

PCI Pacing Guide: 10th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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UNIT THREE

CONTENT AREA SKILLS (tested on Benchmark Exam)

All must be supported with textual evidence

Determine author's point of view	Analyze how author establishes tone	Word meaning in context
Evaluate effectiveness of structure of author's argument	Analyze character traits and dynamics between characters	Explain author's purpose for writing
Determine central idea and the key details that support it	Analyze impact of specific word choice on author's message	Performance Task: Explanatory Essay (tell about a subject and support the information with details from two sources)

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Launch Week	MAP Test Writing Sample				See http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html
1	ERWC Module: "To Clone or Not to Clone" Activities 1-10		<ul style="list-style-type: none"> Evaluate current issues in science and ethics with careful consideration to all sides of the issue Use analysis of structure of the text to trace author's argument Evaluate effect of clichés, idioms, and metaphors 		
2	ERWC Module: "To Clone or Not to Clone"		<ul style="list-style-type: none"> Summarize steps used to clone organisms Evaluate arguments for and 	Summary	

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	Activities 11-20		against cloning and develop own opinion		
3	ERWC Module: “To Clone or Not to Clone” Activities 21-28		•Write argumentative letter to senator using appropriate tone	Argumentative Letter	
Study Sync Unit 3: “Technical Difficulties”					
4	“Prometheus: The Friend of Man”	Grade Level: <u>The Immortal Life of Henrietta Lacks</u> Alternate: <u>Frankenstein</u>	<ul style="list-style-type: none"> •Analyze character traits •Analyze how character development impacts plot and theme of story •Compare and contrast character depicted in two different mediums (text and art) 	Informative/ Explanatory	ALL: See StudySync
5	“Frankenstein”	Grade Level: <u>The Immortal Life of Henrietta Lacks</u> Alternate: <u>Frankenstein</u>	<ul style="list-style-type: none"> •Understand author’s intent in communicating key ideas •Identify author’s use of allusions to illustrate points •Consider medium when interpreting content •Compare characters’ motivations, actions, fates & impacts 	Argumentative	I. See StudySync II. Write an essay in which you present an argument on how appropriate author Mary Shelley’s association of Frankenstein with Prometheus is. In doing so, address these three tasks: 1) Tell how the characters are alike 2) Tell how the characters are different 3) Tell about a major scientific idea in the novel 4) Tell about a current scientific issue that could produce a “modern

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					Frankenstein” III. What is a major scientific issue that Mary Shelley deals with in Frankenstein AND what current scientific issue could produce a result equally horrific in today’s world? Write a paragraph which answers these questions. Provide details from the text to support your reasoning.
6	“Einstein’s Letter to the President”	Grade Level: <u>The Immortal Life of Henrietta Lacks</u> Alternate: <u>Frankenstein</u>	<ul style="list-style-type: none"> •Determine author’s point of view •Evaluate whether text achieves its purpose •Analyze author’s use of emotional language 	Letter	ALL: After reading Albert Einstein’s letter to President Roosevelt, reply to Einstein in a 200-word (one-page) letter as if you were President Roosevelt. Write from the President’s perspective in 1939 and take into account the historical context of the time.
7	Extended Writing Project	Grade Level: <u>The Immortal Life of Henrietta Lacks</u> Alternate: <u>Frankenstein</u>	<ul style="list-style-type: none"> •Prewrite, Plan & Draft •Do (online) Skill Lessons to review/practice: Research and Note-Taking, Thesis Statement, Organize Informative Writing, and Supporting Details •Grammar Practice (handouts): Adjective Clauses 	Informative/ Explanatory Essay incorporating research from reliable print and/or online sources	Explain the positive and negative effects of new technology and the responsibility people must assume for what they create. Provide support for your ideas from the selections in this unit as well as from (3)* other credible print and/or digital sources that you research on your own.
8	Extended Writing Project	Extended/ Challenge	<ul style="list-style-type: none"> •Revise & Publish •Do (online) Skill Lessons to 	Informative/ Explanatory	

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		Reading: <ul style="list-style-type: none"> •<u>The Strange Case of Dr. Jekyll and Mr. Hyde</u> •Edgar Allen Poe short stories 	review/practice: Sources and Citations •Grammar Practice (handouts): Voice & Parallel Construction	Essay incorporating research from reliable print and/or online sources	
9	Assessment 1. Spring Benchmark (Illuminate) 2. Unit 3 Performance Task (StudySync Online Assessment or request PDF)				