

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.

Marking Period 1 45 Days <i>Unit 1: Introduction to Morality and Justice</i>	Marking Period 2 45 Days <i>Unit 2: Injustice as a Vehicle for Change</i>	Marking Period 3 45 Days <i>Unit 3: Conflict Between Morality and Law</i>	Marking Period 4 45 Days <i>Unit 4: Moral Dilemmas</i>
Week 1: Define - Text specific vocabulary and literary devices - Purpose of government - Ethics - Morality - Social contracts - Laws and the forming of laws	Week 1: Define - Social Injustice - Systemic Injustice - Stereotypes - Text-specific literary devices and vocabulary - Methods of upstanding - Point of view	Week 1: Define - Obligation, civic duty - Citizen's rights - Monologues vs. soliloquies - Rhetorical Devices - Ethos, Pathos, Logos - Author's purpose - Text specific literary devices and vocabulary - Different types of conflict	Week 1: Define - Morality, tone, imagery - Text specific vocabulary - Point of View - Moral dilemmas and how authors portray various perspectives. - Reading strategies to aid in construction and enhancement of meaning
Week 2: Understand - Discuss how ethics/morals and common needs shape law and government. - Explain roles people and government have within society. - Explain what makes a society civilized. - Classify main ideas and themes within the anchor text.	Week 2: Understand - Discuss major social uprisings and protests in history and how they are relevant today. - Explain causes of social injustice/oppression. - Classify main ideas and themes within anchor text. - Describe concepts of what it means to be a hero or activist.	Week 2: Understand - Discuss how a society's rules/laws impact the development of its citizens. - Explain contributions of citizens and leaders within government. - Classify main ideas and themes within anchor text.	Week 2: Understand - Discuss how morality can be interpreted based on individual situations. - Explain perspectives on family relationships. - Cause and effect relationships - How decision making has an impact on outcomes. - Classify main ideas within the anchor text. - Internal conflict and character motivations.
Week 3: Apply Interpret laws within the	Week 3: Apply Interpret how people	Week 3: Apply Interpret Shakespearean	Week 3: Apply Interpret the definition of

anchor text and connect to real life foundations. ● Implement lessons and themes within the anchor text. ● Sketch out progression of claims within writing. ● Use context clues to determine the meaning of words found in the text. ● Identify aspects of setting.	throughout history have worked to change society. ● Implement vocabulary of different platforms through verbal and written platforms. ● Implement lessons and themes within the anchor text. ● Identify aspects of plot and the author's choices in structuring the anchor text. ● Demonstrate knowledge of a society's role in change. ● Identify examples of prejudice, stereotypes and gender roles found in anchor text.	language. ● Interpret puns and examples of figurative language. ● Implement knowledge of Shakespearean text for the idea of citizen's obligation. ● Demonstrate understanding of defending viewpoints verbally and in writing. ● Sketch out arguments and utilize figurative language in writing.	morality based on different situations. ● Implement annotation and note taking skills present common themes. ● Demonstrate understanding of actions and consequences. ● Respond to text based questions through writing.
Weeks 4-5: Analyze ● Connect duties of individuals in society to anchor text/supplementary text/self. ● Breakdown meaning to determine author's purpose and audience response. ● Find connections of theme through defined literary devices. ● Collaborate with peers to discuss the motivations of characters.	Weeks 4-5: Analyze ● Differentiate between the value and validity of a citizen's actions against oppression. ● Organize claims within writing. ● Examine traits that can add to injustices that remain throughout history. ● Closely read passages to determine theme and character motivations. ● Compare how people have worked to present change.	Weeks 4-5: Analyze ● Differentiate personal accounts in relation to literary renditions. ● Organize original claims in order to plan writing for informative/explanatory and narrative pieces. ● Examine positive and negative protesting. ● Compare various sources with diverse partners in order to express ideas clearly and persuasively. ● Closely read passages to determine character motivations.	Weeks 4-5: Analyze ● Different perspectives as presented in various mediums. ● Organize the author's choice of language and development of voice. ● Examine textual evidence to support analysis and character development. ● Compare the tone of speakers in two contrasting poems. ● Compare the choices of main characters in anchor text.
Weeks 6-7: Evaluate ● Justify character choices	Weeks 6-7: Evaluate ● Defend inclusiveness and	Weeks 6-7: Evaluate ● Defend words and choices	Weeks 6-7: Evaluate ● Defend the author's

in relation to government and law. • Defend the author's purpose with evidence through provoking discussion. • Use literary devices to critique the author's craft and writing technique. • Produce final thoughts on thesis for writing. • Use strong vocabulary throughout the anchor text in writing and analysis.	the need for constant revision within society. • Critique character choices and society decisions. • Make connections between the anchor text and society today. • Use literary devices to critique bigoted ideas and social discord. • Use strong vocabulary throughout the anchor text in writing and analysis.	through evidence. • Justify viewpoints verbally and in writing. • Critique the author's language and meaning. • Use literary devices to critique the author's craft and writing technique. • Produce final thoughts on the thesis for writing. • Determine different types of conflict and how they contribute to plot. • Experiment with strong vocabulary throughout anchor text and writing.	purposes through composition. • Justify statements and analysis in order to build knowledge of themes. • Critique sentence structure in writing. • Use literary devices to critique the author's craft and writing technique. • Use context clues to determine the meaning of words found in the text. • Make connections to characters in the anchor text and real world scenarios. • Discuss how character's choices lead to outcomes in the anchor text.
Weeks 8-9: Create • Formulate written response with anchor text and supplemental text regarding social contracting and government systems. • Construct narrative writing looking into government flaws. • Investigate vocabulary usage to heighten writing. • Design and extended ending to anchor text to explore POV or write from a different character's perspective.	Weeks 8-9: Create • Design a journal to show perspective and write from the point of view of a different character. • Investigate multiple documents regarding social injustice and oppression in order to compose a thesis on how to overcome social injustice. • Construct a research based essay comparing different figures who fought oppression and social injustice. • Compare and contrast	Weeks 8-9: Create • Design campaign for Julius Caesar or body biography for one of the characters in the play. • Compare and contrast the play's two funeral speeches to analyze rhetorical devices and write a strong literary analysis essay. • Research informational topics and connect to themes of anchor text.	Weeks 8-9: Create • Construct a literary analysis of two pieces of text that include some commonality. • Develop original narrative based on point of view. • Formulate original thesis comparing poems to anchor text. • Investigate informational topics and texts through articles or multimedia sources.

	characters from the anchor text in a strong analytical essay.		
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