

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

English 10 and World Studies  
(Integrated)

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**Grade Level: 10**

**Date of Board Approval: \_\_\_\_\_ 2018 \_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction:** English 10 and World Studies

**Subject Area:** Integrated English and Social Studies      **Grade(s):** 10

**Course Description:**

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.

**Time/Credit for the Course:**

- 1 credit English:
- 1 credit Social Studies: World History

**Curriculum Writing Committee:**

Deanna Zarzecki and Laurence Marcial

## Curriculum Map

### 1. Marking Period One: The Hero in Literature

- **Overview based on 45 days:**
- **Goals:**

Understanding of:

- **Summer Reading texts and assignments (see Appendix II)**
- Characteristics of literary heroes and types of heroes
- Creation stories of different cultures
- Flood 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 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 amongst 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
- 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* series

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- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

### 2. Marking Period Two: The Wisdom and Insight of the World

- **Overview based on 45 days:**

- **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
- 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* series
- 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

### 3. Marking Period Three: American Myths and Legends to Revolutionary Thought

- **Overview based on 45 days:**

- **Goals:**

Understanding of:

- The characteristics of early American myths and legends

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- 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* series
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

### 4. Marking Period Four: The Wisdom and Insight of the World

- **Overview based on 45 days:**

- **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 of a debatable topic for an extended research paper
- The necessity of proper MLA format and grammar usage in a research paper
- The necessity of vocabulary enrichment from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series
- The necessity of service learning as an integral aspect of the integrated program as creating a community atmosphere

## Curriculum Plan

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

**Marking Period: 1**

**Standard(s):** PACS English/Language Arts

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

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

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

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

**Anchor(s):**

**C.IE.1, C.IE.2, C.IE.3**

**Big Idea(s):**

**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?

**Concepts:**

- Essential content, literary elements and devices inform meaning

**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 genres
- Analyze and evaluate author's/authors' use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Evaluate the relevance and reliability of information, citing supportive evidence in texts

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- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across texts
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the use of graphics in text as they clarify and enhance meaning
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

### **Big Idea #2:**

- Listening provides the opportunity to learn, reflect, and respond

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #3:**

- Effective speaking and listening are essential for productive communication.

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication.

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #4:**

- Effective speaking and listening are essential for productive communication

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Purpose, context and audience influence the content and delivery in speaking situations

### **Competencies:**

- Deliver effective oral presentations by: establishing a clear and concise focus or thesis; selecting and using appropriate structures, content and language to present ideas that support the thesis; utilizing appropriate technology or media to reinforce the message; employing effective delivery techniques: volume, pace eye contact,



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emphasis, gestures, enunciation; monitoring the response of the audience and adjusting delivery accordingly

- Interact effectively in discussions by: maintaining the focus of the discussion by contributing relevant content; selecting and using appropriate language; asking relevant and clarifying questions; monitoring the response of participants and adjusting contributions accordingly; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation

### **Big Idea #5:**

- Writing is a means of documenting thinking

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### **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)
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs.
- Construct parallel structures between sentences and paragraphs.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### **Big Idea #6:**

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

### **Essential Questions:**

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- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### 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).
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- Use socially and academically appropriate language and content
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs
- Construct parallel structures between sentences and paragraphs
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### Big Idea #8:

- Purpose, topic and audience guide types of writing

### Essential Questions:

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.

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- The writing supports a thesis or research question based on research, observation, and/or experience.
- Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

### Competencies:

- Informational Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Informational Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Informational Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Informational Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Informational Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Write to inform by: presenting information purposefully and succinctly to meet the needs of the intended audience; applying organizational structures that communicate information and ideas accurately and coherently; using language that qualifies fact from opinion; developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes)
- Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Use information in maps, charts, graphs, time lines, tables and diagrams to inform writing
- Write to engage the audience by: establishing and developing a setting through specific detail; developing the actions, movements, gestures and feelings of a character(s), narrator or writer; using dialogue, figurative language and literary devices to develop character/narrator, setting and/or plot; developing a linear plot (exposition, rising action, climax, falling action, resolution); establishing and developing conflict to advance plot and/or theme
- Write to influence the audience by: stating and supporting a position with detailed evidence, examples, and reasons; using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion) to strengthen the

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argument; employing a distinct structure to organize the argument and the opposing viewpoints; acknowledging and refuting opposing arguments; evaluating sources for validity, perspective, bias, and relationship to topic; documenting sources of information responsibly and ethically; using sources to achieve a balanced and authoritative argument; supporting judgments with relevant evidence and detail.

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

### 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, including archetype, invocation (of the Muse), in media res, epithets, epic, epic similes, Homeric Epithets, epic tone, epic style in heroic literature.
- Students will be able clearly and concisely respond in writing of constructed responses and essays to prompts relating to the epic, folk tales, and scriptures.
- Students will be able to examine and analyze the River-Valley civilizations and behaviors for their relevance to their respective cultures.
- Students will be able to define, identify, and utilize vocabulary from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X Series Units 1-5*.
- Students will be able to review the rules from grade nine – usage, agreement, commonly confused words, commas, run-ons, and fragments; Students will be able to comprehend and synthesize phrases, clauses, sentence structure and punctuation for usage in writing and presentations.
- Students will be able to engage in a service learning project.

### 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 a compare and contrast, which focuses on how and why the first cities developed around the world. (DOK Levels 2, 3, 4)

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6. Students will be able to explain and 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* series in order to enhance their vocabulary skills. (DOK Levels 1, 2, 3, 4)
10. 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. 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”). (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3)
  - 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. 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. (L.F.1.1.1, L.F.1.1.2, L.F.2.4.1)
  - g. Examine the creation and flood stories from Sumer, Harappa, Huang He, Niger Valley, Meso-America, and Egypt and synthesize how they are relevant to their culture. (L.F.1.1.1, L.F.1.1.2, L.F.2.1.2, L.F.2.2.3, L.F.2.3.2, L.F.2.4.1)
  - h. Compare and contrast the settings in the story of the Creation and the story of the Flood from Sumer, Harappa, Huang He, Niger Valley, Meso-America, and Egypt. (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, L.F.2.3.2, L.F.2.4.1)

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- i. 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)
  - j. 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)
  - k. 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. (L.F. 2.4.1, L.N. 1.3.1, L.N. 1.3.2, L.N. 2.1.1, L.N. 2.1.2, L.N. 2.2.1, L.N. 2.1.2, L.N. 2.1.3, L.N. 2.4.4,)
2. Synthesize academic and content vocabulary activities for Units 1-5.
    - 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. (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. Direct SAT and Keystone instruction and practice
  5. Literary Terms – **See Appendix**
  6. Additional General Instructional Strategies – **See Appendix**
  7. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
  8. Grammar Component: 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.
  9. Summer Reading – Discuss works read over the summer. Utilize those works for a basis for reviewing skills from grade nine and introducing new skills.

### Assessments:

- **Diagnostic:**
  - KWL Charts
  - Pre-Test Assessments

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- 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 – 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 creation and flood stories are impacted by the cultural influences.
    - e. 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 for 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
- **Summative:**
  - Reading Assessment / Selection Tests & Quizzes / Grammar Quizzes (content and skills-based)
  - Cultural Presentations (collaborative activity)
  - Walled City Presentations (collaborative activity)
  - Creation/Flood Presentations (collaborative activity)
  - Egyptian Architecture Models (collaborative activity)
  - Pharaoh Baseball Cards (collaborative activity)
  - Unit Common Assessments (objective and skills-based) derived from *World Masterpieces, Teaching Resources*

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- Cumulative Grammar Assessment
- **Extensions:**
  - Keystone practice sections
  - SAT vocabulary and critical reading activities
  - Enhancement of grammatical concepts covered throughout the year
  - Students will create a Microsoft PowerPoint presentation 5-10 minutes in length to perform in front of the class for their river valley civilization.
  - Students will create a time-line on each river valley highlighting the major achievements and events during the time period.
  - Students will research a walled-city and present the information in a 5-10 presentation to the class.
  - Students will research a creation and flood story for their river valley civilization and present to the class.
  - 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



## DELAWARE VALLEY SCHOOL DISTRICT

**Unit: 2 The Wisdom and Insight of the World**

**Marking Period: 2**

**Standard(s):** PACS English/Language Arts

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

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

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

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

**Anchor(s):**

**C.IE.1, C.IE.2, C.IE.3**

**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?

**Concepts:**

- Essential content, literary elements and devices inform meaning

**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 genres
- Analyze and evaluate author's/authors' use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Evaluate the relevance and reliability of information, citing supportive evidence in texts
- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across texts
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the use of graphics in text as they clarify and enhance meaning

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- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

### **Big Idea #2:**

- Listening provides the opportunity to learn, reflect, and respond

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #3:**

- Effective speaking and listening are essential for productive communication.

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication.

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #4:**

- Effective speaking and listening are essential for productive communication

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Purpose, context and audience influence the content and delivery in speaking situations

### **Competencies:**

- Deliver effective oral presentations by: establishing a clear and concise focus or thesis; selecting and using appropriate structures, content and language to present ideas that support the thesis; utilizing appropriate technology or media to reinforce the message; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation; monitoring the response of the audience and adjusting delivery accordingly
- Interact effectively in discussions by: maintaining the focus of the discussion by contributing relevant content; selecting and using appropriate language; asking relevant and clarifying questions; monitoring the response of participants and

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adjusting contributions accordingly; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation

### **Big Idea #5:**

- Writing is a means of documenting thinking

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### **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)
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs.
- Construct parallel structures between sentences and paragraphs.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### **Big Idea #6:**

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

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

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- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### 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).
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- Use socially and academically appropriate language and content
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs
- Construct parallel structures between sentences and paragraphs
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### Big Idea #8:

- Purpose, topic and audience guide types of writing

### Essential Questions:

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- The writing supports a thesis or research question based on research, observation, and/or experience.
- Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.

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

### Competencies:

- Informational Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Informational Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Informational Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Informational Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Informational Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Write to inform by: presenting information purposefully and succinctly to meet the needs of the intended audience; applying organizational structures that communicate information and ideas accurately and coherently; using language that qualifies fact from opinion; developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes)
- Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Use information in maps, charts, graphs, time lines, tables and diagrams to inform writing
- Write to engage the audience by: establishing and developing a setting through specific detail; developing the actions, movements, gestures and feelings of a character(s), narrator or writer; using dialogue, figurative language and literary devices to develop character/narrator, setting and/or plot; developing a linear plot (exposition, rising action, climax, falling action, resolution); establishing and developing conflict to advance plot and/or theme
- Write to influence the audience by: stating and supporting a position with detailed evidence, examples, and reasons; using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion) to strengthen the argument; employing a distinct structure to organize the argument and the opposing viewpoints; acknowledging and refuting opposing arguments; evaluating sources for validity, perspective, bias, and relationship to topic; documenting sources of information responsibly and ethically; using sources to achieve a

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balanced and authoritative argument; supporting judgments with relevant evidence and detail.

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

### 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.
- Students will research, analyze, evaluate, and synthesize specific content for their position on a specific topic for debates.
- Students will develop independent research team leadership, critical thinking, and public speaking skills.
- Students will be able to define, identify, and utilize vocabulary from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series Units 6-10.
- Students will be able to comprehend and synthesize punctuation for usage in writing and presentations.
- Students will be able to engage in a service learning project.

### 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

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- 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 literary, heroic, and scriptural traditions.
  - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook), *The Iliad*, *The Apology*, *Oedipus the King*, *The Aeneid*. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3)
  - 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)
  - 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*, and explicate the function and significance of the stage directions in the tragedy. (L.F.1.2.3, L.F.1.2.4)
  - i. 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)
  - j. 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)
  - k. 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)

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2. 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. 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. (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)
4. Direct SAT and Keystone instruction and practice
5. Additional General Instructional Strategies – See **Appendix I**
6. Literary Terms – **See Appendix III**
7. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
8. Grammar Component: punctuation. 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 (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).



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- 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 affects 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.
    - Students will participate in practice activities; involving writing drafts of speeches, questions for questioning rounds, and practice debates; leading to a formal debate (collaborative activity)
    - Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes for 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 judged by various Delaware Valley educators and administrators (collaborative activity)
  - Cumulative Grammar Assessment
  - 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

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- **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

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**Unit: 3 American Myth and Legend to Revolutionary Thought**

**Marking Period: 3**

**Standard(s):** PACS English/Language Arts

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

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

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

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

**Anchor(s):**

**C.IE.1, C.IE.2, C.IE.3**

**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?

**Concepts:**

- Essential content, literary elements and devices inform meaning

**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 genres
- Analyze and evaluate author's/authors' use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Evaluate the relevance and reliability of information, citing supportive evidence in texts
- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across texts

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- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the use of graphics in text as they clarify and enhance meaning
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

### **Big Idea #2:**

- Listening provides the opportunity to learn, reflect, and respond

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #3:**

- Effective speaking and listening are essential for productive communication.

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication.

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #4:**

- Effective speaking and listening are essential for productive communication

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Purpose, context and audience influence the content and delivery in speaking situations

### **Competencies:**

- Deliver effective oral presentations by: establishing a clear and concise focus or thesis; selecting and using appropriate structures, content and language to present ideas that support the thesis; utilizing appropriate technology or media to reinforce the message; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation; monitoring the response of the audience and adjusting delivery accordingly

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- Interact effectively in discussions by: maintaining the focus of the discussion by contributing relevant content; selecting and using appropriate language; asking relevant and clarifying questions; monitoring the response of participants and adjusting contributions accordingly; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation

### **Big Idea #5:**

- Writing is a means of documenting thinking

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### **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)
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs.
- Construct parallel structures between sentences and paragraphs.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### **Big Idea #6:**

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

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?

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- To what extent does the writing process contribute to the quality of writing?

### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### 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).
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- Use socially and academically appropriate language and content
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs
- Construct parallel structures between sentences and paragraphs
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### Big Idea #8:

- Purpose, topic and audience guide types of writing

### Essential Questions:

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- The writing supports a thesis or research question based on research, observation, and/or experience.

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- Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

### **Competencies:**

- Informational Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Informational Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Informational Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Informational Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Informational Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Write to inform by: presenting information purposefully and succinctly to meet the needs of the intended audience; applying organizational structures that communicate information and ideas accurately and coherently; using language that qualifies fact from opinion; developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes)
- Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Use information in maps, charts, graphs, time lines, tables and diagrams to inform writing
- Write to engage the audience by: establishing and developing a setting through specific detail; developing the actions, movements, gestures and feelings of a character(s), narrator or writer; using dialogue, figurative language and literary devices to develop character/narrator, setting and/or plot; developing a linear plot (exposition, rising action, climax, falling action, resolution); establishing and developing conflict to advance plot and/or theme
- Write to influence the audience by: stating and supporting a position with detailed evidence, examples, and reasons; using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion) to strengthen the argument; employing a distinct structure to organize the argument and the opposing viewpoints; acknowledging and refuting opposing arguments; evaluating

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sources for validity, perspective, bias, and relationship to topic; documenting sources of information responsibly and ethically; using sources to achieve a balanced and authoritative argument; supporting judgments with relevant evidence and detail.

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

### Goals:

- Students will be able to explain the myths and legends of native people throughout the world and 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.
- Students will be able to define, identify, and utilize vocabulary from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series Units 11-15.
- Students will be able to comprehend and synthesize voice, tense, and confusing terms for usage in writing and presentations.
- Students will be able to engage in a service learning project.

### 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)



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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*, “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). (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3),
  - 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)
  - 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 writings/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)

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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. Direct SAT and Keystone instruction and practice
5. Additional General Instructional Strategies – See **Appendix I**
6. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
7. 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 – 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)

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- 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.
  - 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.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes for 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

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**Unit: 4 American Romanticism**

**Marking Period: 4**

**Standard(s):** PACS English/Language Arts

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

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

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

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

**Anchor(s):**

**C.IE.1, C.IE.2, C.IE.3**

**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?

**Concepts:**

- Essential content, literary elements and devices inform meaning

**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 genres
- Analyze and evaluate author's/authors' use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Evaluate the relevance and reliability of information, citing supportive evidence in texts
- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across texts
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the use of graphics in text as they clarify and enhance meaning

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- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

### **Big Idea #2:**

- Listening provides the opportunity to learn, reflect, and respond

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #3:**

- Effective speaking and listening are essential for productive communication.

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Active listening facilitates learning and communication.

### **Competencies:**

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions
- Listen with civility to the ideas of others

### **Big Idea #4:**

- Effective speaking and listening are essential for productive communication

### **Essential Questions:**

- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Purpose, context and audience influence the content and delivery in speaking situations

### **Competencies:**

- Deliver effective oral presentations by: establishing a clear and concise focus or thesis; selecting and using appropriate structures, content and language to present ideas that support the thesis; utilizing appropriate technology or media to reinforce the message; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation; monitoring the response of the audience and adjusting delivery accordingly
- Interact effectively in discussions by: maintaining the focus of the discussion by contributing relevant content; selecting and using appropriate language; asking relevant and clarifying questions; monitoring the response of participants and

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adjusting contributions accordingly; employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation

### **Big Idea #5:**

- Writing is a means of documenting thinking

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### **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)
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs.
- Construct parallel structures between sentences and paragraphs.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### **Big Idea #6:**

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

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

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- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

### **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).
- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content)
- Use socially and academically appropriate language and content
- 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
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization)
- Incorporate appropriate transitions within and between paragraphs
- Construct parallel structures between sentences and paragraphs
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety and subtlety of meaning

### **Big Idea #8:**

- Purpose, topic and audience guide types of writing

### **Essential Questions:**

- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

### **Concepts:**

- Focus, content, organization, style, and conventions work together to impact writing quality
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- The writing supports a thesis or research question based on research, observation, and/or experience.
- Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.

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

### Competencies:

- Informational Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Informational Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Informational Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Informational Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Informational Writing: Use proper conventions to compose in the standard form of the English language (conventions)
- Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization)
- Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)
- Write to inform by: presenting information purposefully and succinctly to meet the needs of the intended audience; applying organizational structures that communicate information and ideas accurately and coherently; using language that qualifies fact from opinion; developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes)
- Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Use information in maps, charts, graphs, time lines, tables and diagrams to inform writing
- Write to engage the audience by: establishing and developing a setting through specific detail; developing the actions, movements, gestures and feelings of a character(s), narrator or writer; using dialogue, figurative language and literary devices to develop character/narrator, setting and/or plot; developing a linear plot (exposition, rising action, climax, falling action, resolution); establishing and developing conflict to advance plot and/or theme
- Write to influence the audience by: stating and supporting a position with detailed evidence, examples, and reasons; using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion) to strengthen the argument; employing a distinct structure to organize the argument and the opposing viewpoints; acknowledging and refuting opposing arguments; evaluating sources for validity, perspective, bias, and relationship to topic; documenting sources of information responsibly and ethically; using sources to achieve a



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balanced and authoritative argument; supporting judgments with relevant evidence and detail.

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

### 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 an extended research paper that analyzes a debatable topic for its effective use of rhetorical devices.
- Students will be able to define, identify, and utilize vocabulary from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series Units 16-20.
- Students will be able to comprehend and synthesize research terminology and techniques for usage in the research paper and presentations.
- Students will be able to engage in a service learning project.

### 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

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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); “The Devil and Tom Walker;” poetry of Longfellow, Bryant, Holmes, and Whittier; “Crossing the Great Divide” (Lewis), “The Most Sublime Spectacle on Earth” (Powell); “To Helen,” “Annabel Lee,” “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. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3)
  - 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)
  - 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)

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- 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 evaluate 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. 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. 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. (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)
4. Direct SAT and Keystone instruction and practice
5. 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 will result in a zero.)**
6. Additional General Instructional Strategies – See **Appendix I**

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7. Literary Terms – **See Appendix III**
8. Vocabulary Enrichment – from ancillary textbook materials and reading selections, and *Vocabulary from Latin and Greek Roots X* series.
9. 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 – 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.
    - 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.
    - 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.

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- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes for 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 (CC.1.4.9-10.V) 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
      - Turnitin.com – required
    - 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

### Materials and Resources:

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- *World Masterpieces* – Teaching Resources
- *The American Experience* – Teaching Resources
- Non-Fiction and Informational Selections from *Applied Practice Series* (English Department Public Folder)
- *Modern World History*
- Pearson (Prentice Hall) Website
- [www.awl.com/stearns](http://www.awl.com/stearns)
- Questiaschool Database
- [www.owlpurdue](http://www.owlpurdue) – MLA

## Primary Textbook(s) Used for this Course of Instruction

Name of Textbook #1: *World Masterpieces* – Prentice Hall Literature

Textbook ISBN #: 0-13-131737-7

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

Curriculum Textbook is utilized in (title of course): English 10 and World Studies Integrated Program

Name of Textbook #2: *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 and World Studies (Integrated)

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### Appendix I: 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.
- 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.



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- 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 II: Summer Reading Assignments

These are the three summer reading books:

1. *Samurai's Garden* by Gail Tsukiyama

The daughter of a Chinese mother and a Japanese father, Tsukiyama uses the Japanese invasion of China during the late 1930s as a somber backdrop for her unusual story about a 20-year-old Chinese painter named Stephen who is sent to his family's summer home in a Japanese coastal village to recover from an illness.

2. *The Alchemist* by Paulo Coelho

*The Alchemist* is a beloved modern allegory about a boy searching for his dreams. His ultimate goal is to find the treasure he seeks in the pyramids of Egypt. A quick read, but a potentially profound one.

3. Selections from *Interpreters of Maladies* by Jhumpa Lahiri

"Interpreter of Maladies" p. 43-69

"A Real Durwan" p. 70-82

"The Treatment of Bibi Haldar" p. 158-172

In these three stories, Brooklyn-based Indian writer Jhumpa Lahiri shows us Indians both from America and from India. You'll see the Indian tourists travel around and the India natives live in. You'll note the odd juxtaposition of alienation and cohesion in both Indias.

We encourage students to take notes on plot, character, and structure as they read. They will have a test on the two novels and three short stories in the first week of school.

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### APPENDIX III: 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
- analysis
- 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
- explication
- 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
- propaganda
- prose
- protagonist
- rhetoric
- rhyme / rhyme scheme
- romance
- Romanticism
- satire
- scansion
- setting
- simile
- speaker
- stanza
- style
- symbol / symbolism
- synecdoche
- synesthesia
- theme

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- tone
- tradition
- tragedy

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**Appendix IV:  
PA Common Core Standards and Keystone Eligible Content**

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**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- \_\_\_\_\_ The primary textbook form(s).
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_