

## PCI Pacing Guide: 10<sup>th</sup> 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 ONE

#### CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Author's Purpose Author's Point of View Central or Main Idea	Word meaning in context Determine theme Word Relationships Interpret significance of stage directions	Compare Across Texts Analyze and integrate multiple sources of information Performance task: Argumentative Essay based on two sources
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Launch Week	Fall Writing Sample Map Test		<ul style="list-style-type: none"> <li>• Determine baseline performance levels</li> <li>Student goal setting</li> </ul>	Argumentative	See <a href="http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html">http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html</a>
1	ERWC: "River Rights" Activities 1 - 8		<ul style="list-style-type: none"> <li>• Distinguish fact from opinion in newspaper opinion pieces</li> <li>• Define domain-specific words and phrases</li> </ul>		
2	ERWC: "River Rights" Activities 9 – 14 (Use Activity 13 only in group setting)		<ul style="list-style-type: none"> <li>• Identify the scientific and political features of California's water system</li> <li>• Explain the impact of different interest groups on public policy</li> </ul>	Summary	
3	ERWC: "River Rights" Activities 15 - 19		<ul style="list-style-type: none"> <li>• Support a policy claim with textual evidence</li> </ul>	Argumentative	Should California spend the money for the San Joaquin

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					River Restoration Project? Why or why not?
4	<i>Sync Start – Grade 10</i>		<b>Blast</b> <b>Skills:</b> Annotation, Context Clues, Reading Comprehension <b>First Read:</b> “Speech to the Second Virginia Convention”		
5	<i>Sync Start – Grade 10</i>		<b>Skills:</b> Collaborative Conversations, Text Dependent Responses, Textual Evidence, Author’s Purpose and Point of View <b>Close Read:</b> “Speech to the Second Virginia Convention” <b>Skills:</b> Short Constructed Response, Peer Review	Argumentative	I. See Study Sync II.
Study Sync Unit: “DESTINY”					
6	“The Sports Gene”	<b>Grade Level:</b> <u>Antigone</u> <b>Alternate:</b> <u>Beautiful Creatures</u>	<ul style="list-style-type: none"> <li>•Determine central or main idea</li> <li>•Analyze how central idea is developed</li> <li>•Interpret figurative language</li> <li>•Infer author’s purpose</li> </ul>	Informative/ Explanatory  (Level III. Use outline in Access 4 handout)	I. & II. See Study Sync III. What is the main idea of “The Sports Gene?” Explain how the author reveals the central or main idea by drawing a contrast between Thomas and Holm.
7	“Macbeth”	<b>Grade Level:</b> <u>Antigone</u> <b>Alternate:</b> <u>Beautiful</u>	<ul style="list-style-type: none"> <li>•Analyze author’s use of foreshadowing</li> <li>•Analyze how dramatic elements work together to</li> </ul>	Informative/ Explanatory•	I. See Study Sync II. & III. How do the dramatic elements of setting, character, and plot each contribute to

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		<u>Creatures</u>	develop the story and theme •Identify theme		the development of the theme in <u>Macbeth</u> that the possibility of power corrupts?
8	“The Iraq War Blog”	<b>Grade Level:</b> <u>Antigone</u> <b>Alternate:</b> <u>Beautiful</u> <u>Creatures</u>	<ul style="list-style-type: none"> <li>•Understand author’s purpose and point of view</li> <li>•Examine author’s rhetoric</li> <li>•Interpret connotative meaning of words and phrases and the impact of word choices on meaning and tone</li> </ul>	Informative/ Explanatory	ALL: What is the author’s point of view in the February 29 blog entry? How does she communicate her position to the reader, to her relatives, and to herself? In a short essay or well-developed paragraph, present your response. Support your claim with textual evidence.
9	Extended Writing Project	<b>Grade Level:</b> <u>Antigone</u> <b>Alternate:</b> <u>Beautiful</u> <u>Creatures</u>		Argumentative	Choose two texts from the unit ( <u>Antigone</u> is also an option). Between the two texts, which one more convincingly answers the unit’s essential question: How much of what happens in our lives do we actually control? Use evidence and examples from both texts to support your claim.
10	Extended Writing Project	<b>Extended/ Challenge Reading:</b>			
11	Assessment	<b>Extended/</b>	•Assess outcome of student		

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	<ul style="list-style-type: none"> <li>•Benchmark #1</li> <li>•Unit 1 Performance Task</li> </ul>	<b>Challenge Reading, continued</b>	learning <ul style="list-style-type: none"> <li>•Students demonstrate understanding of key instructional content</li> <li>•Students write to sources/stimuli</li> </ul>		