


# Ganado Unified School District #20 (ENGLISH/ 10<sup>TH</sup>)

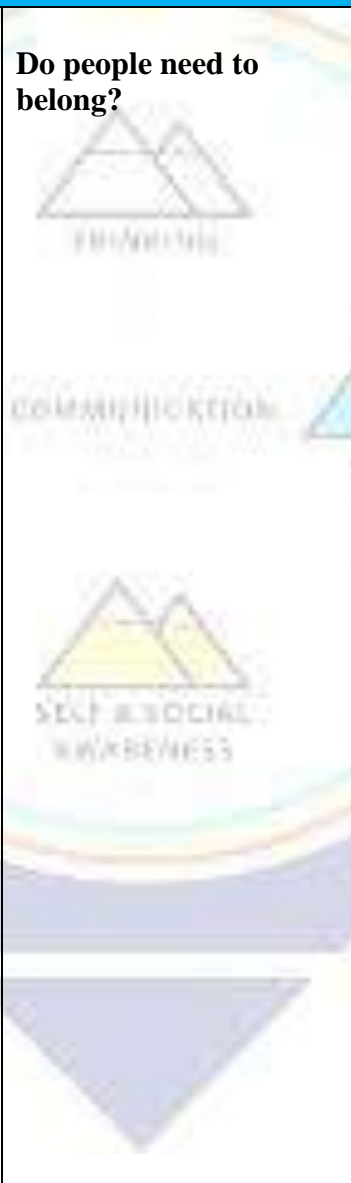
## PACING Guide SY 2022-2023


Timeline & Resources <small>(Identify textbook, page number or website link &amp; etc.)</small>	Academic Standards	Essential Questions (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p><b>English Language Arts 10 Textbook Savvas Realize Online</b></p> <p>The Fall of the House of Usher, p. 12 House Taken Over, p. 37 Where Is Here, p. 69 Beware: Do Not Read This Poem/ Raven/ Windigo, p. 100</p> <p>How to Tell You're Reading a Graphic</p>	<p style="text-align: center;"><b><u>READING LITERATURE</u></b></p> <p><b>Key Ideas and Details</b> 1. <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</i></p> <p><b>Craft and Structure</b> 2. <i>Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. (9-10.RL.5)</i></p> <p style="text-align: center;"><b><u>READING INFORMATIONAL TEXT</u></b></p> <p><b>Key Ideas and Details</b></p>	<p><b>What is the allure of fear?</b></p> 	<ul style="list-style-type: none"> <li>Apply close reading strategies to determine main idea, writer's purpose, and the primary audience</li> <li>Recognize the important details in the story</li> <li>Explain how mood and details describe the setting to create an emotional effect on the reader</li> <li>Identify text structures and explain how the structure helps develop the writer's purpose</li> </ul>	<p><b>Academic Vocabulary</b></p> <p>Analyze Annotate Claim Compare/ Contrast Conclude Connect Connotation Denotation Evidence Interpret Question Reasoning Summarize</p> <p><b>Content</b></p> <p>Argument Connotation Context Clues</p>

<p>Novel- in Pictures, p. 56  from The Dream Collector, p. 82  Why Do Some Brains Enjoy Fear, p. 90  Sleep Paralysis: Walking Nightmare (Savvas online)  Revenge of the Geeks, p.225</p>	<p><b>3. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.RI.3)</b></p> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>4. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy. (9-10. L4. a)</b></p> <p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10. L.5)</b></p> <p style="text-align: center;"><b><u>SPEAKING AND LISTENING</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>6. Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source. (9-10. SL.2)</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b>Text Types and Purpose</b></p> <p><b>7. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</b></p>		<ul style="list-style-type: none"> <li>• Write an argument essay that has a clear thesis statement, textual evidence as support, an effective counter argument, and a satisfying conclusion.</li> <li>• Condense ideas in a variety of ways to create precise and detailed simple, compound, and complex sentences</li> <li>• Produce a variety of sentences in writing by using the correct punctuation marks</li> </ul>	<p>Denotation  Diction  Gothic Literature  Informational Graphic  Literary Elements  Magical Realism  Narrative  Thesis Statement</p> <p><b>Grammar</b>  Clause: Dependent/  Independent  Sentence Structure:  Simple/ Compound/  Complex  Phrase: Prepositional  Punctuation  Subject/Predicate  Syntax: Simple/ Complex</p>
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effective selection, organization, and analysis of content. (9-10.W.2)


**Second Quarter**

<p><b>English Language Arts 10 Textbook Savvas Realize Online</b></p> <p>The Metamorphosis, p. 137 The Doll’s House, p.201 Sonnet, With Bird/ Elliptical/ Fences, p. 220 Caged Bird/ Some Advice to Those Who Will Serve Time in Prison, p. 326</p> <p>Encountering the Other, p. 233 The “Four Freedoms” Speech, p. 278 <i>Inaugural Address, John F Kennedy, p. 288</i> Speech at the United Nations, p. 308 Diane Sawyer Interviews Malala Yousafzai, p. 318</p>	<p><b><u>READING LITERATURE</u></b> <b>Craft and Structure</b> <i>1. 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. (9-10.RL.4)</i> <i>2. Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. (9-10.RL.5)</i></p> <p><b><u>READING INFORMATIONAL TEXT</u></b> <b>Integration of Knowledge and Ideas</b> <i>3. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ((9-10.RI.7)</i></p> <p><b><u>LANGUAGE</u></b> <b>Conventions of Standard English</b></p>	<p><b>Do people need to belong?</b></p> 	<ul style="list-style-type: none"> <li>● Use close reading skills to track how an argument is developed in essays and editorials</li> <li>● Write informative/ explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately</li> <li>● Use textual evidence to analyze themes, and plots, describe settings and examine characters</li> <li>● Identify and analyze the use of text structures (compare/contrast, chronological, process, cause/effect, description/classification)</li> <li>● Explicate lines of poetry to determine connotative and figurative meaning</li> <li>● Write a poem using literary techniques</li> </ul>	<p><b>Academic Vocabulary</b> Clarify Discuss Explore Hypothesize Infer Present Research Review Synthesize</p> <p><b>Content</b> Argumentative Essay Debate Deductive Reasoning Explanatory Essay Figurative Language:     Simile, Metaphor,     Hyperbole Idioms Literary Device:     Allegory, Imagery,     Ellipsis, Point of View, Theme, Tone, Symbolism Pitch Plot Elements Poetic Form Punctuation Rhetorical Devices</p>
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	<p><b>4.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ((9-10. L.1.b)</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>5.</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ((9-10. L.4.b)</p> <p><b><u>SPEAKING AND LISTENING</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>6.</b> Evaluate a speaker's point of view, reasoning use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ((9-10. SL.3)</p> <p><b><u>WRITING</u></b></p> <p><b>7.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. ((9-10. W.9)</p>		<ul style="list-style-type: none"> <li>• Write an explanatory essay to examine and convey complex ideas</li> <li>• Use correctly transition words, verb tenses, sentence structure, and paragraph format</li> <li>• Recognize, understand and use conventions of written expression</li> <li>• Integrate audio, visuals, and text in a multimedia presentation</li> </ul>	<p><b>Grammar</b></p> <p>Parallelism</p> <p>Phrase: Adverbial, Verb</p> <p>Sentence Frames/ Starters</p> <p>Transitions</p> <p>Verb Tenses</p>
<b>Third Quarter</b>				
<p><b>English Language Arts 10 Textbook</b></p>	<p><b><u>READING LITERATURE</u></b></p> <p><b>Key Ideas and Details</b></p>		<ul style="list-style-type: none"> <li>• Use close reading skills to examine texts</li> </ul>	<p><b>Academic Vocabulary Connect</b></p>





<p><b>Savvas Realize Online</b></p> <p>The Censors, p. 340 Freedom of the Press 2015, p. 345 Civil Peace, p. 388 Caliban, p. 612 Under a Certain Little Star, p. 631</p> <p>The Dream Collector, p. 82 Law and the Rule of Law: The Role of Federal Courts (online) Credo: What I Believe (online) The Thrill of the Chase, p. 470 The Neglected Senses, p. 786</p>	<p><b>1. 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. (9-10. RL. 3)</b></p> <p><b>Craft and Structure</b></p> <p><b>2. Analyze points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. (9-10. RL. 6)</b></p> <p><b><u>READING INFORMATIONAL TEXT</u></b></p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>3. By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10. (9-10. RI.10)</b></p> <p><b><u>LANGUAGE</u></b></p> <p><b>4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10. L. 5)</b></p> <p><b>5. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10. L. 2)</b></p>	<p><b>What is the relationship between power and freedom?</b></p>	<p>on issues of racism, sexism and cultural bias</p> <ul style="list-style-type: none"> <li>● Identify the claims and analyze how they are developed (through stories, examples, analogies, flashbacks)</li> <li>● Cite textual evidence in response to a text</li> <li>● Discuss various global perspectives on prejudice, bias, and oppression</li> <li>● Read a variety of cultural texts and identify how cultural bias affects the narrator or protagonist</li> <li>● Identify common rhetorical approaches and analyze how they are used in context</li> <li>● Demonstrate an understanding of infographic by creating one</li> <li>● Research a social issue in the world and draw upon multiple sources of information (electronic and print)</li> <li>● Annotate the sources, tracking the rhetorical</li> </ul>	<p>Draft Edit Revise Review</p> <p><b>Content</b></p> <p>Analogy Anecdote Character Analysis Argumentative Essay Elements of Argument Elements in Writing Feature Story Informational Graphics Informative Essay Literary Device: Hyperbole/ Understatement Figurative Language: Personification Repetition Rhetorical Device: Apostrophe Satire Story Elements Types of Evidence</p> <p><b>Grammar</b></p> <p>Compound Nouns Paraphrases Pronouns Quotations Sentence Variety</p>
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	<p><b><u>SPEAKING AND LISTENING</u></b>  <b>Comprehension and Collaboration</b>  <b>6. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, their own clearly and persuasively. (9-10. SL. 1)</b></p> <p><b><u>WRITING</u></b>  <b>Text Types and Purposes</b>  <b>7. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10. W. 1)</b></p>		<p>moves the author makes and how the author convinces in an argument</p> <ul style="list-style-type: none"> <li>● Use punctuation marks correctly</li> <li>● Collaborate with a pair or group to build on ideas of others, develop consensus, and communicate</li> <li>● Organize ideas and presentations using digital tools</li> </ul>	
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**Fourth Quarter**

<p><b>English Language Arts 10 Savvas Realize Online</b></p> <p>The Necklace, p. 382  The Golden Touch, p.458  The Tempest, p. 552  Oedipus the King, p. 700</p>	<p><b><u>READING LITERATURE</u></b>  <b>Integration of Knowledge and Ideas</b>  <b>1. Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)</b></p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>2. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range</b></p>	<p><b>What do our possessions reveal about us?</b></p> <p><b>What motivates us to forgive?</b></p>	<ul style="list-style-type: none"> <li>● Identify the author’s structure and key words that make up the author’s purposeful use of language and keys</li> <li>● Identify key ideas and elements within a given text</li> <li>● Evaluate written informative texts by analyzing how authors introduce and develop central ideas</li> </ul>	<p><b>Academic</b>  Consider  Create  Deliver  Encounter  Examine  Identify  Incorporate</p> <p><b>Content</b>  Dramatic Structures/  Reading/Speeches  Figurative Language:  Irony, Metonymy,</p>
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<p>Fit for a King, p. 402          In La Rinconada,          Peru, Searching for          Beauty in Ugliness, p.          418          Let South Africa          Show the World How          to Forgive, p. 634          View from the          Empire, p. 738</p>	<p><i>determined by qualitative and quantitative measures appropriate to grade 10. (9-10.RL.1)</i></p> <p><b><u>READING INFORMATIONAL TEXT</u></b></p> <p><b>Craft and Structure</b>  <b>3.</b> <i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10. RI.4)</i></p> <p><b>Range of Reading and Level of Text Complexity.</b>  <b>4.</b> <i>By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10. (9-10.RI.10)</i></p> <p><b><u>LANGUAGE</u></b></p> <p><b>Vocabulary Acquisition and Use</b>  <b>5.</b> <i>Use context (e.g., the overall meaning of a sentence of a paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10. L.4.b)</i></p>		<ul style="list-style-type: none"> <li>● Expand knowledge and use of academic and concept vocabulary</li> <li>● Use creative writing to express an idea or opinion</li> <li>● Learn proper citation for books, newspapers, photos, websites, and interviews using the MLA method</li> <li>● Create an annotated bibliography and illustrated timeline on a topic</li> <li>● Use punctuation marks correctly</li> <li>● Collaborate with a pair or group to build on ideas of others, develop consensus, and communicate</li> <li>● Organize ideas and presentations using digital tools</li> </ul>	<p>Allusion          Literary Criticism          Monologue          Motif          Nonfiction Narrative          Photojournalism          Structure of Greek Plays/          Verse Drama          The Greek Chorus          Strophe/          Antistrophe</p> <p><b>Grammar</b>          Conjunctive Adverb          Clause: Noun          Phrase: Adverbial/          Prepositional          Punctuation</p>
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	<p><b><u>SPEAKING AND LISTENING</u></b>  <b>Presentation of Knowledge and Ideas</b>  <b>6.</b> <i>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10. SL.5)</i></p> <p><b><u>WRITING</u></b>  <b>Production and Distribution of Writing</b>  <b>7.</b> <i>Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10. W.6)</i></p>			
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