

# English 10 Pacing Guide

Unit 1 (Unit 1 in text): Inside the Nightmare

Essential Question: What is the allure of fear?

Duration: 4 Weeks

Writing Focus: Narrative

Honors Novel Extension: *The Haunting of Hill House* written by Shirley Jackson

CP Novel Extension: *The Lord of the Flies* by William Golding

Texts	Required Tasks	EOC Assessed Standards Focus	Assessment
<p>Launch Text</p> <ul style="list-style-type: none"> <li>Excerpt from <i>Frankenstein</i></li> </ul>	<ul style="list-style-type: none"> <li>Objective Summary (p. 8)</li> <li>Essential Question Quickwrite (p. 9)</li> </ul>	<p>9-10.L.VAU.4.a, b</p>	<p><b>After Whole-Class</b></p> <ul style="list-style-type: none"> <li>Mastery Check</li> <li>Quickwrite - Narrative</li> </ul> <p><i>Rewrite "House Taken Over" from Irene's POV. Make sure to include narrative elements such as pacing, description, and dialogue. Your story should keep the same structure, elements, and plot of the original piece.</i></p> <p><b>After Small Group</b></p> <ul style="list-style-type: none"> <li>Speaking and Listening on p. 114</li> </ul> <p><b>End of Unit Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Mastery Check</li> </ul>
<p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>"The Fall of the House of Usher" (p. 11)</li> <li>"House Taken Over" (p. 37)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the Text ("Usher") p. 32</li> <li>Analyze C&amp;S ("Usher") p.33</li> <li>"Analyze and Interpret" ("House") p. 42 (TE)</li> <li>Analyze C&amp;S ("House") p. 45</li> <li>Quickwrite: Revisit essential question after whole-class</li> </ul>	<p>9-10.L.VAU.5</p> <p>9-10.L.VAU.6</p> <p>9-10.RL.KID.1</p> <p>9-10.RL.KID.2</p> <p>9-10.RL.KID.3</p> <p>9-10.RI.KID.1</p> <p>9-10.RI.KID.3</p>	
<p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>"Where is Here?" (p.69)</li> <li>"The Dream Collector" (p.83)</li> <li>"Why do Some Brains Enjoy Fear?" (p.91)</li> <li>Poetry Collection: (p. 100)               <ul style="list-style-type: none"> <li>"beware, do not read this poem"</li> <li>"The Raven"</li> <li>"Windigo"</li> </ul> </li> </ul>	<p>Intro to Small Group:</p> <ul style="list-style-type: none"> <li>TP-CASTT, "The Raven" (Whole-Class)</li> </ul> <p>Small Group Task:</p> <ul style="list-style-type: none"> <li>Speaking and Listening - Explanatory Presentation - p.114</li> </ul>	<p>9-10.RL.CS.5</p> <p>9-10.RL.CS.6</p> <p>9-10.RI.IK1.9</p> <p>9-10.W.TTP.3</p> <p>*Honors: Integrated AP Standards</p>	

<p>Independent/Extension of Learning</p> <ul style="list-style-type: none"> <li>• How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism</li> <li>• Sleep Paralysis: A Waking Nightmare</li> <li>• The Feather Pillow</li> <li>• Stone Age Man’s Terrors Still Stalk Modern Nightmare</li> </ul>	<p>Tie to Essential Question: What is the allure of fear?</p>		<ul style="list-style-type: none"> <li>• Common narrative assessment: Construct either a prequel or a sequel to “Where is Here”</li> </ul>
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**Unit 2 (Unit 3 in text): Extending Freedom’s Reach**

**Essential Question: What is the relationship between power and freedom?**

**Duration: 5 Weeks**

**Writing Focus: Informational**

**Novel Extension (Honors and CP): *Night* by Elie Wiesel**

Texts	Required Tasks	EOC Assessed Standards Focus	Assessment
<p>Launch Text</p> <ul style="list-style-type: none"> <li>• “Born Free: Children and the Struggle for Human Rights” (p. 262)</li> </ul>	<ul style="list-style-type: none"> <li>• Critical summary (p. 264)</li> <li>• Essential Question quickwrite (p. 265)</li> </ul>	<p>9-10.L.VAU.4b</p> <p>9-10.L.VAU.4d</p>	<p><b>After Whole-Class</b></p> <ul style="list-style-type: none"> <li>• Mastery Check</li> <li>• Quickwrite - Informational prompt on p. 298</li> </ul> <p><b>After Small Group</b></p> <ul style="list-style-type: none"> <li>• Multimedia Presentation (p. 350-351)</li> </ul>
<p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>• “Inaugural Address” by JFK (p. 283)</li> <li>• ‘Speech at the United Nations’ Malala Yousafzai (p. 309)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze (“Inaugural”) - p. 288</li> <li>• Analyze C&amp;S (“Inaugural”) - p. 289</li> <li>• Logos, Ethos, Pathos work (“Inaugural”)</li> <li>• Analyze (“Speech”) - p. 315</li> <li>• Analyze C&amp;S (“Speech”) - p. 316</li> </ul>	<p>9-10.RI.KID.1</p> <p>9-10.RI.KID.2</p> <p>9-10.RI.KID.3</p> <p>9-10.RI.CS.4</p> <p>9-10.RI.KID.2</p> <p>9-10.RI.CS.5</p>	
<p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>• “Diane Sawyer Interviews Malala Yousafzai” (Online)</li> <li>• Poetry Collection (p. 324) <ul style="list-style-type: none"> <li>○ “Caged Bird”</li> </ul> </li> </ul>	<p>Small Group Task:</p> <ul style="list-style-type: none"> <li>• Multimedia Presentation (p. 350)</li> </ul>	<p>9-10.RI.CS.6</p> <p>9-10.RI.IKI.8</p> <p>9-10.RI.IKI.9</p> <p>9-10.W.TTP.2</p>	

<ul style="list-style-type: none"> <li>○ “Some Advice to Those Who Will Serve Time in Prison”</li> <li>● Freedom of the Press Report (p. 345)</li> </ul>			<p><b>End of Unit Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Mastery Check</li> <li>● Common informational essay assessment: What does it mean to be free? (p. 358)</li> </ul>
<p>Independent Learning/ Extension of Learning</p> <ul style="list-style-type: none"> <li>● Law and the Rule of Law: The Role of Federal Courts</li> <li>● Misrule of Law</li> <li>● Harrison Bergeron</li> <li>● Credo: What I Believe</li> </ul>	<p>Tie to Essential Question: What is the relationship between power and freedom?</p>		

**Unit 3 (Unit 4 in text): All That Glitters**

**Essential Question: What do our possessions reveal about us?**

**Duration: 5 Weeks**

**Writing Focus: Argument**

**Honors Novel Extension: *The Great Gatsby* written by F. Scott Fitzgerald**

**CP Novel Externision: *The Other Wes Moore* by Wes Moore**

Texts	Required Tasks	EOC Assessed Standards Focus	Assessment
<p>Launch Text</p> <ul style="list-style-type: none"> <li>● “I Came, I Saw, I Shopped” (p. 366)</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Question quickwrite (p. 369)</li> </ul>	<p>9-10.L.VAU.4.a,c,d</p>	
<p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>● “The Necklace” (p. 373)</li> <li>● “Civil Peace” (p. 389)</li> <li>● “Fit for a King: Treasures of Tutankhamun”</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the Text (p. 382)</li> <li>● Analyze C&amp;S (p. 383)</li> <li>● Analyze the Text (p. 396)</li> <li>● Analyze C&amp;S (p. 397)</li> <li>● Analyze the Media (p. 406)</li> </ul>	<p>9-10.L. VAU.5</p> <p>9-10.RL.CS.4</p> <p>9-10.RL.CS.5</p> <p>9-10.RI.CS.4</p> <p>9-10.RI.CS.5</p> <p>9-10.RI.CS.6</p> <p>9-10.RL.KID.1</p> <p>9-10.RL.KID.2</p> <p>9-10. RL.KID.3</p>	<p><b>After Whole-Class</b></p> <ul style="list-style-type: none"> <li>● Mastery Check</li> <li>● Quickwrite - change prompt on p. 408 to argument</li> </ul> <p><b>After Small Group</b></p>

<p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>• “In La Rinconada, Peru, Searching for Beauty in Ugliness” (p. 419)</li> <li>• Poetry Collection (p. 433) <ul style="list-style-type: none"> <li>○ “Avarice”</li> <li>○ “The Good Life”</li> <li>○ “Money”</li> </ul> </li> <li>• “The Golden Touch” (p. 443)</li> <li>• “King Midas” (p. 461)</li> <li>• “The Thrill of the Chase” (p. 471)</li> </ul>	<p>Small Group Task:</p> <ul style="list-style-type: none"> <li>• Debate Presentation (prompt on p. 479)</li> </ul>	<p>9-10.RI. KID.2</p> <p>9-10. RI.KID.3</p> <p>9-10.W.TTP.1</p>	<ul style="list-style-type: none"> <li>• Debate Group Assessment (prompt on p. 479)</li> </ul> <p><b>End of Unit Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Mastery Check</li> <li>• Common argument prompt: Are people defined by their possessions?</li> </ul>
<p>Independent Learning/Extension of Learning</p> <ul style="list-style-type: none"> <li>• The Gold Series: A History of Gold</li> <li>• Ads May Spur Unhappy Kids to Embrace Materialism</li> <li>• A Dose of What the Doctor Never Orders</li> <li>• My Possessions, Myself</li> <li>• Heirlooms’ Value Shifts from Sentiment to Cash</li> </ul>	<p>Tie to Essential Question: What do our possessions reveal about us?</p>		

**Unit 4: Facing the Future, Confronting the Past**

**Essential Question: How do our Attitudes Toward the Past and Future Shape our Actions?**

**Duration: 4 Weeks**

Texts	Required Tasks	EOC Assessed Standards Focus	Assessment
<ul style="list-style-type: none"> <li>• Launch Text: “Better Never to have Met at All”</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Summary</li> </ul>	<p>9-10. RL..CS.5</p> <p>9-10.RL.CS.6</p>	
<p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>• Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze C&amp;S Act I (p. 278)</li> <li>• Analyze C&amp;S Act II (p. 294)</li> <li>• Analyze C&amp;S Act III (p. 312)</li> <li>• Analyze C&amp;S Act IV (p. 332)</li> <li>• Analyze C&amp;S Act V (p. 349)</li> </ul>	<p>9-10.VAU.4.c,d</p> <p>9-10.RI.KID.2</p> <p>9-10.RL.KID.1</p> <p>9-10.RL. KID. 2</p> <p>9-10.RL.KID.3</p>	<p><b>End-of-Unit Summative assessment</b></p> <ul style="list-style-type: none"> <li>• A standards-aligned Choice Board for students</li> </ul>

		9-10.RL.CS.4 9-10.RL.CS.5 9-10.RL.CS.6 9-10.RL.IKI.7 9-10.RL.IKI.9	
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