10th Grade ELA Curriculum Pacing Guide

Week Date	Marking Period	Week	Curriculum Addressed		Notes
	1	1	Intro + Baseline Assessments	(3 day instruct)	Benchmarks, Summer Reading
	1	2	Pearson Unit 1 Part 1	(4 day instruct)	Close Read; *The Leap*
	1	3	Pearson Unit 1 Part 2		Pg 22-79 (3 stories)
	1	4	Pearson Unit 1 Part 2		Pg 80-107
	1	5	Pearson Unit 1 Part 3/ Unit 2 Part 1		Pg 130- 149; 192-199
	1	6	Pearson Unit 2 Part 2		Pg 222-247;257-262
	1	7	Pearson Unit 3 Part 1and 2	(4 day instruct)	Pg 344-377 (Poetry)
	1	8	Pearson Unit 3 Part 2		Pg 378-427 (Poetry)
	1	9	Pearson Unit 3 Part 3		Pg 456-479; related read

Week Date	Marking Period	Week	Curriculum Addressed		Notes
	2	1	Pearson Unit 4 Part 1	(4 day instruct)	Prep to Read Play
	2	2	Pearson Unit 4 Part 1		*Julius Caesar* Act 1
	2	3	Pearson Unit 4 Part 2		*Julius Caesar* Act 2
	2	4	Pearson Unit 4 Part 2	(3 day instruct)	*Julius Caesar* Act 3
	2	5	Pearson Unit 4 Part 2		*Julius Caesar* Act 4/5
	2	6	Pearson Unit 4 Part 3		Pg 687-725 *Antigone*
	2	7	Novel Unit 1		Kill A Mockingbird
	2	8	Novel Unit 1	(3 day instruct)	Kill A Mockingbird
	2	9	Novel Unit 1/ Keystone Test	(3 day instruct)	Kill A Mockingbird
	2	9	Novel Unit 1	(4 day instruct)	Kill A Mockingbird

Week Date	Marking Period	Week	Curriculum Addressed		Notes
	3	1	Novel Unit 1	(4 day instruct)	Kill A Mockingbird
	3	2	Review and Exams		Semester 1 Content
	3	3	Unit 5 Part 1 and 2		Pgs 768-802; 820-826
	3	4	Unit 5 Part 2	(4 day instruct)	Pgs 842-895
	3	5	Novel Unit 2	(4 day instruct)	Flowers for Algernon
	3	6	Novel Unit 2		Flowers for Algernon
	3	7	Novel Unit 2		Flowers for Algernon
	3	8	Novel Unit 2		Flowers for Algernon
	3	9	Novel Unit 2		Flowers for Algernon

Week Date	Marking Period	Week	Curriculum Addressed		Notes
	4	1	Spring Break	(2 day instruct)	Algernon film
	4	2	Novel Unit 3		Lord of the Flies
	4	3	Novel Unit 3		Lord of the Flies
	4	3	Novel Unit 3		Lord of the Flies
	4	4	Novel Unit 3		Lord of the Flies
	4	5	Novel Unit 3	(4 day instruct)	Lord of the Flies
	4	6	Keystone Test Practice		**Test Prep**
	4	7	Keystone Test Practice		**Test Prep**
			Keystone Exams		
	4	8	Project Based Assessment		
	4	9	Review for Final Exam	(4 day instruct)	
	4		Exam Week		

Title: Unit 1	Subject/Course: English 2
Topic: L.A. Grade: 10 Conflict and Change	Designer(s): Ledyard

Stage 1- Desired Results

PA Common Core Standards:
RL 1, RL, RL3, RL 4, RL 5
W8,W9, W10
SL 1, 4, 6
Eligible Content:
LF 1.1.1, 1.1.2, 1.1.3, LF1.2.1, LF 1.3.1, 1.3.2, LF 2.1.1, 2.1.2, LF 2.3.2, LF 2.5.1

Transfer:

Students will be able to independently use their learning to cite evidence to support their explanation of how characters' conflicts can lead to change and progress.

Meaning:

Understandings: Students will understand…	Essential Questions:
- How to use academic vocabulary - How to participate effectively in discussions - How to gather vocabulary knowledge independently - Make inferences about meaning using textual evidence - How internal conflict leads to change and progress - How to identify the parts of a plot (rising action, climax, resolution, etc)	Can progress be made without conflict? How does knowledge allow us to grow? How can we get better at reading complex texts?

Acquisition:

Students will know…	Students will be skilled at …
- That internal conflict involves struggle and is connected to theme and plot - That there are features of an author's style (diction; syntax; tone) - That authors use imagery to create mood - That images and symbols have deeper meanings and can determine themes	- At doing close readings of text - Make inferences to determine author's meaning - Identifying examples of foreshadowing and flashbacks - Writing objective summaries - Using details from the text to support claims - Identifying internal conflicts and their impact on events

Stage 2- Assessment Evidence	
Unit Assessment **Close Reading Activity pg 15** Comprehension: Key Ideas and Details Text Analysis: Craft and Structure	**Other Evidence:** Journal Writing: Do Nows, Exit Tickets and Constructed Response Academic Vocabulary Quizzes Evidence of reading strategies use Class discussion

Stage 3- Learning Plan	
Pre-Assessment	
Learning Events **1. Read Pearson Text: Building Academic Vocabulary pg 3** **2. Writing an Objective Summary (pg Iii Common Core Workshop)** **3. Comprehending Complex Texts by Multidraft Readings (pg Iiv)** **4. Perform a Close Reading on a passage (pg Ivi- Ivii)** **5. Ask Questions as a Reading Strategy for passage (pg Iviii-Iix)** **6. Close Reading a short story:** *Early Autumn* **7. Conduct discussion using evidence from the text and academic vocab** **8. Close Reading a short story:** *The Leap* **9. Write on topic:** *Grace Under Pressure*	**Progress-Monitoring** **Practice Close Reading and Write Objective Summary of** *Gift of the Magi* **Practice Comprehension, Text Analysis and Connections for** *Early Autumn*
Technology **PowerPoint slides on reading strategies, academic vocabulary and literary terms, eg conflict, plot and theme**	**Pacing Guide** **4 days**

Title: Unit 2		Subject/Course: English 2
Topic: L.A. Conflict and Theme	Grade: 10	Designer(s): Ledyard

Stage 1- Desired Results

PA Common Core Standards:
RL 1, RL, RL3, RL 4, RL 5, RL 6
W1, W3, W4, WF 8
SL 1, 6
L 1, L 2, L 3, L 5
Eligible Content:
LF 1.1.1, 1.1.2, 1.1.3, LF1.2.1, LF 1.2.2, LF 2.1.1, LF 2.2.1, LF 2.3.1, LF 2.3.2, LF 2.3.3, LF 2.3.4, LF 2.3.5, LF 2.4.1, LF 2.5.1

Transfer:

Students will be able to independently use their learning to identify and explain the basic elements of a short story and how they work together to shape the theme and the development of the characters.

Meaning:

Understandings: Students will understand…	**Essential Questions:**
 - How to recognize the basic elements of short stories and how these parts are related - How to describe the various genres of fiction - How authors use techniques to create character development (characterization) - How direct characterization differs from indirect characterization - How authors make decisions about how to structure a story (eg flashback; parallel plots) - How conflicting motivations shape internal conflict	Can progress be made without conflict? What are the basic elements of short stories? How might each element be related to the theme? How do characters handle conflicting motivations?

Acquisition:

Students will know…	Students will be skilled at …
 - That there are characteristics of story genres - That there are basic parts of a story plot - That authors structure stories for effects that are related to the particular genre of fiction - That authors use direct and indirect methods of describing characters - That plot devices create suspense in stories	 - Make inferences to determine author's meaning - Identifying how an author has structured a story and explain the effects of the structure - Making predictions based on plot devices such as foreshadowing and word choice - Using details from the text to support claims - Identifying internal conflicts and conflicting motivations - Using academic vocabulary to discuss conflict

Stage 2- Assessment Evidence	
Unit Assessment Literary Analysis Questions Pgs. 35, 49 and 75: Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas	**Other Evidence:** Journal Writing: Do Nows, Exit Tickets and Constructed Response Writing a narrative: sequel to "Monkey's Paw" Evidence of reading strategies use Class discussion using academic vocabulary to talk about conflicts and resolutions Think Aloud for Analyzing Character

Stage 3- Learning Plan	
Pre-Assessment	
Learning Events **1. Read Pearson Text : Elements of a Short Story; Analyzing Character and Structure of Fictional Genres pg 18-21** **2. Finding Synonyms and Antonyms for Critical Vocabulary words; Word Study: *cred, ity, able, com*** **3. Complete a Plot Diagram after reading "The Monkey's Paw."** **4. Identify nouns, pronouns, degrees of adverbs and adjectives, and verb tenses** **5. Make inferences using textual details for "The Street of The Canon"** **7. Take notes on character development in "A Problem"** **8. Use the three stories to respond to the big question using academic language as it relates to conflict** **9. Write a retelling of "A Problem"**	**Progress-Monitoring** **Practice Close Reading of a passage of "The Monkey's Paw" ,"The Street of the Canon and "A Problem"** **Make predictions based on word choice** **Practice Comprehension, Text Analysis and Connections for three stories in the unit**
Technology **PowerPoint slides on Close Reading strategies and Elements of Plot, Methods of Characterization, Words Roots and Affixes, and Parts of Speech**	**Pacing Guide** **5 days**

Title: Unit 3	Subject/Course: English 2
Topic: L.A. Grade: 10 Designer(s): Ledyard Irony and Paradox	

Stage 1- Desired Results

PA Common Core Standards:
RL 1, RL 2, RL 5, RL 6
W1, W 2, W3
SL 1, 6
L 1, L 2, L 6
Eligible Content:LF 1.1.1, 1.1.2, 1.1.3, LF 1.3.1, LF 2.1.1, 2.1.2, LF 2.2.3, LF 2.3.1, LF 2.3.2, , LF 2.3.3, LF 2.3.4, , LF 2.4.1, LF 2.5.1

Transfer:

Students will be able to independently use their learning to identify and explain the basic elements of a short story and how they work together to shape the theme and the development of the characters.

Meaning:

Understandings:	Essential Questions:
Students will understand…	
- How to recognize the opposing forces of a conflict and how they lead to confrontation - How to compare and contrast two works of fiction - How to trace the development of a theme and to use thematic vocabulary to discuss it - How to define irony (3 kinds) and paradox - How to draw conclusions using evidence from the text	Can progress be made without conflict? How can we tell when progress has been made? What do irony and paradox show about the human experience? What is the importance of honesty, and what are its limitations? What motivates us to behave in the ways that we do? Is human motivation and behavior universal?

Acquisition:

Students will know…	Students will be skilled at …
- That authors use irony and paradox to highlight a theme - That there are contradictory ideas about honesty and deceit that drive the conflict - That there is universal human behavior that crosses cultures and eras - That the setting can affect the other elements in a short story (eg culture; era) - That characters exhibit behaviors that can either prevent or promote progress - That authors can use humor to convey themes	- At doing close readings of text - Make inferences to determine author's meaning - Providing examples of kinds of irony and paradox - Identifying themes and their universality - Using details from the text to support claims - Finding character motivations and seeing their relation to conflicts - Using academic vocabulary to discuss conflict and thematic vocabulary to discuss theme - Finding use of humor based on word choices, situations or character

Stage 2- Assessment Evidence	
Unit Assessment	**Other Evidence:**
Critical Thinking: pgs 84 and 88 Comparing Irony and Paradox: pg 89 Skills Assessment: Reading Literature and Timed Writing pgs 102-103; Reading Informational Text pg 104; Writing and language Conventions pg 105	Journal Writing: Do Nows and Exit Tickets Evidence of reading strategies use Cornell Notes on Irony and Paradox Timed Writing on truth and deception: compare and contrast author's messages Think Aloud for Understanding Irony and Paradox

Stage 3- Learning Plan
Pre-Assessment

Learning Events	Progress-Monitoring
1. Read Pearson Text: Comparing Irony and Paradox pgs 78-79 **2. Use each of the two stories to respond to the big question about conflict and progress** **3. Explain the benefits and the problems of truth-telling after reading "The Open Window"** **4. Explain how the two stories explore a paradox** **5. Analyze and example of irony in each short story** **6. Explore the reasons for creating conflict after reading "The Open Window"** **7. Compare and contrast the two stories as they relate to truth** **8. Fixing Problems in Pronoun-Antecedent Agreement and Subject-Verb Agreement** **9. Extension Activity: Read "The Masque of the Red Death" (following Selected Response passage from the story, pg 102**	**Practice Close Reading of a passage of "Like the Sun" and "The Open Window"** **Practice Comprehension, Text Analysis and Connections for three stories in the unit**
Technology **PowerPoint slides on Close Reading strategies, Authors' Backgrounds, Kinds of Irony and Paradox, Theme and Thematic Language, Pronoun- Antecedent Agreement and Subject-Verb Agreement**	**Pacing Guide** **5 days**

Title: Unit 4	Subject/Course: English 2

Topic: **Grade:**   **10**   **Designer(s): Ledyard**
Nonfiction: Facing Adversity

<table>
<tr><td colspan="2" align="center">Stage 1- Desired Results</td></tr>
<tr><td colspan="2">

PA Common Core Standards:
RI 1, RI 2, RI 3, RI 4, RI 5, RI 6
W 2, W 3, W 4, W 5, W 7, W 8, W 9
SL 6
L 1, L 4, L 6
Eligible Content:
LN 1.1.1, 1.1.2, 1.1.3, 1.1.4, LN 1.3.1, 1.3.2, 1.3.3, LN 2.1.1, 2.1.2, 2.2.3, LN 2.3.1, 2.3.2, 2.3.5, 2.3.6

</td></tr>
<tr><td colspan="2" align="center">Transfer:</td></tr>
<tr><td colspan="2">

Students will be able to independently use their learning to analyze nonfictional texts and use them to identify examples of perseverance through conflict.

</td></tr>
<tr><td colspan="2" align="center">Meaning:</td></tr>
<tr><td>

Understandings:
Students will understand…

- How to define memoir and describe the effects of the first person point of view
- How to analyze craft and structure
- How to use the text to identify qualities of character (e.g. perseverance)
- How to draw conclusions using evidence from the text

</td><td>

Essential Questions:

Can progress be made without conflict?
What qualities do we need to persevere?
How does perseverance help us to solve problems?
How does attitude affect our actions?
Is quitting ever the right thing to do?

</td></tr>
<tr><td colspan="2" align="center">Acquisition:</td></tr>
<tr><td>

Students will know…

- That word choice and repetition create effects
- That memoir is a genre of nonfiction
- That authors can use interior monologue to reveal thought and character
- That the setting serves as context for the story
- That characters exhibit behaviors that can either prevent or promote progress
- That authors use imagery and figurative language to emphasize ideas and experiences

</td><td>

Students will be skilled at …

- At doing close readings of complex text
- Writing objective summaries of nonfiction
- Using textual evidence from passages to show signs of perseverance and progress
- Finding examples of craft and structure to reinforce author's purpose and perspective
- Explaining how use of imagery and figurative language can reveal thoughts and emotions

</td></tr>
</table>

Stage 2- Assessment Evidence	
Unit Assessment Questions on pgs. 140, 148, and 199 Comprehension: Key Ideas and Details Text Analysis: Craft and Structure Connections: Integration of Knowledge and Ideas	**Other Evidence:** Journal Writing: Do Nows and Exit Tickets Evidence of reading strategies use Personal Narrative Writing on Unit Related Topic Participation on Class Discussion

Stage 3- Learning Plan

Pre-Assessment

Learning Events	Progress-Monitoring
1. Read Pearson Text: "Swimming to Antartica" pg 130, "Occupation: Conductorette" pg 142, and "Touch the Top of the World" pg 192 **2. Write a biographical sketch of the author pg 141** **3. Cite sentences, passages and dialogue that demonstrate determination to achieve goals** **4. Write about a personal path to achieving a goal pg 149** **5. Write objective summaries for three readings** **6. Use each of the three reading selections to respond to the big question about perseverance** **7. Identify Obstacles to Success and Ways of Responding in the three selections**	**Practice Close Reading of an opening passage from each of the 3 selections** **Practice Comprehension, Text Analysis and Connections for three nonfiction selections in the unit**
Technology **Research: Clarify Details pg 140** **PowerPoint slides on Close Reading strategies, Writing Objective Summaries, Author's Perspective, Select Vocabulary, Memoir and Point of View, Setting and Impact (Everest presentation)**	**Pacing Guide** **5 days**

Title: Unit 5	Subject/Course: English 2

Topic: **Grade:**   10   **Designer(s): Ledyard**
Nonfiction: Reflection,
Persuasion and Humor

Stage 1- Desired Results

PA Common Core Standards:
RI 1, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8
W 1, W 2, W 3, W 7, W 10
SL 3, SL 4
L 1, L 3, L 5, L 6
Eligible Content:
LN 1.1.1, 1.1.2, 1.1.3, 1.1.4, LN 1.2.1, 1.2.2, 1.2.3, 1.2.4, LN 1.3.1, 1.3.2, LN 2.1.1, 2.1.2, 2.2.3, LN 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, , 2.4.3, 2.4.4, LN 2.4.1, 2.4.2, (in Assessment) LN 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.6

Transfer:

Students will be able to independently use their learning to analyze nonfictional texts and determine the effectiveness of argument, reflection and satire.

Meaning:

Understandings:	Essential Questions:
Students will understand… - How to recognize the characteristics of a reflective essay - How to identify the main ideas and supporting details in memoir and argument - How authors use rhetorical devices to express ideas or make arguments - How to draw conclusions using evidence from the text	What kind of knowledge changes our lives? Why and how are these changes brought about? What can personal reflections show us about our character and values? What is the importance of personal and societal reflection How can we use language and form to persuade people?

Acquisition:

Students will know…	Students will be skilled at …
- That authors use supporting details to support a central idea in nonfictional texts - That writers use rhetorical devices when making arguments (e.g. restatement) - That there are various genres of nonfiction (e.g. reflective essay; speech; analytic essay) - That humorous writing often contains hyperbole and understatement - That satire is used to highlight human weaknesses or societal wrongs - That the active voice is usually the best choice in writing	- At doing close readings of complex text - Identifying the main idea and supporting details - Using textual evidence from passages to show how knowledge can change our lives - Finding examples of rhetorical devices that reinforce an author's argument - Recognizing examples of hyperbole and understatement - Distinguishing fact from opinion - Using common prefixes and root words to define unfamiliar words - Employing the active over the passive voice

Stage 2- Assessment Evidence

Unit Assessment	Other Evidence:
Critical Thinking Questions pgs. 229, 237, 247, 262, Comprehension: Key Ideas and Details Text Analysis: Craft and Structure Connections: Integration of Knowledge and Ideas Assessment of Skills Pgs 276-280: Reading Literature/ Informational Text Reading Functional Texts Writing and Language Conventions Constructed Response	Journal Writing: Do Nows and Exit Tickets Evidence of reading strategies use Practice with persuasive techniques Think Aloud for encountering new words Participation on Class Discussion on Big Questions

Stage 3- Learning Plan

Pre-Assessment

Learning Events	Progress-Monitoring
1. Read Pearson Text: "The Sun Parlor" pg 222, "Keep Memory Alive" pg 234, "The American Idea" pg 242 and "The Dog That Bit People" pg 257 2. Find three details from the text that support the main idea of each nonfiction selection 3. Make a chart for identifying rhetorical devices (pg 237) 4. Practice distinguishing fact from opinion (pg 244) 5. Make a chart to identify positions and supporting facts (pg 247) 6. Use three reading selections to respond to the big question about knowledge and its potential to change us 7. Find examples of hyperbole, understatement and satire in humorous writing 8. Practice language study through etymology (pg 264-265)	Practice Close Reading of an opening passage from each of the four selections Practice Comprehension, Text Analysis and Connections for four nonfiction selections in the unit
Technology Research: Declaration of Independence and American Revolution; Jewish Holocaust and Elie Wiesel PowerPoint slides on Close Reading Strategies, Memoir/Reflective Essay, Main Idea and Supporting Details, Rhetorical Devices, Grammar, Humorous Writing, Etymology	**Pacing Guide** 5 days

Title: Unit 6	Subject/Course: English 2
Topic: **The Language of Poetry** Grade: 10	Designer(s): Ledyard

Stage 1- Desired Results

PA Common Core Standards:
RL 1, RL 2, RL 4, RL 5
W 1, W 2, W 4, W 6, W 7, W 9, W 10
SL 6
L 1, L 4, L 5, L 6
Eligible Content: LF 1.2.3, 1.2.4, LF 2.1.1, 2.1.2, LF 2.2.1, 2.2.3, 2.2.4, LF 2.3.2, 2.3.4, 2.3.5, LF 2.4.1, LF 2.5.1, 2.5.2,

Transfer:

Students will be able to independently use their learning to interpret and analyze a wide variety of poetry.

Meaning:

Understandings: Students will understand…	**Essential Questions:**
- How to recognize the characteristics of poetry - How figurative language helps poets to express ideas - How authors use structure to affect the rhythm of a poem - How to read poems for multiple meanings (literal vs interpretive)	Does all communication serve a positive purpose? How are our lives enhanced by communication? How are we impacted by miscommunication? How can poets create sound effects?

Acquisition:

Students will know…	Students will be skilled at …
- That poetry combines structural elements and musical/emotional language - That poems should be read for multiple meanings - That there are various sound devices that poets employ (eg meter; alliteration) - That some poems contain meter while others do not (free verse) - That figurative language is used abundantly in poetry - That poetic meaning is influenced by voice, tone and language - That dashes show more emphatic pause than commas - That poetry uses form to express theme	- At using reading strategies specific to the genre of poetry - Using academic vocabulary related to communication - Identifying meter, rhyme scheme, and free verse - Finding examples of other sound devices used in poetry - Recognizing figures of speech and explaining their function in the poem - Identifying the speaker and the tone of a poem - Using commas and dashes correctly - Explaining theme and comparing themes in poems

Stage 2- Assessment Evidence	
Unit Assessment Critical Thinking Questions pgs. 375, 389, 401, 413, and 425 Comprehension: Key Ideas and Details Text Analysis: Craft and Structure Connections: Integration of Knowledge and Ideas Assessment of Skills Pgs 438- 443 Reading Literature Reading Informational Texts Writing and Language Conventions Constructed Response	**Other Evidence:** Journal Writing: Do Nows and Exit Tickets Evidence of Reading Strategies used for Poetry Genre Practice Annotation of Poems Think Aloud for Reading Model Poem Participation in Class Discussion of Big Question

Stage 3- Learning Plan	
Pre-Assessment	
Learning Events **1. Read Pearson Text: Reading Model "I Am Offering This Poem"** **And Independent Practice Poems pgs 346-353** **3. Cornell Note-taking for Elements of Poetry pg 356-359** **4. Close Reading Model pgs 360-361: Speaker and Fluency** **5. Read poems pgs 363- 374: Analyze and Interpet** **6. Practice Commas and Dashes pg 376** **7. Write a lyric poem, pg 377** **8. Cornell Notes on Poetic Forms 378-381** **9. Read poems pgs 383-424 and Do Theme Comparison** **10. Practice Words with Mult Meanings and Use of Context Clues**	**Progress-Monitoring** **Practice Close Reading of two model poems with annotations** **Practice Comprehension, Text Analysis and Connections for multiple poems in the unit**
Technology **Audio: Find songs matching subject and tone of poems, pg 362** **PowerPoint slides on Strategies for Reading Poetry, Speaker, Tone, Meter, Rhyme Scheme, Other Sound Devices, Literal Vs Interpretive Meaning,**	**Pacing Guide** **10 days**

Title: Unit 7	Subject/Course: English 2
Topic: Comparing Theme	Grade: 10 Designer(s): Ledyard

<table>
<tr><td colspan="2" align="center">Stage 1- Desired Results</td></tr>
<tr><td colspan="2">PA Common Core Standards:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 9
W 1, W 2, W 4, W 7, W 9
SL 1, SL 4
L 4, L 5, L 6
Eligible Content: LF 1.1.1, 1.1.2, 1.1.3, LF 1.3.1, 1.3.2, LF 2.1.1, 2.1.2, LF 2.2.3, LF 2.3.2, 2.3.4, 2.3.5, LF 2.4.1, LF 2.5.1</td></tr>
<tr><td colspan="2" align="center">Transfer:</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to identify common themes and explain these themes can reflect historical context.</td></tr>
<tr><td colspan="2" align="center">Meaning:</td></tr>
<tr>
<td>Understandings:
Students will understand…

- How to connect the historical context to an author's message
- How to recognize dramatic irony in literature
- How authors use word choice to influence a story's mood and tone</td>
<td>Essential Questions:

Does all communication serve a positive purpose?
How does the past communicate with the present?
What can we learn from civilizations of the past?
How are the values of the past preserved for the present?
What can the past teach us about responding to change?</td>
</tr>
<tr><td colspan="2" align="center">Acquisition:</td></tr>
<tr>
<td>Students will know…

- That dramatic irony is a literary device that can enhance our enjoyment of a story
- That themes often arise from a historical concern (eg the power of technology)
- That word choice, diction and repetition can be used to reveal a mood and tone
- That sensory details and sound devices can heighten a story's suspense
- That thematic connections can be made between texts
- That allusion is a literary device</td>
<td>Students will be skilled at …

- At recognizing examples of dramatic irony and explaining its effect on the reader
- Interpreting a story's theme and describing its historical context
- Identifying examples of sound devices (eg onomatopoeia) and describing their impact
- Finding examples of images that contribute to a mood and tone
- Comparing themes between two texts
- Explaining examples of allusion</td>
</tr>
</table>

Stage 2- Assessment Evidence

Unit Assessment

Critical Thinking Questions pgs. 468 and 478:
Comprehension
Language Study
Literary Analysis:
Key Ideas and Details
Craft and Structure
Connections: Integration of Knowledge and Ideas

Other Evidence:

Journal Writing: Do Nows and Exit Tickets
Evidence of Reading Strategies
Focus Passage Practice
Participation in Class Discussion of Big Question

Stage 3- Learning Plan

Pre-Assessment

Learning Events

1. Read Pearson Text: "By the Waters of Babylon" pg 456 and "There Will Come Soft Rains" pg 470
2. Understanding Allusion: Babylon (Judah)
3. Cornell Note-taking on Historical Context (The Atomic Age)
4. Focus Passages pgs 466 and 472
5. Objective Summaries of two stories
6. Analysis of word choice, dictions, repetition, imagery, onomatopoeia
7. Language Study: identifying shared root words
8. Conduct Research on the Atomic Bomb
9. Do Theme Comparison: Intertextuality
10. Watch film "The Day After" and make thematic connections

Progress-Monitoring

Practice Close Reading of the two stories
Model and Practice Discussion of Big Questions
Make connections to current events (eg Iran Arms Deal; anniversary of Hiroshima)

Technology

Film: "The Day After" and BBC special on anniversary of Hiroshima
PowerPoint slides on Mood and Tone, Dramatic Irony; Allusion; Onomatopoeia, Imagery; Theme; Author Background; Historical Context (the Atomic Age)
Research on the Atomic Bomb

Pacing Guide

5 days

Title: Unit 8	Subject/Course: English 2

Topic: Genre of Drama: *Tragedy of JuliusCaesar* and *Antigone*	Grade: 10	Designer(s): Ledyard

Stage 1- Desired Results

PA Common Core Standards:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RL 10
W 1, W 3, W 4, W 6, W7, W 9
SL 1 , SL 4
L 1
Eligible Content: LF 1.1.1, , 1.1.2, 1.1.3, LF 1.1.1, 1.2.2, 1.2.3, 1.2.4, LF 1.3.1, 1.3.2, LF 2.1.1, 2.1.2, LF 2.2.1, 2.2.4, LF 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, LF 2.4.1, LF 2.5.1, 2.5.3

Transfer:

Students will be able to independently use their learning to explain the elements of the drama genre and to identify and to connect characters and conflicts to their historical context.

Meaning:

Understandings: Students will understand…	Essential Questions:
 - How to connect the historical context to a play's plot, characters, conflicts and themes - How to recognize dramatic irony in literature - How to recognize the features of the drama genre, such as stage directions and dramatic speech - How to identify conflicts and analyze their impact relation to other elements of the drama	 To what extent does experience determine what we perceive? What kinds of experiences shape our perceptions? How are assumptions related to attitudes? How can we better understand another's point of view?

Acquisition:

Students will know…	Students will be skilled at …
 - That foreshadowing can be used to heighten suspense in the story/ play - That dramatic irony is a literary device that can enhance our enjoyment of a story - That themes often arise from a historical concern (eg the Roman Republic) - That imagery is used to create mood - That there are different kinds of conflicts that influence plot, character and themes - That Shakespeare wrote much of his works in Blank Verse - That Shakespeare often used inversion- a reverse order of syntax	 - Recognizing foreshadowing and describing its analyzing its effect - At recognizing examples of dramatic irony and explaining its effect on the reader - Interpreting a story's theme and describing its historical context - Finding images that contribute to a mood - Identifying the kinds of conflicts in drama and how they drive characters and events - Recognizing Blank Verse versus prose; defining iambic pentameter - Finding examples of inversion and paraphrasing the text based on re-ordering of syntax

Stage 2- Assessment Evidence	
Unit Assessment Critical Thinking Questions pgs. 529, 567, 591, 617, 637, including: Literary Analysis Key Ideas and Details Craft and Structure Connections: Integration of Knowledge and Ideas Assessment: Skills pg 678-682	**Other Evidence:** Journal Writing: Do Nows and Exit Tickets Evidence of Reading Strategies Focus Passage Practice Participation in Class Discussion of Big Question

Stage 3- Learning Plan
Pre-Assessment

Learning Events	Progress-Monitoring
1. Read Pearson Text: excerpt from *A Doll House* and *An Enemy of the People* pgs 519-528 **2. Cornell Note-taking on Understanding the Elements of Drama and Analyzing Complex Characters pgs 532-535** **3. Cornell Note-taking on Preparing to Read *Julius Caesar* pgs 436-545** **4. Use Text Aids, Define Tragedy and Tragic Flaw, Identification of Characters and Role Assignment: Read Act 1 (May begin using *Julius Caesar* Parallel text for understanding)** **5. Practice Paraphrasing, Recognize Blank Verse: Read Act 2** **6. Analysis Imagery, Understand Dramatic Speeches: Read Act 3** **7. Making Inferences, Identifying Kinds of Conflicts: Read Act 4** **8. Compare and Contrast, Tragic Hero: Read Act 5** **9. Language Study: suffix ile, prefix en, roots spect, sum** **10. Watch film *Julius Caesar* to understand historical context** **11. Read Antigone pg 687-724: Find Tragic Flaws for two characters**	**Practice Close Reading of drama: 2 Ibsen excerpts and scene from Act 1 of *Julius Caesar*** **Model and Practice Discussion of Big Questions** **Identify Key Events and Details in the play (summarize each of the 5 acts)**
Technology **Film: *Julius Caesar*** **PowerPoint slides on Elements of Drama; Shakespeare's Life, Times and Work (include video) Shakespeare's Tragedies and Tragic Hero and Flaw, Blank Verse, Imagery, Mood and Foreshadowing, Dramatic Irony, External and Internal Conflicts, Types of Dramatic Speeches**	**Pacing Guide** **5 weeks**

Title: Unit 9	Subject/Course: English 2

Topic: Standard Novel Unit Use <u>To Kill A Mockingbird</u>, <u>Purple Hibiscus</u>, <u>Flowers for Algernon</u>, Other Grade: 10 Designer(s): Ledyard

<table>
<tr><td colspan="2" align="center">Stage 1- Desired Results</td></tr>
<tr><td colspan="2">
PA Common Core Standards:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 9, RL 10
W 1, W 2, W 4, W 5, W6, 7, W 9
SL 1, SL 4, SL 6
L 1, L 2, L 3, L 4, L 5, L 6
Eligible Content: LF 1.1.1, 1.1.2, 1.1.3, LF 1.2.3, LF 1.3.1, 1.3.2, LF 2.1.1, 2.1.2, LF 2.2.3, LF 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, LF 2.4.1, LF 2.5.1
</td></tr>
<tr><td colspan="2" align="center">Transfer:</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to identify and analyze the central characters, conflicts and themes in a novel of cultural and historical significance.</td></tr>
<tr><td colspan="2" align="center">Meaning:</td></tr>
<tr>
<td>Understandings:
Students will understand…

How to connect historical context to theme and other elements of the story
How to compare theme across cultures and times
How to trace an author's development of primary characters
How authors use literary devices to influence a story's mood, tone and message

</td>
<td>Essential Questions:
What can the novel teach us about a society's concerns and values?
How does a setting impact other story elements?
Can we find universal themes among a variety of novels?
What kinds of experiences lead to character development in a Coming of Age story??
How do authors use their craft to strengthen their work and its meaning?
</td>
</tr>
<tr><td colspan="2" align="center">Acquisition:</td></tr>
<tr>
<td>Students will know…

That themes may arise from historical context but are often universal
That word choice, diction and other sound devices can be used to reveal a mood and tone
That figurative language, symbolism and imagery can strengthen an author's message
That elements of fiction, such as setting and conflict and plot, influence each other
That point of view shapes the reader's experience
That ways of showing and developing character are both direct and indirect
That authors make choices about structure that reinforce their purposes

</td>
<td>Students will be skilled at …

Interpreting a story's theme, placing it in historical context, and finding similar themes in from previously read works
Identifying examples of word choice or diction that influence mood and tone
Finding examples of effective figurative language or other literary devices
Explaining the point of view and how that perspective affects our understanding of events
Finding character traits as they are revealed through direct and indirect means
Recognizing the ways that an author structures the novel and analyzing that effect on storytelling

</td>
</tr>
</table>

Stage 2- Assessment Evidence

Unit Assessment	Other Evidence:
Critical Thinking Chapter Questions Character Trait and Development Charts Literary Analysis: Use of Text Evidence Multiple Choice Quizzes of Key Events and Details	Journal Writing: Do Nows and Exit Tickets Evidence of Close Reading Strategies Plot and Character ID and Trait Charts Think Aloud Practice with select passages Participation in Class Discussion of Big Questions

Stage 3- Learning Plan

Pre-Assessment

Learning Events	Progress-Monitoring
1. Researching Setting= Establishing the Historical/ Social Context **2. Novel Overview and Pre-Reading Activities (Anticipatory Guide)** **3. Character ID and Trait Chart: Find examples of characterization** **4. Key Terms, Vocabulary, and use of context for new words** **5. Figurative Language id/analysis: simile, metaphor, personification** **6. Writing Objective Summaries for key chapters or sections of text** **7. Write a Letter to a character: compare/contrast experiences/values (practice and emphasis on punctuation, conventions, sentence variety)** **8. Make a Timeline for important events in the main character's life** **9. Interview a Character: Write questions and answers; refer to text** **10. Analyze the primary symbol and trace its use in the novel** **11. Write an extension to the story that involves all primary characters** **11. Write an essay that explores the novel as a Coming of Age**	**Practice Close Reading of passages of the novel** **Model and Practice Discussion of Big Questions that accompany the novel** **Make connections to previously read works as well as current events**
Technology **Research: Author Background and Historical Context of the Novel PowerPoint slides on Genre of Coming of Age, Key Literary Terms, e.g. Symbolism, Style and Structure of the Novel, Point of View and Primary Characters and methods of Characterization.**	**Pacing Guide** **5 weeks**