



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 10

Content: English 10

Year: 22-23

Course Description/Rationale

This class is required for all 10th graders, and will focus on literature and writing. Emphasis is placed on American literature; however, the course may also include Homer Hickam's *October Sky*, Shakespeare's *A Midsummer Night's Dream*, Harper Lee's *To Kill a Mockingbird* and other selected works. Students will make connections between the themes of literature and their own lives, and practice various reading strategies to deepen their comprehension. Students will also refine their writing skills as they compose persuasive essays, review grammar and usage, practice writing timed essays and complete assignments requiring research and documentation. (2 HS credits)

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Beginning of the Year Writing	4 weeks	Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
To Kill a Mockingbird	7 weeks	Students can read and comprehend complex materials in a variety of forms.	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (
Justice Lit Circles	6 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens.	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

			meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.6Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Shakespeare	6-7 weeks	Students can read and comprehend complex materials in a variety of forms.	<i>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic

			mediums, including what is emphasized or absent in each treatment. W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Bear Brook/ Research Writing	5 weeks	Students can verbally share their thinking through meaningful discussion and effective collaboration. Students will present/articulate an argument with evidence and reasoning.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Night	4 weeks	Students can read and comprehend complex materials in a variety of forms. Students will thoughtfully and critically consume information in order to be knowledgeable citizens.	RL.9-10.6 Analyze a particular point of view (perspective) or cultural experience reflected in a work of literature from outside the United States, drawing on a

			wide reading of world literature
Tuesdays With Morrie	3 weeks	Students can verbally share their thinking through meaningful discussion and effective collaboration.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.