

## Grade 10 ELA Pacing Guide

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.*

<b>Marking Period 1</b> <b>45 Days</b> <i>Unit 1: Introduction to Morality and Justice</i>	<b>Marking Period 2</b> <b>45 Days</b> <i>Unit 2: Injustice as a Vehicle for Change</i>	<b>Marking Period 3</b> <b>45 Days</b> <i>Unit 3: Conflict Between Morality and Law</i>	<b>Marking Period 4</b> <b>45 Days</b> <i>Unit 4: Moral Dilemmas</i>
Week 1: Define <ul style="list-style-type: none"> <li>● Text specific vocabulary and literary devices</li> <li>● Purpose of government</li> <li>● Ethics</li> <li>● Morality</li> <li>● Social contracts</li> <li>● Laws and the forming of laws</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Social Injustice</li> <li>● Systemic Injustice</li> <li>● Stereotypes</li> <li>● Text-specific literary devices and vocabulary</li> <li>● Methods of upstanding</li> <li>● Point of view</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Obligation, civic duty</li> <li>● Citizen’s rights</li> <li>● Monologues vs. soliloquies</li> <li>● Rhetorical Devices</li> <li>● Ethos, Pathos, Logos</li> <li>● Author’s purpose</li> <li>● Text specific literary devices and vocabulary</li> <li>● Different types of conflict</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Morality, tone, imagery</li> <li>● Text specific vocabulary</li> <li>● Point of View</li> <li>● Moral dilemmas and how authors portray various perspectives.</li> <li>● Reading strategies to aid in construction and enhancement of meaning</li> </ul>
Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss how ethics/morals and common needs shape law and government.</li> <li>● Explain roles people and government have within society.</li> <li>● Explain what makes a society civilized.</li> <li>● Classify main ideas and themes within the anchor text.</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss major social uprisings and protests in history and how they are relevant today.</li> <li>● Explain causes of social injustice/oppression.</li> <li>● Classify main ideas and themes within anchor text.</li> <li>● Describe concepts of what it means to be a hero or activist.</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss how a society’s rules/laws impact the development of its citizens.</li> <li>● Explain contributions of citizens and leaders within government.</li> <li>● Classify main ideas and themes within anchor text.</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss how morality can be interpreted based on individual situations.</li> <li>● Explain perspectives on family relationships.</li> <li>● Cause and effect relationships</li> <li>● How decision making has an impact on outcomes.</li> <li>● Classify main ideas within the anchor text.</li> <li>● Internal conflict and character motivations.</li> </ul>
Week 3: Apply <ul style="list-style-type: none"> <li>● Interpret laws within the</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>● Interpret how people</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>● Interpret Shakespearean</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>● Interpret the definition of</li> </ul>

<p>anchor text and connect to real life foundations.</p> <ul style="list-style-type: none"> <li>● Implement lessons and themes within the anchor text.</li> <li>● Sketch out progression of claims within writing.</li> <li>● Use context clues to determine the meaning of words found in the text.</li> <li>● Identify aspects of setting.</li> </ul>	<p>throughout history have worked to change society.</p> <ul style="list-style-type: none"> <li>● Implement vocabulary of different platforms through verbal and written platforms.</li> <li>● Implement lessons and themes within the anchor text.</li> <li>● Identify aspects of plot and the author’s choices in structuring the anchor text.</li> <li>● Demonstrate knowledge of a society’s role in change.</li> <li>● Identify examples of prejudice, stereotypes and gender roles found in anchor text.</li> </ul>	<p>language.</p> <ul style="list-style-type: none"> <li>● Interpret puns and examples of figurative language.</li> <li>● Implement knowledge of Shakespearean text for the idea of citizen’s obligation.</li> <li>● Demonstrate understanding of defending viewpoints verbally and in writing.</li> <li>● Sketch out arguments and utilize figurative language in writing.</li> </ul>	<p>morality based on different situations.</p> <ul style="list-style-type: none"> <li>● Implement annotation and note taking skills present common themes.</li> <li>● Demonstrate understanding of actions and consequences.</li> <li>● Respond to text based questions through writing.</li> </ul>
<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Connect duties of individuals in society to anchor text/supplementary text/self.</li> <li>● Breakdown meaning to determine author’s purpose and audience response.</li> <li>● Find connections of theme through defined literary devices.</li> <li>● Collaborate with peers to discuss the motivations of characters.</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Differentiate between the value and validity of a citizen’s actions against oppression.</li> <li>● Organize claims within writing.</li> <li>● Examine traits that can add to injustices that remain throughout history.</li> <li>● Closely read passages to determine theme and character motivations.</li> <li>● Compare how people have worked to present change.</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Differentiate personal accounts in relation to literary renditions.</li> <li>● Organize original claims in order to plan writing for informative/explanatory and narrative pieces.</li> <li>● Examine positive and negative protesting.</li> <li>● Compare various sources with diverse partners in order to express ideas clearly and persuasively.</li> <li>● Closely read passages to determine character motivations.</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Different perspectives as presented in various mediums.</li> <li>● Organize the author’s choice of language and development of voice.</li> <li>● Examine textual evidence to support analysis and character development.</li> <li>● Compare the tone of speakers in two contrasting poems.</li> <li>● Compare the choices of main characters in anchor text.</li> </ul>
<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Justify character choices</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend inclusiveness and</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend words and choices</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend the author’s</li> </ul>

<p>in relation to government and law.</p> <ul style="list-style-type: none"> <li>● Defend the author’s purpose with evidence through provoking discussion.</li> <li>● Use literary devices to critique the author’s craft and writing technique.</li> <li>● Produce final thoughts on thesis for writing.</li> <li>● Use strong vocabulary throughout the anchor text in writing and analysis.</li> </ul>	<p>the need for constant revision within society.</p> <ul style="list-style-type: none"> <li>● Critique character choices and society decisions.</li> <li>● Make connections between the anchor text and society today.</li> <li>● Use literary devices to critique bigoted ideas and social discord.</li> <li>● Use strong vocabulary throughout the anchor text in writing and analysis.</li> </ul>	<p>through evidence.</p> <ul style="list-style-type: none"> <li>● Justify viewpoints verbally and in writing.</li> <li>● Critique the author’s language and meaning.</li> <li>● Use literary devices to critique the author’s craft and writing technique.</li> <li>● Produce final thoughts on the thesis for writing.</li> <li>● Determine different types of conflict and how they contribute to plot.</li> <li>● Experiment with strong vocabulary throughout anchor text and writing.</li> </ul>	<p>purposes through composition.</p> <ul style="list-style-type: none"> <li>● Justify statements and analysis in order to build knowledge of themes.</li> <li>● Critique sentence structure in writing.</li> <li>● Use literary devices to critique the author’s craft and writing technique.</li> <li>● Use context clues to determine the meaning of words found in the text.</li> <li>● Make connections to characters in the anchor text and real world scenarios.</li> <li>● Discuss how character’s choices lead to outcomes in the anchor text.</li> </ul>
<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Formulate written response with anchor text and supplemental text regarding social contracting and government systems.</li> <li>● Construct narrative writing looking into government flaws.</li> <li>● Investigate vocabulary usage to heighten writing.</li> <li>● Design and extended ending to anchor text to explore POV or write from a different character’s perspective.</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Design a journal to show perspective and write from the point of view of a different character.</li> <li>● Investigate multiple documents regarding social injustice and oppression in order to compose a thesis on how to overcome social injustice.</li> <li>● Construct a research based essay comparing different figures who fought oppression and social injustice.</li> <li>● Compare and contrast</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Design campaign for Julius Caesar or body biography for one of the characters in the play.</li> <li>● Compare and contrast the play’s two funeral speeches to analyze rhetorical devices and write a strong literary analysis essay.</li> <li>● Research informational topics and connect to themes of anchor text.</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Construct a literary analysis of two pieces of text that include some commonality.</li> <li>● Develop original narrative based on point of view.</li> <li>● Formulate original thesis comparing poems to anchor text.</li> <li>● Investigate informational topics and texts through articles or multimedia sources.</li> </ul>

	characters from the anchor text in a strong analytical essay.		
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