

Huntsville City Schools

Pacing Guide 2017-2018

Course English Grade 10

First Nine Weeks

Warriors Don't Cry

American Beginnings: Native American Origin Stories

American Beginnings: Spanish Heritage

American Beginnings: The Puritans

Writing: Narrative, Beginning Analysis

Grammar: Phrases

Second Nine Weeks

A Nation is Born: Voices of the Revolution

A Nation is Born: Founding Documents

Ancient Revolution: *Julius Caesar*

Writing: Analysis

Third Nine Weeks

The American Imagination: Storytellers

The American Imagination: The Novel

The American Imagination: Research

Writing: Research

Fourth Nine Weeks

Advanced

American Masters

A Nation Divided: Civil War

New Frontiers: Mark Twain

English 10

The American Imagination: Poetry

A Nation Divided: Civil War

New Frontiers: Mark Twain

Required: Alabama Technology Course of Study Standards

<http://alex.state.al.us/standardAll.php?grade=9&subject=TC2&summary=2>

Huntsville City Schools
Pacing Guide 2017-2018
Course English Grade 10
First Nine Weeks

Texts

Warriors Don't Cry

American Beginnings: Native American Origin Stories:

Fiction: "Earth on Turtle's Back," "When Gazelles Walked...," "Navajo Origin Legend"

Nonfiction: "Museum Indians" and "Iroquois Constitution"

Writing Focus: Narrative

[Shared Assessment: New origin story]

American Beginnings: Spanish Heritage

Nonfiction: Journey p. 48, Straw p. 158

[Shared Assessment: Straw Into Gold: The Metamorphosis of the Everyday]

American Beginnings: The Puritans

Fiction: "The Minister's Black Veil"

Nonfiction: "To My Dear" p. 75; "The Tenth Muse" p. 78, "Sinners...God" p. 85

[Shared Assessment Advanced: "Sinners...God"

Shared Assessment Both: "The Minister's Black Veil"]

Writing Focus: Analytical Writing [Short]

Standard	Resources	
<p>RL 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>PH Lit Resource: American Beginnings: Native American Origin Stories: Fiction: "Earth on Turtle's Back," "When Gazelles Walked...," "Navajo Origin Legend" A+ Lessons:</p>	

	<ul style="list-style-type: none"> - Washington Crossing the Delaware - "The Author to Her Book" - Warriors Don't Cry Passage Annotation and Character Study of Melba <p>LTF Lesson:</p> <ul style="list-style-type: none"> - Edna's Ruthie Characterization- "The First Day" Characterization 	
RL 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>PH Lit Resource:</p> <p>American Beginnings: Native American Origin Stories:</p> <p>Fiction: "Earth on Turtle's Back," "When Gazelles Walked...," "Navajo Origin Legend"</p>	
RL 10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>PH Lit Resources:</p> <ul style="list-style-type: none"> - Straw Into Gold: The Metamorphosis of the Everyday PH Lit Resource <p>A+ Lessons:</p> <ul style="list-style-type: none"> - Warriors Don't Cry Passage Annotation and Character Study of Melba <p>LTF Lessons:</p> <ul style="list-style-type: none"> - Edna's Ruthie Characterization - "The First Day" Characterization 	
RL 10.4 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.	<p>PH Lit Resources:</p> <p>"The Minister's Black Veil"</p> <p>A+ Lessons:</p> <ul style="list-style-type: none"> - Analyzing Washington Crossing the Delaware - "Sinners in the Hands of an Angry God" 	
RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p>A+ Lessons:</p> <ul style="list-style-type: none"> - <i>Warriors Don't Cry</i> Dialectical Journal - "Sinners in the Hands of an Angry God" 	
RL 10.6 Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide range of American literature.	<p>PH Lit Resources:</p> <p>American Beginnings: Native American Origin Stories:</p> <p>Fiction: "Earth on Turtle's Back," "When Gazelles Walked...," "Navajo Origin Legend"</p> <p>A+ Lessons:</p>	

	- Analyzing Washington Crossing the Delaware	
RL 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden's "Musee des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>)	A+ Lessons: - Analyzing Washington Crossing the Delaware	
RL 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues).	A+ Lessons: - <i>Warriors Don't Cry</i> Dialectical Journal - "Sinners in the Hands of an Angry God"	
RI 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	PH Lit Resources: "Museum Indians" and "Iroquois Constitution" <i>Warriors Don't Cry</i> A+ Lessons: - General History of Virginia: Annotation and Author's Purpose - <i>Warriors Don't Cry</i> Dialectical Journal - Declaration of Independence (1390L) - Abigail Adams Letter to Her Son	
RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	A+ Lessons: - General History of Virginia: Annotation and Author's Purpose - <i>Warriors Don't Cry</i> Dialectical Journal LTF Lessons: - Analyzing Rhetorical Devices in The Oz Diet	
RI 10.3 Analyze how the author unfolds 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.	A+ Lessons: - General History of Virginia: Annotation and Author's Purpose - Declaration of Independence (1390L) LTF Lessons: - Analyzing Rhetorical Devices in The Oz Diet	
RI 10.4 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 (e.g., how the language of court differs from that of a newspaper).	PH Lit Resources: - "Sinners in the Hands of an Angry God" A+ Lessons: - General History of Virginia: Annotation and Author's Purpose LTF Lessons:	

	<ul style="list-style-type: none"> - Annotation and Author's Purpose "Riding is an Exercise of the Mind" - Rhetorical Analysis and Persuasion: Columbus's Letter on the Fourth Voyage 	
RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>PH Lit Resources:</p> <ul style="list-style-type: none"> - "Museum Indians" <p>A+ Lessons:</p> <ul style="list-style-type: none"> - "Sinners in the Hands of an Angry God" <p>LTF Lessons:</p> <ul style="list-style-type: none"> - Analyzing Rhetorical Devices in The Oz Diet 	
RI 10.6 Determine the author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>PH Lit Resources:</p> <ul style="list-style-type: none"> - "Museum Indians" <p>A+ Lessons:</p> <ul style="list-style-type: none"> - "Sinners in the Hands of an Angry God" <p>LTF Lessons:</p> <ul style="list-style-type: none"> - Analyzing Rhetorical Devices in The Oz Diet - Rhetorical Analysis and Persuasion: Columbus's Letter on the Fourth Voyage 	
RI 10.7 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.	<p>A+ Lessons:</p> <ul style="list-style-type: none"> - Analyzing Washington Crossing the Delaware 	
RI 10.8 Delineate and evaluate the argument specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>LTF Lessons:</p> <ul style="list-style-type: none"> - Rhetorical Analysis and Persuasion: Columbus's Letter on the Fourth Voyage - Analyzing Rhetorical Appeals in Lyndon B. Johnson's "The American Promise" - Analyzing Rhetorical Devices in The Oz Diet 	
RI 10.9 Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	<p>A+ Lessons:</p>	
RI 11.9 Analyze seventeenth, eighteenth, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and	<p>A+ Lessons:</p> <ul style="list-style-type: none"> - General History of Virginia: Annotation and Author's Purpose 	

<p>Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>		
<p>W 10.3a-e Write narratives to develop real or imagined experiences or events using chosen details, and well-structured event sequences.</p>	<p>Narratives: Native American Origin Stories</p>	
<p>L 10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>c. Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning.</p>	<p>ALEX Lesson Plans: http://alex.state.al.us/plans2.php?std_id=55690</p>	

Huntsville City Schools
Pacing Guide 2017-2018
Course English Grade 10
Second Nine Weeks

Texts

A Nation is Born: Voices of the Revolution (Reading for Information; Speaking and Listening)

Nonfiction: Lincoln's "First Inaugural Address"

"Speech at the Virginia Convention" p. 100

"Speech at the Convention" p. 105

"To His Excellency, George Washington" p. 124

[Shared Assessment: "To His Excellency..."]

A Nation is Born: Founding Documents (Reading for Information)

Nonfiction: The Declaration of Independence p.112

From *The American Crisis* p.116

Letters p. 180,182

[Shared Assessment: Declaration and *American Crisis*]

Ancient Revolution: *Julius Caesar* (Reading Literature; Speaking and Listening)

Fiction: [Shared Assessment: Antony's Speech]

Writing Focus: Analytical Writing [Extending Length]

Standard	Resources	Approximate Pacing Number of Days
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]</p>	<p><u><i>Julius Caesar</i></u></p> <p><u>A+ College Lessons:</u></p> <p><u>LTF Additional Resources/Honors:</u> - The Shipping News: Characterization of a Protagonist LTF Lesson</p>	

<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>PH Lit:</u></p> <p><u>LTF Additional Resources/Honors:</u></p> <ul style="list-style-type: none"> - Analyzing a Visual Text—<i>The Fall of Icarus</i> - Annotations and Author’s Purpose: “Riding is an Exercise of the Mind” 	
<p>RL.9-10.3 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.</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - <i>Julius Caesar</i> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Multiple Choice Group Activities from LTF - Literary Analysis <i>Julius Caesar</i> Act 1 LTF Lesson - The Shipping News: Characterization of a Protagonist LTF Lesson 	
<p>RL.9-10.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - <i>Julius Caesar</i> <p><u>A+ College Lessons:</u></p> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Literary Analysis <i>Julius Caesar</i> Act 1 LTF Lesson - Vocabulary Lesson- <i>Julius Caesar</i> - The Shipping News: Characterization of a Protagonist LTF Lesson - Figurative Language as Persuasion Lesson 	
<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - “To His Excellency, George Washington” - <i>Julius Caesar</i> 	
<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>		
<p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> <i>Julius Caesar</i> 	

<p>topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues).</p>	<p><u>LTF Additional Resources/Honors:</u></p>	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - Lincoln’s “First Inaugural Address” - Lincoln’s “Gettysburg Address” (1490) - Benjamin Franklin’s “Speech in the Convention” - Patrick Henry’s “Speech in the Virginia Convention” <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Analyzing an Argument with Lincoln’s First Inaugural Address - Analyzing Ethical Appeal in Primary Sources with Alabama Clergymen’s Letter to MLK Jr. - Analyzing Rhetorical Appeals in Lyndon B. Johnson’s “The American Progress” 	
<p>RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - Lincoln’s “First Inaugural Address” - Lincoln’s “Gettysburg Address” - Benjamin Franklin’s “Speech in the Convention” - Patrick Henry’s “Speech in the Virginia Convention” - Brutus’ speech in <i>Julius Cesar</i> - Marc Antony’s speech in <i>Julius Caesar</i> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Analyzing An Argument with Lincoln’s First Inaugural Address - Analyzing Ethical Appeal in Primary Sources with Alabama Clergymen’s Letter to MLK Jr. - Analyzing Rhetorical Appeals in Lyndon B. Johnson’s “The American Progress” 	
<p>RI 10.3 Analyze how the author unfolds 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.</p>	<p><u>PH Lit:</u></p> <p><u>LTF Additional Resources/Honors:</u></p> <ul style="list-style-type: none"> - General History of Virginia: Annotation and Author’s Purpose lesson 	
<p>RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<p><u>PH Lit:</u></p> <p><u>A+ College Lessons:</u></p> <ul style="list-style-type: none"> - Benjamin Franklin’s “Speech in the Convention” 	

<p>meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of court differs from that of a newspaper).</p>	<p>- Patrick Henry's "Speech in the Virginia Convention"</p> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Literary Analysis Julius Caesar Act 1 LTF Lesson - Vocabulary Lesson- <i>Julius Caesar</i> - The Shipping News: Characterization of a Protagonist LTF Lesson - Figurative Language as Persuasion Lesson 	
<p>RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><u>PH Lit:</u> From <i>The American Crisis</i> p.116</p> <p><u>LTF Additional Resources/Honors:</u></p>	
<p>RI 10.6 Determine the author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><u>PH Lit:</u> From <i>The American Crisis</i> p.116</p> <p><u>LTF Additional Resources/Honors:</u></p>	
<p>RI 10.7 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.</p>	<p><u>PH Lit:</u> From <i>The American Crisis</i> p.116</p> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Extension activity with Recognizing Images as Visual Texts: Close Reading Skills and Critical Responses - Using Parts of Speech to Analyze a Visual Text - Spielberg's <i>Lincoln</i> Film 	
<p>RI 10.8 Delineate and evaluate the argument specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><u>PH Lit:</u></p> <ul style="list-style-type: none"> - Lincoln's "First Inaugural Address" - Lincoln's "Gettysburg Address" - Benjamin Franklin's "Speech in the Convention" - Henry's "Speech in the Virginia Convention" <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Analyzing An Argument with Lincoln's First Inaugural Address - Analyzing Ethical Appeal in Primary Sources with Alabama Clergymen's Letter to MLK Jr. - Analyzing Rhetorical Appeals in Lyndon B. Johnson's "The American Progress" 	

	- LTF Lesson Patrick Henry's "Speech in the Virginia Convention"	
RI 10.9 Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	PH Lit: From <i>The American Crisis</i> p.116 LTF Additional Resources/Honors:	
RI 11.9 Analyze seventeenth, eighteenth, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	PH Lit: - "The Gettysburg Address" <u>LTF Additional Resources/Honors:</u>	
L 10. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 10 reading and content, choosing flexibly from a range of strategies.	<u>ALEX Lesson Plans:</u> http://alex.state.al.us/plans2.php?std_id=55702	
L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>ALEX Lesson Plans:</u> http://alex.state.al.us/plans2.php?std_id=55707	
L 10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<u>ALEX Lesson Plans:</u> http://alex.state.al.us/plans2.php?std_id=55710	
W. 10.1a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Analytical writing focus	
W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Analytical writing focus	

<p>W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.)</p>	<p>Analytical writing focus</p>	
<p>W 10.6 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.</p>	<p>Analytical writing focus</p>	
<p>W 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Analytical writing focus</p>	
<p>W 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Analytical writing focus</p>	
<p>W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Analytical writing focus</p>	
<p>W 10.10 Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p>	<p>Analytical writing focus</p>	

Huntsville City Schools
Pacing Guide 2016 - 2017
Course English Grade 10
Third Nine Weeks

Texts

The American Imagination: Storytellers (Reading Literature)

Fiction: "The Devil and Tom Walker" p. 228

"The Fall of the House of Usher" p. 288

"Where is Here" p. 324

"The Raven" p. 312

[Shared Assessment: "The Fall of the House of Usher" and "Where is Here?"]

The American Imagination: The Novel (Reading Literature)

Fiction: *The Scarlet Letter*

From *Moby Dick* p. 334?

[Shared Assessment: Chapter One of *The Scarlet Letter*

The American Imagination: Research (Writing Exposition)

Writing Focus: Informational/Expository

Standard	Resources	Approximate Pacing Number of Days
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]</p>	<p>PH Lit: Fiction: "The Devil and Tom Walker" p. 228 "The Fall of the House of Usher" p. 288 "Where is Here" p. 324 "The Raven" p. 312</p>	

	<p><u>A+ College Lessons:</u> <u>The Scarlet Letter</u></p> <p><u>LTF Additional Resources/Honors:</u> - The Shipping News: Characterization of a Protagonist LTF Lesson</p>	
<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>PH Lit:</u> Fiction: "The Devil and Tom Walker" p. 228 "The Fall of the House of Usher" p. 288 "Where is Here" p. 324 "The Raven" p. 312</p> <p><u>LTF Additional Resources/Honors:</u> - Analyzing a Visual Text—<i>The Fall of Icarus</i> - Annotations and Author's Purpose: "Riding is an Exercise of the Mind"</p>	
<p>RL.9-10.3 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.</p>	<p><u>PH Lit:</u> Fiction: "The Devil and Tom Walker" p. 228 "The Fall of the House of Usher" p. 288 "Where is Here" p. 324 "The Raven" p. 312</p> <p><u>LTF Additional Resources/ Honors:</u> - Multiple Choice Group Activities from LTF - Literary Analysis <i>Julius Caesar</i> Act 1 LTF Lesson - The Shipping News: Characterization of a Protagonist LTF Lesson</p>	
<p>RL.9-10.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p><u>PH Lit:</u> Fiction: "The Devil and Tom Walker" p. 228 "The Fall of the House of Usher" p. 288 "Where is Here" p. 324 "The Raven" p. 312</p> <p><u>A+ College Lessons:</u> - Hughes's "Mother to Son" - Brooks' "We Real Cool" - "Booker T. and W.E.B."</p> <p><u>LTF Additional Resources/ Honors:</u> - Literary Analysis <i>Julius Caesar</i> Act 1 LTF Lesson - Vocabulary Lesson- Julius Caesar</p>	

	<ul style="list-style-type: none"> - The Shipping News: Characterization of a Protagonist LTF Lesson - Figurative Language as Persuasion Lesson 	
<p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><u>PH Lit:</u> Fiction: "The Devil and Tom Walker" p. 228 "The Fall of the House of Usher" p. 288 "Where is Here" p. 324 "The Raven" p. 312</p> <p><u>A+ College Lessons:</u> <ul style="list-style-type: none"> - Hughes's "Mother to Son" - Brooks' "We Real Cool" - Booker T. and W.E.B. </p> <p><u>LTF Additional Resources/ Honors:</u> <ul style="list-style-type: none"> - Activity for "Booker T. and W.E.B." </p>	
<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p><u>PH Lit:</u></p> <p><u>LTF Additional Resources/ Honors:</u> <ul style="list-style-type: none"> - Extension activity with Recognizing Images as Visual Texts: Close Reading Skills and Critical Responses - Using Parts of Speech to Analyze a Visual Text </p>	
<p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues).</p>	<p><u>PH Lit:</u> "Fiction: "The Devil and Tom Walker" p. 228</p> <p><u>LTF Additional Resources/Honors:</u></p>	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>"Self Reliance" by Ralph Waldo Emerson</p> <p><u>LTF Additional Resources/ Honors:</u> <ul style="list-style-type: none"> - Syntax Exercises using "Self Reliance" by Ralph Waldo Emerson </p>	
<p>RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined</p>	<p>"Self Reliance" by Ralph Waldo Emerson</p> <p><u>LTF Additional Resources/ Honors:</u></p>	

<p>by specific details; provide an objective summary of the text.</p>	<p>- Syntax Exercises using "Self Reliance" by Ralph Waldo Emerson</p>	
<p>RI 10.4 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 (e.g., how the language of court differs from that of a newspaper).</p>	<p>"Self Reliance" by Ralph Waldo Emerson</p> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Syntax Exercises using "Self Reliance" by Ralph Waldo Emerson - Figurative Language as Persuasion Lesson 	
<p>RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>"Self Reliance" by Ralph Waldo Emerson</p> <p><u>LTF Additional Resources/ Honors:</u></p> <ul style="list-style-type: none"> - Syntax Exercises using "Self Reliance" by Ralph Waldo Emerson 	

Huntsville City Schools
Pacing Guide 2016 - 2017
Course English Grade 10
Fourth Nine Weeks

Texts

The American Imagination: Poetry

Writings of Emily Dickinson p. 406

Writings of Walt Whitman p. 422

"Hiawatha" and "Tide" p. 257

A Nation Divided: Civil War

Fiction: "An Occurrence at Owl Creek Bridge"

African-American Spirituals

Nonfiction:

Narrative of the Life of Frederick Douglass OR

"From Bondage to Freedom" p. 429

"What to the Slave is the 4th of July?" p. 97

"The Gettysburg Address" p. 538

Sojourner Truth p. 550

Advanced A+ Analyzing Rhetorical Appeals in Lyndon B. Johnson's "The American Promise"

Writing Focus: Persuasion

New Frontiers: Mark Twain

Fiction: "The Jumping...County" p. 576

Nonfiction: "Life on the Mississippi" p. 570

"How to Tell a Story"

Standard	Resources	Approximate Pacing Number of Days
RL 10.1 Cite strong and thorough textual evidence to support analysis of	<u>PH Lit Resource:</u> Writings of Emily Dickinson p. 406	

<p>what the text says explicitly as well as inferences drawn from the text.</p>	<p>Writings of Walt Whitman p. 422 "Hiawatha" and "Tide" p. 257 : "An Occurrence at Owl Creek Bridge" African-American Spirituals Fiction: "The Jumping...County" p. 576 <u>LTF Additional Resources/ Honors:</u> - Satire A+ Lesson - "War is Kind" A+ Lesson - LTF multiple choice supplements - "The Great Imagination Heist" LTF lesson - "Lives of a Cell" LTF Lesson</p>	
<p>RL 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>H Lit Resource:</u> Writings of Emily Dickinson p. 406 Writings of Walt Whitman p. 422 "Hiawatha" and "Tide" p. 257 : "An Occurrence at Owl Creek Bridge" African-American Spirituals Fiction: "The Jumping...County" p. 576</p>	
<p>RL 10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><u>H Lit Resource:</u> Writings of Emily Dickinson p. 406 Writings of Walt Whitman p. 422 "Hiawatha" and "Tide" p. 257 : "An Occurrence at Owl Creek Bridge" African-American Spirituals Fiction: "The Jumping...County" p. 576</p>	
<p>RL 10.4 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.</p>	<p><u>H Lit Resource:</u> Writings of Emily Dickinson p. 406 Writings of Walt Whitman p. 422 "Hiawatha" and "Tide" p. 257 : "An Occurrence at Owl Creek Bridge" African-American Spirituals Fiction: "The Jumping...County" p. 576</p>	
<p>RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,</p>	<p><u>PH Lit Resources:</u> <u>H Lit Resource:</u></p>	

<p>parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>Writings of Emily Dickinson p. 406 Writings of Walt Whitman p. 422 “Hiawatha” and “Tide” p. 257 : “An Occurrence at Owl Creek Bridge” African-American Spirituals Fiction: “The Jumping...County” p. 576</p>	
<p>RL 10.6 Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide range of American literature.</p>	<p><u>H Lit Resource:</u> Writings of Emily Dickinson p. 406 Writings of Walt Whitman p. 422 “Hiawatha” and “Tide” p. 257 : “An Occurrence at Owl Creek Bridge” African-American Spirituals Fiction: “The Jumping...County” p. 576</p>	
<p>RL 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>)</p>		
<p>RL 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues).</p>		
<p>RI 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>PH Lit Resources:</u> “From Bondage to Freedom” p. 429 <i>Narrative of the Life of Frederick Douglass</i> “‘What to the Slave is the 4th of July?’” p. 97 “The Gettysburg Address” p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/ Honors:</u> - Repetition in <i>The Narrative of the Life of Frederick Douglass</i> LTF Lesson</p>	

	- Characterization and Nonfiction: Sojourner Truth <i>Ain't I a Woman?</i> (1130L)	
RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i> "What to the Slave is the 4 th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/ Honors:</u> - Repetition in The Narrative of the Life of Frederick Douglass LTF Lesson	
RI 10.3 Analyze how the author unfolds 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.	<u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i> "What to the Slave is the 4 th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/ Honors:</u> - Repetition in <i>The Narrative of the Life of Frederick Douglass</i> LTF Lesson - "The Great Imagination Heist" LTF Lesson	
RI 10.4 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 (e.g., how the language of court differs from that of a newspaper).	<u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i> "What to the Slave is the 4 th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/ Honors:</u> - Repetition in <i>The Narrative of the Life of Frederick Douglass</i> LTF Lesson - "The Great Imagination Heist" LTF Lesson	
RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<u>PH Lit Resources:</u> - <i>The Life and times of the Thunderbolt Kid: A Memoir</i> - Robert E. Lee Letter to His Son <u>LTF Additional Resources/ Honors:</u> - "The Great Imagination Heist" LTF Lesson Characterization and Nonfiction: Sojourner Truth <i>Ain't I a Woman?</i> (1130L)	
RI 10.6 Determine the author's point of view or purpose in a text and	<u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i>	

<p>analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>"What to the Slave is the 4th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/ Honors:</u> - Repetition in <i>The Narrative of the Life of Frederick Douglass</i> LTF Lesson - "The Great Imagination Heist" LTF Lesson - Characterization and Nonfiction: Sojourner Truth <i>Ain't I a Woman?</i> (1130L)</p>	
<p>RI 10.7 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.</p>	<p><u>PH Lit Resources:</u> <i>The Abolitionist</i> with <i>The Narrative of the Life of Frederick Douglass</i></p>	
<p>RI 10.8 Delineate and evaluate the argument specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><u>LTF Additional Resources/ Honors:</u> - "The Great Imagination Heist" LTF Lesson - I Will Fight No More Forever - from the <i>Iroquois Constitution</i> - Characterization and Nonfiction: Sojourner Truth <i>Ain't I a Woman?</i> (1130L)</p>	
<p>RI 10.9 Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.</p>	<p><u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i> "What to the Slave is the 4th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/Honors:</u> - <i>The Bill of Rights</i> - <i>Washington's Farewell Address</i></p>	
<p>RI 11.9 Analyze seventeenth, eighteenth, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p><u>PH Lit Resources:</u> "From Bondage to Freedom" p. 429 <i>Narrative of the Life of Frederick Douglass</i> "What to the Slave is the 4th of July?" p. 97 "The Gettysburg Address" p. 538 Sojourner Truth p. 550 <u>LTF Additional Resources/Honors:</u> - The Bill of Rights - Washington's Farewell Address</p>	

<p>L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><u>ALEX Lesson Plans:</u> <u>http://alex.state.al.us/all.php?std_id=55702#.VzEYDYOrLIU</u></p>	
<p>L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><u>ALEX Lesson Plans:</u> <u>http://alex.state.al.us/all.php?std_id=55707#.VzEX2IOrLIU</u></p>	

<p>b. Analyze nuances in the meaning of words with similar denotations.</p>		
<p>L 10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>ALEX Lesson Plans:</u> <u>http://alex.state.al.us/all.php?std_id=55710#.VzEX-oQrLIU</u></p>	
<p>W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)</p>		
<p>W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.)</p>		
<p>W 10.6 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.</p>		
<p>W. 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-</p>		

<p>generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
<p>W. 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>		
<p>W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>W 10.10 Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p>		