Goals

Understanding of:

- The characteristics of American Romanticism
- The characteristics and elements of American Romantic non-fictional, fictional, and poetic texts
- The development of American voices in literature
- 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

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- 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 rhetorical analysis of a famous American speech for an extended research paper.

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UNIT 1: Origins, Traditions, and the Heroic Quest.

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features, and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning
- Informational sources have unique purposes
- Active listening facilitates learning and communication

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate author's/authors' use of conflict, theme, and / or point of view within and among texts
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message

Big Idea #2:

- Writing is a recursive process that conveys ideas, thoughts, and feelings

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre

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- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style)
- Use proper conventions to compose in the standard form of the English language (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus
- Use precise vocabulary when developing writing

Curriculum Plan

Unit: 1 - Origins, Traditions, and the Heroic Quest

Time Range in Days: 40 – 45 days

Standard(s): PACS English/Language Arts

Standards Addressed

- 4.2 Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.
- 4.3 Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.
- 4.4 Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.
- 4.5 Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Overview: **Origins, Traditions, and Heroes: The first human beings in literature and the novelty of their experiences have a recurrent freshness.**

Focus Question(s):

- What is a hero? What types of heroes exist in literature?
- How are the heroes of different cultures and scriptures similar and different?
- How are the creation stories of different cultures similar?
- What are the essential elements of the hero's quest?
- What literary devices are employed in epics and other writings? What are the effects of these literary devices?

Goals:

- Students will be able to define a variety of heroic qualities and types of heroes through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in heroic literature.
- Students will be able clearly and concisely respond in writing to prompts relating to the epic, folk tales, and scriptures.

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

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), *Gilgamesh*, the *Bible*, *Thousand and One Nights* ("The Fisherman and the Jinnee"), *The Rubáiyát*, *Rig Veda* ("Creation Hymn").
 - b. Identify, explicate, and analyze heroic conventions in *Gilgamesh*, and explain how Gilgamesh responds to the obstacles he faces. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - c. Explicate and analyze how the outcome of Gilgamesh's quest suggests human limitations. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)
 - d. Identify and explain examples of actions, speech, or thoughts that contribute to the characterization of Gilgamesh as a hero. (L.F.1.2.3, L.F.1.2.4, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1)
 - e. Identify, explain, and analyze the details in the selections from *Genesis* that reveal the archetypal setting of a universe consisting of opposites. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.4.1)
 - f. Compare and contrast the settings in the story of the Creation and the story of the Flood in *Genesis*. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.N.2.1.1)

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- g. Identify and explain the magical or supernatural elements in “The Fisherman and the Jinnee,” and analyze their effect in the folk tale. (L.F.1.3.1, L.F.1.3.2)
 - h. Describe and explicate the elements of the narrative structure of “The Fisherman and the Jinnee,” and analyze the motivation of the narrator. (L.F.2.1.1, L.F.2.1.2, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.5.1)
 - i. Explicate the ways in which *The Rubáiyát* qualifies as didactic literature. (L.F.2.1.1, L.F.2.1.2)
 - j. Analyze the absence of concrete language in “Creation Hymn.” Explain what purpose is served by the abstract language in this work. (L.F.1.2.3, L.F.1.2.4)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)
 - 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. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 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). (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
 4. Literary Terms – **See Appendix IV**
 5. Additional General Instructional Strategies – **See Appendix II**
 6. Vocabulary Enrichment – from ancillary textbook materials, reading selections, and *Vocabulary from Latin and Greek Roots IV* series.
 7. Grammar Component: Nouns (proper and common; abstract and concrete), pronouns (personal, interrogative, indefinite), adjectives (including articles).

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone and SAT tests/sections
- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Benchmark #1

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Formative:

- Constructed Writing Prompts – Analytical, informative, persuasive (C.E.1.1.1, C.E.1.1.2, C.E.1.1.3, C.E.1.1.4, C.E.1.1.5, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.2.1.1, C.P.2.1.2, C.P.2.1.3, C.P.2.1.5, C.P.2.1.7, C.P.3.1.3, C.P.3.1.4) - (can be combined with objective questions on formative assessments).
 - a. Explain the archetypal settings(s) depicted in the story of *The Great Flood*.
 - b. Explicate the role that loyalty plays in the *Book of Ruth*.
 - c. Explain, with examples, how “The Fisherman and the Jinnee” displays the basic characteristics of a folk tale.
 - d. Analyze how the author’s view of the brevity of human existence in *The Rubáiyát* affects the tone of the selection.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes.

Summative:

- Reading Assessment / Selection Tests & 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

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

Materials and Resources:

Print Texts:

- *World Masterpieces – Teaching Resources*
- Selections from *The Hero with a Thousand Faces* by Joseph Campbell

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 2: The Wisdom and Insight of the World

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features, and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning
- Informational sources have unique purposes
- Active listening facilitates learning and communication

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate author's/authors' use of conflict, theme, and / or point of view within and among texts
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message

Big Idea #2:

- Writing is a recursive process that conveys ideas, thoughts, and feelings

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position

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Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style)
- Use proper conventions to compose in the standard form of the English language (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus
- Use precise vocabulary when developing writing

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Unit: 2 – The Wisdom and Insight of the World

Time Range in Days: 40 – 45 days

Standard(s): PACS English/Language Arts

Standards Addressed

7.2 Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

7.3 Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

7.4 Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

7.5 Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Overview: **The Wisdom and Insight of the World: The literatures of the world provide wisdom and insight into the nature of humanity and existence.**

Focus Question(s):

- What is a tragedy? What does tragedy reflect about the human condition?
- How are the tragic heroes of different cultures similar and different?
- What insights into human existence do different cultures provide?
- What literary devices are employed in tragedies and other writings? What are the effects of these literary devices?

Goals:

- Students will be able to define and to explain a variety of tragic conventions through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in the literature of different cultures.
- Students will be able clearly and concisely to respond in writing to prompts relating to the epic, folk tales, and scriptures.

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

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), *The Iliad*, *The Apology*, *Oedipus the King*, *The Aeneid*.
 - b. Identify and analyze the epic conventions in *The Iliad*. (L.F.1.3.1, L.F.1.3.2)
 - c. Identify and explicate how Homer's complex language creates images, and explain how those images contribute to the selection's content and theme. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - d. Explicate the effect of Socrates's technique of asking questions and then answering them in *The Apology*. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.3.1, L.F.2.5.1, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.2.1.1, L.N.2.3.4)

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- e. Explain and analyze the character of Socrates as revealed in his monologue, identifying key statements and how those statements reveal his character. (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 - f. Explicate and analyze how Socrates supports the assertion that “the men most in repute were all the most foolish.” (L.F.1.3.1, L.F.1.3.2, L.N.2.3.4)
 - g. Explain how Oedipus meets the requirements of a tragic hero. (L.F.2.1.1, L.F.2.1.2)
 - h. Analyze the function and effect of the Chorus in *Oedipus the King*.
 - i. Explicate the function and significance of the stage directions in the tragedy. (L.F.1.2.3, L.F.1.2.4)
 - j. Explain and analyze the function and effect of verbal, dramatic, and situational irony in *Oedipus the King*. (L.F.1.3.1, L.F.1.3.2, L.F.2.5.1, L.F.2.5.3)
 - k. Determine valid reasons why Virgil repeatedly portrays the Greeks in the *Aeneid* as ruthless liars. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - l. Compare and contrast Aeneas with Ulysses based on what the *Aeneid* reveals and suggests about each character, analyze what Virgil intimates about the differences between Roman and Greek culture. (L.F.1.2.3, L.F.1.2.4, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)
 - 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. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 - c. 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). (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
 3. Additional General Instructional Strategies – See **Appendix II**
 4. Literary Terms – **See Appendix IV**
 5. Vocabulary Enrichment – from ancillary textbook materials, reading selections, and *Vocabulary from Latin and Greek Roots IV* series.
 6. Grammar Component: Verbs (transitive and intransitive; linking; helping), adverbs, prepositions, and interjections.

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Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone and SAT tests/sections
- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Benchmark #2

Formative:

- Constructed Writing Prompts – Analytical, informative, persuasive (C.E.1.1.1, C.E.1.1.2, C.E.1.1.3, C.E.1.1.4, C.E.1.1.5, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.2.1.1, C.P.2.1.2, C.P.2.1.3, C.P.2.1.5, C.P.2.1.7, C.P.3.1.3, C.P.3.1.4)
 - a. Analyze the concept of honor in the Homeric world as presented in *The Iliad*.
 - b. Analyze the rhetorical effect of Socrates technique of asking questions and then answering them in *The Apology*.
 - c. Modern democratic governments are based on the right of “the many” to rule themselves through elections. Yet 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.
 - d. Analyze the elements in the search for knowledge as presented in *Oedipus the King*, and how that search effects the theme of the whole work.
 - e. 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.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes

Summative:

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

Extensions:

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- Keystone practice sections
- SAT vocabulary and critical reading 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

Materials and Resources:

Print Texts:

- *World Masterpieces* – Teaching Resources
- Selections from *The Hero with a Thousand Faces* by Joseph Campbell

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 3: American Myth and Legend to Revolutionary Thought

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features, and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning
- Informational sources have unique purposes
- Active listening facilitates learning and communication

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate author's/authors' use of conflict, theme, and / or point of view within and among texts
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message

Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position

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Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style)
- Use proper conventions to compose in the standard form of the English language (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus
- Use precise vocabulary when developing writing

Curriculum Plan

Unit: 3 - American Myth and Legend to Revolutionary Thought

Time Range in Days: 40 – 45 days

Standard(s): PACS English/Language Arts

Standards Addressed

4.2 Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

4.3 Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

4.4 Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

4.4 Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Overview: **American Myth and Legend to Revolutionary Thought: The Development of American Voices.**

Focus Question(s):

- What is a myth? What types of myths permeate Native American thought?
- How do American myths and legends connect to world myths and legends?
- What is a legend? What do legends reflect about the cultures from which they come?
- What forces contributed to revolutionary thought in America?
- What are the essential elements of revolutionary documents?
- What literary devices are utilized in revolutionary literature? What are the effects of these literary devices?

Goals:

- Students will be able to explain the myths and legends of Native Americans through multiple texts.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in early American literature.
- Students will be able clearly and concisely respond in writing to prompts relating to the American legends and revolutionary rhetoric.

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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 students to explain and to analyze the structure of an informational or literary passage, a literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to identify, to explain, and to evaluate how words and phrases establish meaning and tone in informational passages, literary texts, and poems. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp clear focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the early American myth and legend through the American Romantic Period.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), "The Earth on Turtle's Back" (Onodaga), "When Grizzlies Walked Upright" (Modoc), from *The Navajo Origin Legend*, from *The Iroquois Constitution*, "A Journey Through Texas," "Boulders Taller than the Great Tower of Seville," from *Journal of the First Voyage to America* (Columbus), from *The General History of Virginia* (Smith), from *Of Plymouth Plantation* (Bradford), "Sinners in the Hands of an Angry God" (Edwards), from *The Autobiography* (Franklin), from *The Interesting Narrative of the Life of Olaudah Equiano*, *The Declaration of Independence*, from *The Crisis, Number 1*, "Speech in the Virginia Convention," and "Speech in the Convention" (Franklin).
 - b. Identify, explicate, and analyze the role that Nature plays in explaining and maintaining Native American life. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)

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- c. Explicate and analyze how Columbus’s journal entry reflects his purpose – chronicling the voyage for his investors, the king and queen of Spain. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)
 - d. Identify, explain, and analyze how John Smith’s and William Bradford’s presentations of events and the impressions they convey differ. (L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.4)
 - e. Compare and contrast the relationship John Smith and the Pilgrims had with the Native Americans. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.N.2.1.1)
 - f. Describe and explicate the oratorical or rhetorical structure of “Sinners in the Hands of an Angry God,” and analyze the motivation of the speaker. (L.F.2.1.1, L.F.2.1.2, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.4, L.F.2.5.1)
 - g. 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. (L.F.1.2.3, L.F.1.2.4)
 - h. Identify and explain the rhetorical organization of *The Declaration of Independence*, and evaluate the effectiveness of this structure. (L.F.1.2.3, L.F.1.2.4)
 - i. 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. (L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - j. Analyze Franklin’s and Henry’s use of persuasive techniques in their “Speeches.” (L.F.2.1.1, L.F.2.1.2, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.4, L.F.2.5.1)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)
 - 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. (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 - c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone. (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2)
 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). (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
 4. Additional General Instructional Strategies – See **Appendix II**
 5. Vocabulary Enrichment – from ancillary textbook materials, reading selections, and *Vocabulary from Latin and Greek Roots IV series*.

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6. Literary Terms – **See Appendix IV**

7. **Grammar Component - Forms of irregular verbs (see addendum), lie / lay, sit / set, rise / raise.**

Assessments:

Diagnostic:

- Textbook (*The American Experience*) Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone and SAT tests/sections
- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Benchmark #3

Formative:

- Constructed Writing Prompts – Analytical, informative, persuasive (C.E.1.1.1, C.E.1.1.2, C.E.1.1.3, C.E.1.1.4, C.E.1.1.5, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.2.1.1, C.P.2.1.2, C.P.2.1.3, C.P.2.1.5, C.P.2.1.7, C.P.3.1.3, C.P.3.1.4) - (can be combined with objective questions on formative assessments)
 - a. Some people consider leisure time important to a person’s good health, both mental and physical. Ben Franklin’s aphorism “Dost thou love life? Then do not squander time, for that’s the stuff life is made of” seems to conflict with that view. Agree or disagree with the aphorism, using concrete examples to support your argument.
 - b. Explain and analyze how a slave narrative like Equiano’s would be a valuable tool for abolitionists.
 - c. Explain and analyze how Jefferson’s use of parallelism in the *Declaration of Independence* contributes to the document’s effectiveness.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes

Summative:

- Reading Assessment / Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *the American Experience, Teaching Resources*.

Extensions:

- Keystone practice sections

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- SAT vocabulary and critical reading activities

Correctives:

- More comprehensive in-class critical-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, annotating, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate complex abstract concepts

Materials and Resources:

Print Texts:

- *The American Experience* – Teaching Resources

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 4: American Romanticism

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features, and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning
- Informational sources have unique purposes
- Active listening facilitates learning and communication

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate author's/authors' use of conflict, theme, and / or point of view within and among texts
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message

Big Idea #2:

- Writing is a recursive process that conveys ideas, thoughts, and feelings

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position

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Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style)
- Use proper conventions to compose in the standard form of the English language (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus
- Use precise vocabulary when developing writing
- Write an extended research paper that analyzes a famous American speech for its effective use of rhetorical devices.

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Unit: 4 – American Romanticism

Time Range in Days: 40 – 45 days

Standard(s): PACS English/Language Arts

Standards Addressed

- a. Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.
- b. Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.
- c. Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.
- d. Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Overview: **American Romanticism: Shadows of the Imagination, the Human Spirit, and the Natural World.**

Focus Question(s):

- What is Romanticism? What are the central characteristics of American Romanticism?
- What does Romantic writing reflect about the human condition?
- What insights into human existence do the two sides of Romanticism provide?
- What literary and rhetorical devices are employed in Romantic writings and poetry? What are the effects of these literary devices?
- Why is Romanticism such a lasting influence on American thought and literature?

Goals:

- Students will be able to define and to explain the basic tenets of Romanticism through various literary texts.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in the literature and poetry, and explain the effects of such literary devices.
- Students will be able clearly and concisely respond in writing to prompts relating to all forms of Romantic literature.
- Students will write extended research paper that analyzes a famous American speech for its effective use of rhetorical devices.

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

Core Activities and Corresponding Instructional Methods:

1. 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), (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3); "The Devil and Tom Walker;" poetry of Longfellow, Bryant, Holmes, and Whittier; "Crossing the Great Divide" (Lewis), "The Most Sublime Spectacle on Earth" (Powell); "The Black Cat," "The Tell-Tale Heart," "The Fall of the House of Usher," "The Raven" (Poe); "The Minister's Black Veil" (Hawthorne); from *Moby-Dick* (Melville); from *Nature* and "Self-Reliance" (Emerson), from *Walden* and "Civil Disobedience" (Thoreau); poetry of Dickinson and Whitman.
 - b. Explain and analyze how point of view reveals the thoughts and feeling of the characters in "The Devil and Tom Walker." (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - c. Explain and analyze the types of characterization used in "The Devil and Tom Walker." (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)

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- d. Identify and explain the poetic structure of poems by Longfellow, Bryant, Holmes, Whittier, Poe, Dickinson, and Whitman. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - e. Identify and explain the poetic devices and their effects in poems by Longfellow, Bryant, Holmes, Whittier, Poe, Dickinson, and Whitman. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - f. Explicate and analyze how Lewis and Powell use vivid descriptions, and evaluate their purposes for using such descriptions. (L.F.1.3.1, L.F.1.3.2, L.N.2.3.4, L.F.2.4.1)
 - g. Identify and analyze the Gothic and Romantic elements in Poe's tales (L.F.2.1.1, L.F.2.1.2, L.F.2.4.1)
 - h. Identify and analyze Poe's diction for irony and tone. (L.F.1.2.1, L.F.1.2.2)
 - i. Analyze "The Minister's Black Veil" as a "Dark Romantic" work, and evaluate its disturbing message about human existence. (L.F.1.3.1, L.F.1.3.2, L.F.2.5.1, L.F.2.5.3)
 - j. Discuss, explain, and analyze the symbolism in "The Minister's Black Veil." (L.F.2.2.2)
 - k. Determine and analyze the color symbolism in *Moby-Dick*, and explain the contradictory nature of the whale's whiteness. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - l. Identify and explain how events, dialogue, and descriptions depict the white whale as a symbol in *Moby-Dick*. (L.F.1.2.3, L.F.1.2.4, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - m. Explain and analyze how Emerson's essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text. (L.F.1.1.3, L.F.2.3.2, L.F.2.5.3)
 - n. Explain and analyze how Thoreau's essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text. (L.F.1.1.3, L.F.2.3.2, L.F.2.5.3)
 - o. Explain, analyze, and evaluation Emerson's and Thoreau's rhetorical strategies and the effectiveness of those strategies. (L.F.1.1.3, L.F.2.3.2, L.F.2.5.3)
 - p. Identify and explain the images Dickinson uses in her poems to communicate and illustrate abstract ideas. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - q. Evaluate Whitman's uses of poetic devices and free verse to convey his meaning and purpose. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - r. Explain and analyze how Whitman's "When I Heard the Learn'd Astronomer" and "A Noiseless Patient Spider" reflect American Romantic and Transcendental ideas. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
2. Synthesize academic and content vocabulary activities.
- a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires,

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and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)

- 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. (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 - c. 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). (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
3. Additional General Instructional Strategies – See **Appendix II**
 4. Literary Terms – **See Appendix IV**
 5. Vocabulary Enrichment – from ancillary textbook materials, reading selections, and *Vocabulary from Latin and Greek Roots IV series*.
 6. Grammar Component – Punctuation (commas, semicolons, colons, apostrophes)

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 (C.E.1.1.1, C.E.1.1.2, C.E.1.1.3, C.E.1.1.4, C.E.1.1.5, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.2.1.1, C.P.2.1.2, C.P.2.1.3, C.P.2.1.5, C.P.2.1.7, C.P.3.1.3, C.P.3.1.4) – (can be combined with objective questions on formative assessments).
 - a. Explain and analyze how the use of an omniscient point of view enhances the purpose of “The Devil and Tom Walker.”
 - b. Poets often employ images from Nature to evoke emotional responses. Describe and explain how Nature images in two different poems evoke different emotions.

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- c. Explain and analyze how Poe utilizes the raven in “The Raven” to symbolize the “dark” side of the human soul, spirit, or mind.
 - d. Describe and explain how “The Minister’s Black Veil” functions as a parable and **as an allegory**.
 - e. Explain Emerson’s attitude toward the expectations of society as depicted in the excerpt from “Self-Reliance.” Be sure to consider the beliefs of the Transcendentalist in the developing the argument.
 - f. 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.
 - g. In an extended **research paper (CC.1.4.9-10.V)**, analyze a famous American speech as an argument and for its effective use of rhetorical devices, relying on reputable secondary sources for support. (L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.2.5.6, C.P.1.1.2,) – **See Appendix III.**
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes

Summative:

- Keystone Exam
- Reading Assessment / Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *The American Experience, Teaching Resources*.

Extensions:

- Keystone practice sections
- SAT vocabulary and critical reading 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

Materials and Resources:

Print Texts:

- *The American Experience* – Teaching Resources
- Non-Fiction and Informational Selections from *Applied Practice Series* (English Department Public Folder)

Non-Print Texts:

- EBSCO Databases
- Questia Database

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *World Masterpieces* – Prentice Hall Literature

Textbook ISBN #: **0-13-131737-7**

Textbook Publisher & Year of Publication: Pearson / Prentice Hall

Curriculum Textbook is utilized in: English 10

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *The American Experience* – Prentice Hall Literature

Textbook ISBN #: **978-0-13-363337-5**

Textbook Publisher & Year of Publication: Pearson / Prentice Hall, 2007.

Curriculum Textbook is utilized in: English 10

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Appendix I: PA Core Standards

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Appendix II: Instructional Strategies

For Informational and Non-Fiction Texts:

- A. Provide questions that compel students to uncover and analyze the relationship between two or more central ideas of a passage or text.
- B. Offer verbal and written guidelines that require students to cite relevant and thorough textual evidence to support analysis of what passages and texts reveal explicitly.
- C. Pose verbal and / or written queries that require students to discern inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- D. Provide questions that require students to analyze the interaction and development of a complex set of ideas and / or sequence of events over the course of a passage or a text.
- E. Present verbal and / or written probes that require students to evaluate how an author's point of view or purpose shapes the content and style of a text.
- F. Model and / or present strategies that help students analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- G. Provide cues or prompts that require students to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading, context, and content.
- H. Create and utilize assessments (quizzes, tests, and essays) that require students to demonstrate their knowledge, understanding, and analysis of rhetorical devices employed by authors and speakers.

For Literature

- A. Provide verbal and written questions that compel students to determine and analyze the relationship between two or more themes or central ideas of a passage or complete narrative, including the development and interaction of the themes.
- B. Offer verbal and written guidelines that require students to cite relevant and thorough textual evidence to support analysis of what passages and texts reveal explicitly.
- C. Present verbal and / or written questions that require students to analyze the impact of the author's or speaker's choices regarding the development of and relationship between the fundamental elements of a story or drama or poem.
- D. Provide questions that require students to explain and evaluate how a narrator's (in a story) or a speaker's (in a poem) point of view or purpose shapes the content and style of a passage or a text.

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- E. Provide critical-thinking questions that require students to explain and analyze the structure of a passage, a 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.
- F. Provide cues or prompts that require students to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading, context, and content.
- G. Pose verbal and / or written questions (for reading assignments and for reading assessment quizzes) that require students to evaluate how words and phrases shape meaning and tone in passages, texts, and poems.
- H. **Create and utilize assessments (quizzes, tests, and essays) that require students to demonstrate understanding and accurate analysis of seminal works of literature** that reflect a variety of genres in the respective major periods of literature, including how two or more texts consider similar themes or topics.

For Writing

- A. Assign both short and extended writing assignments that require students to write with a sharp distinct focus, identifying topic, task, and audience.
- B. **Provide specific feedback to students on writing assignments** to help them develop and analyze topics thoroughly by selecting the most significant and relevant facts, concrete details, quotations, and appropriate examples.
- C. Assign prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research.
- D. Provide multiple opportunities for students to 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.

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Appendix III: ENGLISH 10 – RESEARCH PAPER ASSIGNMENT

Objectives:

Students will

- analyze a speech for rhetorical devices and their purpose
- identify an author's / speaker's purposeful manipulation of language
- identify elements of argument within a speech.
- write an analysis of a speech with in-text documentation (MLA)

Topic: **Analyzing a Famous American Speech as an Argument**

Select a famous speech to analyze from the attached list, most of which can be accessed at:

<http://www.americanrhetoric.com/top100speechesall.html>

The following speeches are NOT eligible for this research paper assignment:

- "I Have a Dream" (Martin Luther King)
- "Farewell to Baseball Speech" (Lou Gehrig)

Directions and Requirements:

- Analyze your chosen speech *as an argument* and write an analytical essay about the writer's / speaker's effectiveness considering the context in which, and audience to which, the speech was delivered. Essays should identify and explain **the rhetorical strategies** that the author / speaker deliberately chose while crafting the text. In other words, how and why is the author's / speaker's rhetoric effective?
- Carefully consider and explain the author's deliberate manipulation of language.
- The thesis must be arguable and take language into account; it may not merely tout the general importance of the speech or the valiance of the speaker.
- Stay focused on the speech **as an argumentative text**. There isn't ample space in this paper to carefully detail every aspect of the historical context in which this speech falls. It is critical to reflect on the events that led up to the speech, so it is probably necessary to include some pertinent and relevant details. However, it is not useful to delineate, for example, all the specific events of the entire Revolutionary War that preceded George Washington's "Inaugural Speech." In other words, simply put the speech in historical or social **context** so your analysis of its argument makes sense. Questions to consider for this part: What was the speaker up against? What is the occasion for the speech? What did the author / speaker have

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to keep in mind when composing the text? What were his or her goals? What was his or her ultimate purpose? What was his or her intent?

- Important: You do NOT have to explain and analyze every rhetorical device in every part of the speech. You are constructing an argument on the speech as a rhetorical argument, not analyzing it line by line.
- Include content from at least **two valid secondary sources** that effectively and logically support your thesis. You must have a Works Cited page in MLA format that includes the speech and all additional sources.

American Speeches:

- Franklin Delano Roosevelt - "Pearl Harbor Address to the Nation"
- Malcolm X - "The Ballot or the Bullet"
- Ronald Wilson Reagan - "Shuttle 'Challenger' Disaster Address"
- Lyndon Baines Johnson - "We Shall Overcome"
- Martin Luther King, Jr. - "I've Been to the Mountaintop"
- (General) Douglas MacArthur - "Duty, Honor, Country"
- Richard Milhous Nixon - "The Great Silent Majority"
- John Fitzgerald Kennedy - "Ich bin ein Berliner"
- Ronald Wilson Reagan - "A Time for Choosing"
- Anna Howard Shaw - "The Fundamental Principle of a Republic"
- Franklin Delano Roosevelt - "The Arsenal of Democracy"
- Ronald Wilson Reagan - "The Evil Empire"
- John Fitzgerald Kennedy - "American University Commencement Address"
- Richard Milhous Nixon - "Resignation Speech"
- Martin Luther King, Jr. - "A Time to Break Silence"
- John Fitzgerald Kennedy - "Civil Rights Address"
- John Fitzgerald Kennedy - "Cuban Missile Crisis Address"
- Mario Matthew Cuomo - "Religious Belief and Public Morality"
- Edward Moore Kennedy - "Chappaquiddick"
- William Jefferson Clinton - "Oklahoma Bombing Memorial Address"
- Eliezer ("Elie") Wiesel - "The Perils of Indifference"
- Anna Eleanor Roosevelt - "Adopting the Declaration of Human Rights"

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APPENDIX IV: LITERARY TERMS

OBJECTIVE: Through consistent emphasis, assessment, and application, students will master not only the meanings of the following terms, but also, and more importantly, the ability to identify them in works of literature *and* explain their effectiveness and significance in their respective works.

- allegory
- alliteration
- allusion
- ambiguity
- analogy
- antagonist
- archetypal elements
- assonance
- character
- characterization
- climax
- concession / rebuttal
- conflict
- connotation
- consonance
- couplet
- denotation
- dialogue
- diction
- drama
- dramatic monologue
- emotional appeal
- epic
- epiphany
- essay
- ethical appeal
- fable
- fiction
- figurative language
- folklore
- free verse
- gothic
- hyperbole
- imagery
- irony
- legend
- logical appeal
- lyric poem
- metaphor
- meter
- metonymy
- mood
- motivation
- myth
- narrator / narration
- oral tradition
- oxymoron
- parable
- paradox
- personification
- plot
- point of view
- prose
- propaganda
- protagonist
- rhyme / rhyme scheme
- romance
- Romanticism
- satire
- scansion
- setting
- simile
- speaker
- stanza
- style
- symbol / symbolism
- synecdoche
- theme
- tone
- tradition
- tragedy

Addendum I (as of March 2015)

Grammar Mastery – English 10

Parts of Speech

Identification and Usage of:

- nouns (proper and common; abstract and concrete)
- pronouns (personal, interrogative, indefinite)
- adjectives (including articles)
- verbs (transitive and intransitive; linking; helping)
- adverbs
- prepositions
- interjections
- forms of irregular verbs (see chart on next page)
- lie / lay, sit / set, rise / raise

Punctuation

- commas
- semicolons
- colons
- apostrophes

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INFINITIVE	PAST	PAST PARTICIPLE
bear	bore	have borne
beat	beat	have beaten
began	began	have begun
blow	blown	have blown
break	broke	have broken
catch	caught	have caught
choose	chose	have chosen
come	came	have come
creep	crept	have crept
dive	dived	have dived
do	did	have done
draw	drawn	have drawn
drink	drank	have drunk
eat	ate	have eaten
freeze	froze	have frozen
go	went	have gone
know	knew	have known
lay	laid	have laid
lend	lent	have lent
lie	lay	have lain
ring	rang	have rung
say	said	have said
shine	shone	have shone
steal	stole	have stolen
speak	spoke	have spoken
swim	swam	have swum
swing	swung	have swung
throw	threw	have thrown
wear	wore	have worn
write	wrote	have written
		(have or has)

Addendum II (as of March 2015)

Novel Component

In consultation with other teachers who teach English 10 in a given school year, a teacher who teaches this course may opt to add a novel study in the MP2, MP3, or MP4 Units.

Novels can be chosen from the list below *or* from available English Department copies. The chosen novel must *not* be a novel read and studied in another course that most students in English 10 have taken or will take in the future. Likewise, the novel should be appropriately challenging for English 10 students.

A Farewell to Arms – Ernest Hemingway

A Gathering of Old Men – Ernest Gaines

Brave New World – Aldous Huxley

Dracula – Bram Stoker

Siddhartha – Hermann Hesse

The Color of Water – James McBride

The Good Earth – Pearl S. Buck

For any novel studied, the following elements should be identified, analyzed, and assessed:

1. **Plot** – Students should be able to summarize the events of the plot, keeping in mind that plot is defined as the “*sequence* of events of which a story is composed.” Students also should be able to identify key expositional elements, important events in the rising action, the climax (or turning point), how the falling action results from the climax, and the plot’s resolution.
2. **Context** – This includes both the context of the historical period in which the book was written (if that is significant for analysis), as well as the actual *setting* of the story, because when and where a story takes place can be profoundly significant.
3. **Characters** - Characters are the driving force behind stories, both major characters and minor ones, and authors use them to transmit their most important messages. Consider the following questions for each character: Who are the protagonist and antagonist? What are the character’s main personality traits? What is the character’s role in the story? What are the character’s morals or ethics? What is the character’s relationship to other characters and why?
4. **Literary Devices** - Assorted literary devices help suggest meaning or create mood. Through close and critical reading, students should identify key literary devices and analyze how the author/narrator uses them to create meaning.
5. **Theme** – Theme is the idea or message about life implied or stated in a literary work, and must be stated in a complete sentence. Students should identify possible themes and analyze how these themes appear in the novel.