

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Advanced English 10

Grade Level: 10

Date of Board Approval: _____ 2013 _____

Planned Instruction

Title of Planned Instruction: **ADVANCED English 10**

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

Course Description:

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

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

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

Time/Credit for the Course: Full Year

Curriculum Writing Committee: E. Sandonato, J. Farrell

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Curriculum Map

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

Marking Period One – Goals

Understanding of:

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

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

Marking Period Two – Goals

Understanding of:

- Characteristics of and connections between tragedy and other dramatic literature
- Characteristics of and connections between non-fictional texts of different cultures
- The function and insight of folk tales, scriptures, and national literatures
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The significance of coherence and rhetorical strategy in informational writing and speaking
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context

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- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis

3. **Marking Period Three** - Overview with time range in days: American Myths and Legends to Revolutionary Thought – 40 to 45 days

Marking Period Three – Goals

Understanding of:

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

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

Marking Period Four – Goals

Understanding of:

- The sources, characteristics, and literary significance of American Romanticism
- The foundations, characteristics, and elements of American Romantic non-fictional, fictional, and poetic texts
- The development of and connections between American voices in literature
- Literary and rhetorical devices used to convey tone, ambiguity, and meaning
- Analytic techniques of critical reading to derive accurate meaning from complex texts

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- The prerequisite of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The significance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and rhetorical analysis of a famous American speech for an extended research paper.

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

Big Idea # 1:

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Big Idea #2:

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

Essential Questions:

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

Concepts:

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

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Competencies:

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

Curriculum Plan

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

Time Range in Days: 40 – 45 days

Standard(s): PACCS English/Language Arts

Standards Addressed:

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.

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

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

Focus Question(s):

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

Goals:

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

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Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), *Gilgamesh*, the *Bible*, *Thousand and One Nights* (“The Fisherman and the Jinnee”), *The Rubáiyát*, *Rig Veda* (“Creation Hymn”).
 - b. Identify, explicate, and analyze heroic conventions in *Gilgamesh*, and explain how Gilgamesh responds to the obstacles he faces. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - c. Explicate and analyze how the outcome of Gilgamesh’s quest suggests human limitations, and how that reflection helps define the culture from which the story originates. (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)

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- f. Compare and contrast the settings in the story of the Creation and the story of the Flood in *Genesis*, analyzing the significance of the differences for each culture or religion. (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)
 - g. Identify and explain the magical or supernatural elements in “The Fisherman and the Jinnee,” and analyze their effect in the folk tale. (L.F.1.3.1, L.F.1.3.2)
 - h. Explicate and analyze the elements of the narrative structure of “The Fisherman and the Jinnee,” and analyze the motivation of the narrator. (L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.5.1)
 - i. Explicate the ways in which *The Rubáiyát* qualifies as didactic literature, and analyze the significance of the lessons for the culture. (L.F.2.1.1, L.F.2.1.2)
 - j. Analyze the absence of concrete language in “Creation Hymn.” Analyze what purpose is served by the abstract language in this work. (L.F.1.2.3, L.F.1.2.4)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 3. Direct SAT and Keystone instruction and practice
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (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)
 5. Summer Reading - See **Appendix III**
 6. Additional General Instructional Strategies – See **Appendix I**
 7. Vocabulary Enrichment – from ancillary textbook materials and reading selections
 8. Literary Terms – See **Appendix IV**

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone and SAT tests/sections

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- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Benchmark #1

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*, and analyze its significance for the Judeo-Christian tradition.
 - c. Explain, with examples, how “The Fisherman and the Jinnee” displays the basic characteristics of a folk tale.
 - d. Analyze how the author’s view of the brevity of human existence in *The Rubáiyát* affects the tone and theme of the selection.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes
- Grade 10 SAT Assessments (English Department public folder)
- Summer Reading Questions
- Keystone Practice Activities and Assessments

Summative:

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

Extensions:

- Analysis Essay – Explain and analyze how two or more heroes from the unit fulfill Joseph Campbell’s criteria for a hero
- Critical Research – Utilize library and online databases to research scholarly articles about heroic literature and apply to selections and constructed responses
- Keystone practice sections
- SAT vocabulary, Applied Practice®, and critical reading activities
- Enhancement of grammatical concepts covered throughout the year

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Correctives:

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

Materials and Resources:

Print Texts:

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

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 2: The Wisdom and Insight of the World

Big Idea # 1:

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Big Idea #2:

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

Essential Questions:

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

Concepts:

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

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Competencies:

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

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Unit: 2 – The Wisdom and Insight of the World

Time Range in Days: 40 – 45 days

Standard(s): PACCS English/Language Arts

Standards Addressed:

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.

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

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

Focus Question(s):

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

Goals:

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

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Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze selections from the beginnings of literary, heroic, and scriptural traditions.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook) (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3), *The Iliad*, *The Apology*, *Oedipus the King*, *The Aeneid*.
 - b. Identify and analyze the epic conventions in *The Iliad*. (L.F.1.3.1, L.F.1.3.2)
 - c. Explicate and analyze 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 and analyze 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)

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- 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 and analyze how Oedipus meets the requirements of a tragic hero. (L.F.2.1.1, L.F.2.1.2)
 - h. Analyze the function and effect of the Chorus in *Oedipus the King*.
 - i. Explicate the function and significance of the stage directions in the tragedy. (L.F.1.2.3, L.F.1.2.4)
 - j. Explain and analyze the function and effect of verbal, dramatic, and situational irony in *Oedipus the King*. (L.F.1.3.1, L.F.1.3.2, L.F.2.5.1, L.F.2.5.3)
 - k. Determine and then analyze valid reasons why Virgil repeatedly portrays the Greeks in the *Aeneid* as ruthless liars. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - l. Compare and contrast Aeneas with Ulysses based on what the *Aeneid* reveals and suggests about each character, analyze what Virgil intimates about the differences between Roman and Greek culture. (L.F.1.2.3, L.F.1.2.4, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
 3. Direct SAT and Keystone instruction and practice
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (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)
 5. Additional General Instructional Strategies – See **Appendix I**
 6. Vocabulary Enrichment – from ancillary textbook materials and reading selections
 7. Literary Terms – See **Appendix IV**

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone and SAT tests/sections

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- Grade 10 Diagnostic SAT Assessments (English Department public folder)
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes

Formative:

- Constructed Writing Prompts – Analytical, informative, persuasive (C.E.1.1.1, C.E.1.1.2, C.E.1.1.3, C.E.1.1.4, C.E.1.1.5, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.2.1.1, C.P.2.1.2, C.P.2.1.3, C.P.2.1.5, C.P.2.1.7, C.P.3.1.3, C.P.3.1.4)
 - a. Analyze the concept of honor in the Homeric world as presented in *The Iliad*.
 - b. Analyze the rhetorical effect of Socrates technique of asking questions and then answering them in *The Apology*.
 - c. Modern democratic governments are based on the right of “the many” to rule themselves through elections. Yet in the *Apology*, Socrates questions the judgment and wisdom of “the many.” Can one agree with Socrates and still favor democracy as the best form of government? Develop your thoughts and support with clear reasoning and appropriate examples and quotations from the text.
 - d. Analyze the elements in the search for knowledge as presented in *Oedipus the King*, and how that search effects the theme of the whole work.
 - e. Explicate and analyze the idea that humans fall because of their actions as presented in Greek tragedy, including a consideration that Oedipus's fate was in part caused by his actions and in part caused by the will of the gods.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes
- Grade 10 SAT Assessments (English Department public folder)
- Practice Keystone Activities and Assessments
- Benchmarks will be administered as per district and department plan.

Summative:

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

Extensions:

- Analysis Essay – Compare and analyze how a tragic hero from the unit reflects the characteristics of the epic or Biblical heroes from the previous unit.

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- Critical Research – Utilize library and online databases to research scholarly articles about tragedy and the tragic hero and apply to selections and constructed responses
- Keystone practice sections
- SAT vocabulary, Applied Practice®, and critical reading activities
- Enhancement of grammatical concepts covered throughout the year

Correctives:

- More extensive direct instruction and modeling of close reading, writing, focused discussion strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts

Materials and Resources:

Print Texts:

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

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 3: American Myth and Legend to Revolutionary Thought

Big Idea # 1:

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Big Idea #2:

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

Essential Questions:

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

Concepts:

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

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Competencies:

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

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Unit: 3 - American Myth and Legend to Revolutionary Thought

Time Range in Days: 40 – 45 days

Standard(s): PACCS English/Language Arts

Standards Addressed:

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.

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

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

Focus Question(s):

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

Goals:

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

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)

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

Core Activities and Corresponding Instructional Methods:

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

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- f. Explicate and analyze 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. Explain and analyze the effectiveness of three examples of emotional appeal in Equiano’s narrative, and analyze the overall effectiveness these appeals have for the selection as a whole. (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, and analyze the document’s relevance in today’s political climate. (L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - j. Analyze Franklin’s and Henry’s use of persuasive techniques in their “Speeches.” (L.F.2.1.1, L.F.2.1.2, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.4, L.F.2.5.1)
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice (via vocabulary texts), analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (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. Direct SAT and Keystone instruction and practice
 4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (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)
 5. Additional General Instructional Strategies – See **Appendix I**
 6. Vocabulary Enrichment – from ancillary textbook materials and reading selections
 7. Literary Terms – See **Appendix IV**

Assessments:

Diagnostic:

- Textbook (*The American Experience*)Teacher Resources – Unit Diagnostic Tests

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- 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. Some people consider leisure time important to a person’s good health, both mental and physical. Ben Franklin’s aphorism “Dost thou love life? Then do not squander time, for that’s the stuff life is made of” seems to conflict with that view. Agree or disagree with the aphorism, using concrete examples to support your argument.
 - b. Explain and analyze how a slave narrative like Equiano’s would be a valuable tool for abolitionists.
 - c. Explain and analyze how Jefferson’s use of parallelism in the *Declaration of Independence* contributes to the document’s effectiveness.
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, reading selections, and teacher-prepared common quizzes
- Grade 10 SAT Assessments (English Department public folder)
- Keystone Practice Activities and Assessments
- Benchmarks will be administered according to district and department plan.

Summative:

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

Extensions:

- Analysis Essay – Explain and analyze how early Native American myth compares and contrasts with Eastern philosophy
- Critical Research – Utilize library and online databases to research scholarly articles about early American rhetoric and its influence on revolutionary thought, and connect to the modern political climate.
- Keystone practice sections
- SAT vocabulary, Applied Practice®, and critical reading activities
- Enhancement of grammatical concepts covered throughout the year

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Correctives:

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

Materials and Resources:

Print Texts:

- *The American Experience* – Teaching Resources

Non-Print Texts:

- EBSCO Databases
- Questia Database

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UNIT 4: American Romanticism

Big Idea # 1:

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Big Idea #2:

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

Essential Questions:

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

Concepts:

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

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Competencies:

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

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Unit: 4 – American Romanticism

Time Range in Days: 40 – 45 days

Standard(s): PACCS English/Language Arts

Standards Addressed:

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.

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

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

Focus Question(s):

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

Goals:

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

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Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Attentively and critically read and analyze essays, poems, and stories from the American Romantic Period.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: Unit Introductions (textbook), (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3); "The Devil and Tom Walker," poetry of Longfellow, Bryant, Holmes, and Whittier; "Crossing the Great Divide" (Lewis), "The Most Sublime Spectacle on Earth" (Powell); "The Black Cat," "The Tell-Tale Heart," "The Fall of the House of Usher," "The Raven" (Poe); "The Minister's Black Veil" (Hawthorne); from *Moby-Dick* (Melville); from *Nature* and "Self-Reliance" (Emerson), from *Walden* and "Civil Disobedience" (Thoreau); poetry of Dickinson and Whitman.
 - b. Explain and analyze how point of view reveals the thoughts and feeling of the characters in "The Devil and Tom Walker." (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - c. Explain and analyze the types of characterization used in "The Devil and Tom Walker." (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - d. Explain and analyze 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)

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- e. Explain and analyze 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, explicate, 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. Explicate and analyze the color symbolism in Melville's *Moby-Dick*, and explain the contradictory nature of the whale's whiteness. (L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.4.1)
 - l. Identify and explain how events, dialogue, and descriptions depict the white whale as a symbol in *Moby-Dick*. (L.F.1.2.3, L.F.1.2.4, , L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)
 - m. Explain and analyze how Emerson's essays reveal the transcendentalist attitudes toward Nature, using specific reference to the text, and how those attitudes connect to Eastern literature and cultures. (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. Explain and analyze the images Dickinson uses in her poems to communicate and illustrate abstract ideas. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - q. Evaluate Whitman's uses of poetic devices and free verse to convey his meaning and purpose. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
 - r. Explain and analyze how Whitman's "When I Heard the Learn'd Astronomer" and "A Noiseless Patient Spider" reflect American Romantic and Transcendental ideas. (L.F.1.1.2, L.F.2.3.2, L.F.2.5.1)
2. Synthesize academic and content vocabulary activities.
- a. Direct instruction and practice (via vocabulary text), analysis of roots and affixes, utilization of graphic organizers, composition of aides-mémoires, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3, L.F.1.2.4)

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- 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)
3. Direct SAT and Keystone instruction and practice
4. Constructed response prompts that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (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)
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. – See **Appendix II**
6. Additional General Instructional Strategies – See **Appendix I**
7. Vocabulary Enrichment – from ancillary textbook materials and reading selections
8. Literary Terms – See **Appendix IV**

Assessments:

Diagnostic:

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

Formative:

- Benchmarks will be administered according to district and department plan.
 - Keystone Practice Activities and Assessments
 - Grade 10 SAT Assessments (English Department public folder)
 - Constructed Writing Prompts – Analytical, informative, persuasive (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. Poets often employ images from Nature to evoke emotional responses. Describe and explain how Nature images in two different poems evoke

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different emotions. Explain and analyze how Poe utilizes the raven in “The Raven” to symbolize the “dark” side of the human soul, spirit, or mind.

- b. Explain and analyze how the use of an omniscient point of view enhances the purpose of “The Devil and Tom Walker.”
- c. Describe and explain how “The Minister’s Black Veil” functions as a parable.
- d. 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.
- e. Explicate and analyze how Whitman’s poetry reflects his feelings about democracy and the individual. Be sure to include comments on both the content and the structure of his poems.

Summative:

- **Keystone Exam**
- Research Paper - In an extended research paper (CC.1.4.9-10.V), analyze a famous American speech as an argument and for its effective use of rhetorical devices, relying on reputable secondary sources for support. (L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.2.5.6, C.P.1.1.2,) – See **Appendix II**
- Reading Assessment / Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments (objective and skills-based) derived from *The American Experience, Teaching Resources*.

Extensions:

- Analysis Essay – Explicate and analyze Emerson’s use of rhetorical devices and / or allusions in his essays.
- Critical Research – Utilize library and online databases to research scholarly articles about the origins and influences of American Romanticism, and apply that knowledge to selections and constructed responses
- Keystone practice sections
- SAT vocabulary and critical reading activities
- Enhancement of grammatical concepts covered throughout the year

Correctives:

- More interdisciplinary and across-the-board in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts

Materials and Resources:

Print Texts:

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

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Non-Print Texts:

- EBSCO Databases
- Questia Database

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

Curriculum Textbook is utilized in: Advanced English 10

Primary Textbook(s) Used for this Course of Instruction

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: Advanced English 10

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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: **ADVANCED ENGLISH 10 – RESEARCH PAPER ASSIGNMENT**

Objectives:

Students will

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

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

Select a famous speech to analyze from the attached list, most of which can be accessed at:
<http://www.americanrhetoric.com/top100speechesall.html>

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

- “I Have a Dream” (Martin Luther King)
- “Inaugural Address” (John F. Kennedy)
- “Farewell to Baseball Speech” (Lou Gehrig)

Directions and Requirements:

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

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did the author / speaker have to keep in mind when composing the text? What were his or her goals? What was his or her ultimate purpose? What was his or her intent?

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

American Speeches:

- Franklin Delano Roosevelt – “First Inaugural Address”
- Franklin Delano Roosevelt – “Pearl Harbor Address to the Nation”
- Barbara Charline Jordan – “1976 DNC Keynote Address”
- Richard Milhous Nixon - "Checkers"
- Malcolm X - "The Ballot or the Bullet"
- Ronald Wilson Reagan – “Shuttle ‘Challenger’ Disaster Address
- John Fitzgerald Kennedy – “Houston Ministerial Association Speech”
- Lyndon Baines Johnson - "We Shall Overcome"
- Mario Matthew Cuomo – “1984 DNC Keynote Address”
- Jesse Louis Jackson - “1984 DNC Address”
- Barbara Charline Jordan – “ Statement on the Articles of Impeachment”
- (General) Douglas MacArthur – “Farewell Address to Congress”
- Martin Luther King, Jr. - "I've Been to the Mountaintop"
- Theodore Roosevelt - "The Man with the Muck-rake"
- Robert Francis Kennedy – “Remarks on the Assassination of MLK”
- Dwight David Eisenhower – “Farewell Address”
- Thomas Woodrow Wilson – “War Message”
- (General) Douglas MacArthur - "Duty, Honor, Country"
- Richard Milhous Nixon - "The Great Silent Majority"
- John Fitzgerald Kennedy - "Ich bin ein Berliner"
- Clarence Seward Darrow - "Mercy for Leopold and Loeb"
- Russell H. Conwell - "Acres of Diamonds"
- Ronald Wilson Reagan - "A Time for Choosing"
- Huey Pierce Long - "Every Man a King"
- Anna Howard Shaw - "The Fundamental Principle of a Republic"
- Franklin Delano Roosevelt - "The Arsenal of Democracy"
- Ronald Wilson Reagan - "The Evil Empire"
- Ronald Wilson Reagan – “First Inaugural Address”
- Franklin Delano Roosevelt – “First Fireside Chat”
- Harry S. Truman - "The Truman Doctrine"
- William Cuthbert Faulkner – “Nobel Prize Acceptance Speech”
- Eugene Victor Debs – “1918 Statement to the Court”

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- Hillary Diane Rodham Clinton - "Women's Rights are Human Rights"
- Dwight David Eisenhower - "Atoms for Peace"
- John Fitzgerald Kennedy – “American University Commencement Address”
- Dorothy Ann Willis Richards – “1988 DNC Keynote Address”
- Richard Milhous Nixon – “Resignation Speech”
- Thomas Woodrow Wilson - "The Fourteen Points"
- Margaret Chase Smith - "Declaration of Conscience"
- Franklin Delano Roosevelt - "The Four Freedoms"
- Martin Luther King, Jr. - "A Time to Break Silence"
- Mary Church Terrell - "What it Means to be Colored in the ... U.S."
- William Jennings Bryan - "Against Imperialism"
- Barbara Pierce Bush – “1990 Wellesley College Commencement Address”
- John Fitzgerald Kennedy – “Civil Rights Address”
- John Fitzgerald Kennedy – “Cuban Missile Crisis Address”
- Spiro Theodore Agnew - "Television News Coverage"
- Jesse Louis Jackson - “1988 DNC Address”
- Lyndon Baines Johnson - "The Great Society"
- George Catlett Marshall - "The Marshall Plan"
- Edward Moore Kennedy - "Truth and Tolerance in America"
- Adlai Ewing Stevenson – “Presidential Nomination Acceptance Address”
- Anna Eleanor Roosevelt - "The Struggle for Human Rights"
- Geraldine Anne Ferraro – “Vice-Presidential Nomination Acceptance Speech”
- Robert Marion LaFollette - "Free Speech in Wartime"
- Ronald Wilson Reagan – “40th Anniversary of D-Day Address”
- Mario Matthew Cuomo - "Religious Belief and Public Morality"
- Edward Moore Kennedy - "Chappaquiddick"
- John Llewellyn Lewis - "The Rights of Labor"
- Barry Morris Goldwater – “Presidential Nomination Acceptance Address”
- Hubert Horatio Humphrey – “1948 DNC Address”
- Emma Goldman – “Address to the Jury”
- Carrie Chapman Catt - "The Crisis"
- Edward Moore Kennedy – “Eulogy for Robert Francis Kennedy”
- Thomas Woodrow Wilson – “League of Nations Final Address”
- Richard Milhous Nixon – “Cambodian Incursion Address”
- Carrie Chapman Catt – “Address to the U.S. Congress”
- Edward Moore Kennedy – “1980 DNC Address”
- Lyndon Baines Johnson - “On Vietnam and Not Seeking Re-Election”
- Jimmy Earl Carter - "A Crisis of Confidence"
- William Jefferson Clinton – “Oklahoma Bombing Memorial Address”
- Shirley Anita St. Hill Chisholm "For the Equal Rights Amendment"
- Eliezer ("Elie") Wiesel - "The Perils of Indifference"
- Gerald Rudolph Ford – “National Address Pardoning Richard M. Nixon”
- Thomas Woodrow Wilson - "For the League of Nations"
- Anna Eleanor Roosevelt – “Adopting the Declaration of Human Rights”

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APPENDIX III: Summer Reading Assignments

SUMMER READING ESSAY ASSIGNMENT

Directions: Choose one of the following essays. Follow the instructions in the essay and research paper writing guidelines. Just as you will do with the guided reading questions, you are to submit the paper to www.turnitin.com (according to your teacher's instructions).

Answer in at least five complete paragraphs. Be as specific as you can in supporting your opinions with details from the assigned novels. Be sure to include the author as well as the title.

Brave New World

Compare and contrast John's values with the values of the people in the new world. What things are most important to John? Describe the moral standards by which he lives or tries to live. How do these standards differ from those of the people in the new world? Include examples from the text to support your answer.

OR

Siddhartha

One of the precepts of the Hindu religion is Karma, or fate. Hindus believe that people must follow their Karma through many lives or reincarnations until they can be united with the universal soul. Cite incidents from the story to support or refute the following statement: In this story, Siddhartha follows his Karma on his quest for total peace.

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Summer Reading: *Brave New World* – Aldous Huxley

Reading-for-Meaning Questions

Chapter 1

- Explain the differences among the five types of people. How is a person's classification determined? What is the reason for categorizing people this way?
- In what way is Huxley's presentation of the Director satirical? Provide an example from the text to support your answer.
- According to the Director, in what way is the Bokanovsky process a major instrument of social stability?

Chapter 2

- Why are the Delta children conditioned to dislike books and nature?
- Near the end of Chapter Two, what does Huxley state is the aim of the new world's conditioning?

Chapter 3

- Why does so much effort go into conditioning people to be consumers? What aspect of his own society might Huxley be satirizing?

Chapter 4

- Compare Helmholtz to Bernard. Explain both their similarities and their differences.

Chapter 5

- What satire do you find in this chapter?

Chapter 6

- The style of *Brave New World* is "dialogic," which means several people with different points of view interact, but no one voice is able to predominate. Consider the interaction between Lenina and Bernard in Part One of this chapter. What point of view does each express or represent? Cite examples from the text to support your answer.
- What can be considered amusing about the scene with the Warden of the Reservation?

Chapter 7

- In what ways is Huxley's description of Lenina's reaction to the Indian Reservation satirical?
- What makes Lenina seem foolish? How might this apply to our attitudes today?

Chapter 8

- Why does Shakespeare have such meaning for John?

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Chapter 9 – (none)

Chapter 10

- This short chapter contains several instances of irony. Identify as many as you can.

Chapter 11

- What do people say behind Bernard's back? How might these comments act as foreshadowing?

Chapter 12

- At this point in the novel, Bernard, John, and Helmholtz have all exhibited unorthodox behavior. Give examples to support this statement.

Chapter 13

- By referring to the text, support the statement that John is not a hypocrite.

Chapter 14

- Find a quotation in this chapter in which Huxley satirizes the loss of any knowledge of God.

Chapter 15

- Explain the context and meaning of the following quotation from Chapter Fifteen. What is Huxley satirizing in this particular passage?

Chapter 16

- As he explains why *Othello* and other classic tragedies could not be written in the new world, Mond uses an analogy to make his point. He explains, "You can't make flivvers without steel—and you can't make tragedies without social instability." Explain the analogy.
- What does Mond mean? What other reasons does he give for the inability of people in the new world to understand tragedy?

Chapter 18

- How does Huxley describe John's suicide? What is symbolically significant about the description?

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Summer Reading: *Siddhartha* – Hermann Hesse

Reading-for-Meaning Questions

Part One

“The Son of the Brahman”

- Note: Read this chapter with the First Noble Truth in mind: Existence is suffering.
- Support the following statement: Siddhartha’s father has not found true bliss as a Brahman following the precepts of Hinduism.

“With the Samanas”

- Note: Read this chapter with the Second Noble Truth in mind: Suffering arises from desire.
- What epithet is used to describe Govinda? What important characteristic about Govinda is Hesse helping the reader remember and understand with this epithet?

“Gotama”

- Note: Read this chapter with the Third Noble Truth in mind: Suffering ends when desire ends.
- Many critics believe the Buddha breaks away from his peaceful serenity when he says to Siddhartha: “You are wise, oh Samana ... You know how to talk wisely, my friend. Bewary of too much wisdom!” Support or refute the idea that Siddhartha is able to pierce the Buddha’s peaceful countenance.

“Awakening”

- NOTE: Read this chapter with the Fourth Noble Truth in mind: The way to end desire is to follow the Eight-Fold Path.
- What does Siddhartha realize gives him a “profound feeling of awakening from long dreams...” What epithet does Hesse use for Siddhartha after this understanding?

Part Two

- NOTE: The second part of this book has eight chapters, just like the Eight-fold Path has eight parts. When you read each chapter, try to determine if Siddhartha discovers his “right” path all eight times. Also, look for the influence of the Christian doctrine that God created the world and all of its inhabitants and that He is a God of love. The first Eight-Fold Path is Right Belief.

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“Kamala”

- What is inferred, but not actually stated, in the following quotation? “But tell me, beautiful Kamala, do you not have any fear of the samana from the forest who has come here to learn love?... he’s strong, the Samana, and he fears nothing. He could force you, beautiful girl. He could abduct you. He could hurt you.”

“With the Child-People”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the second part of the Eight-Fold Path–Right Resolve.
- State a generalization about love found in the following passage: “He was, regarding love, still a boy and had a tendency to plunge blindly and insatiably into lust like into a bottomless pit; she taught him, starting with the basics, about that school of thought which teaches that pleasure cannot be taken without giving pleasure, and that every gesture, every caress, every touch, every look, every area of the body, however small it was, had a secret which would bring happiness to those who know about it and unleash it.”

“Samsara”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the third part of the Eight-Fold Path–Right Speech.
- Samsara is the Hindu word for the idea that the world is constantly repeating itself. What is Siddhartha saying about reincarnation in the following passage? - “Weren’t they playing a game that had no end? Was it necessary to live for this? No, it was not necessary! The name of this game was Sansara, a game for children, which was enjoyable to play perhaps once, twice, or ten times–but again and again for ever and ever? Siddhartha then knew that the game was over and that he could no longer play it. He felt shivers run over his body inside him something had died.”

“By the River”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the fourth part of the Eight-Fold Path–Right Conduct.
- What do you think is the “right conduct,” the fourth of the Eight Paths to end desire, that Siddhartha pursues in this chapter?

“The Ferryman”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the fifth part of the Eight-Fold Path–Right Occupation.
- One of the major themes of this novel is that “there is no such thing as time.” Support the belief that Siddhartha comes to understand that life is a complete entity, like the river, and not a series of events broken up by time.

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“The Son”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the sixth part of the Eight-Fold Path–Right Effort.
- What does the following message from the river tell Siddhartha? Why does he not listen to the message? - “Water wants to join water, youth wants to join youth...”

“Om”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the seventh part of the Eight-Fold Path–Right Contemplation.
- How does Siddhartha know that “his Self had merged into unity”?

“Govinda”

- NOTE: Read this chapter and determine if Siddhartha accomplishes the last part of the Eight-Fold Path–Right Ecstasy.
- What is the “right ecstasy” Siddhartha shares with Govinda at the end of the novel?

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APPENDIX IV: LITERARY TERMS

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

- allegory
- alliteration
- allusion
- ambiguity
- analogy
- 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
- tone
- tradition
- tragedy

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APPENDIX V:

PA Common Core Standards and Keystone Assessment Anchors and Eligible Content