

## Quarter 1

### Unit One: Inside the Nightmare

#### Unit Goals-

- Evaluate written narratives by analyzing how authors introduce and develop the events in their writing. 9-10.RL.CS.5
- Expand Knowledge and use of academic and thematic vocabulary. 9-10.RL.CS.4
- Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit. 9-10.W.TTP.2
- Conduct research projects of various lengths to explore a topic and clarify meaning, 9-10.W.RBPK.7
- Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations. 9- 10.L.VAU.5, 5.b
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

#### Standards Covered-

##### *Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.5,  
9-10.RL.CS.6,  
9-10.RL.IKI.9-10  
9-10.RL.KID.1,  
9-10.RL.KID.2,  
9-10.RL.KID.3,

##### *Reading Informational Text*

9-10.RI.CS.5,  
9-10.RI.CS.4  
9-10.RI.KID.3,  
9-10.RI.IKI.9-10

##### *Speaking & Listening*

9-10.SL.CC.1,  
9-10.SL.CC.2,  
9-10.SL.PKI.4,  
9-10.SL.PKI.5  
9-10.SL.PKI.6

##### *Language*

9-10.L.CSE.1, 1.b,  
9-10.L.VAU.4,  
9-10.L.VAU.4.a,  
9-10.L.VAU.4.b,  
9-10.L.VAU.5,  
9-10.L.VAU.5.b,  
9-10.L.VAU.6

##### *Writing*

9-10.W.PDW.5,  
9-10.W.PDW.6,  
9-10.W.RBPK.7  
9-10.W.RBPK.9  
9-10.W.TTP.2,  
9-10.W.TTP.3,  
9-10.W.TTP.3.b,

#### Literature Text-

“The Fall of the House of Usher”

“House Taken Over”

from “How to Tell You’re Reading a Gothic Novel- In Pictures”

“Where Is Here?”

from “The Dream Collector”

“Why Do Some Brains Enjoy Fear?”

“beware: do not read this poem”

“The Raven”

*The Haunting of Hill House*

**In addition to thos listed above, Advanced classes will use the following:**

*Lord of the Flies, 7 Habits of Highly Effective Teens*

10th Grade English/Language Arts Pacing Guide  
Pearson My Perspectives Textbook

## Quarter 2

### Unit Two: Outsiders and Outcasts

#### Unit Goals-

- Evaluate written arguments by analyzing how authors state and support their claims. 9-10.RI.IKI.8
- Expand Knowledge and use of academic and thematic vocabulary. 9-10.RI.CS.4
- Write an Argumentative essay in which you effectively incorporate the key elements of an argument 9-10.W.TTP.1
- Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7
- Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.9-10.L.CSE.1.b
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

#### Standard Covered-

##### *Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.5,  
9-10.RL.IKI.9,  
9-10.RL.KID.2,

##### *Reading Informational Text*

9-10.RI.CS.5,  
9-10.RI.IKI.8  
9-10.RI.IKI.9  
9-10.RI.KID.1,

##### *Speaking & Listening*

9-10.L.VAU.4,  
9-10.SL.CC.1,  
9-10.SL.CC.3,  
9-10.SL.PKI.4,  
9-10.SL.PKI.4.b,  
9-10.SL.PKI.5,  
9-10.SL.PKI.6

##### *Language*

9-10.L.VAU.5, 5.b,  
9-10.L.VAU.6  
9-10.L.CSE.1.a,  
9-10.L.CSE.1.b,  
9-10.L.VAU.4,  
9-10.L.VAU.4.b,  
9-10.L.VAU.4.d,  
9-10.L.VAU.5.b

##### *Writing*

9-10.W.PDW.4  
9-10.W.PDW.6,  
9-10.W.RBPK.7  
9-10.W.TTP.1,  
9-10.W.TTP.2,

#### Literature Texts-

“The Metamorphosis”

“Franz Kafka and Metamorphosis”

“The Doll’s House”

“With Bird”

“Elliptical”

“Fences”

“Argument: Revenge of the Geeks”

“Lecture: Encountering the Other: The Challenge for the 21st Century” by Ryszard

“The Legend of Sleepy Hollow”

## Quarter 2

### Unit Three: Expanding Freedom's Reach

#### Unit Goals-

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. 9-10.RI.KID.3
- Expand Knowledge and use of academic and thematic vocabulary. 9-10.RI.CS.4
- Write an informative essay in which you effectively incorporate the key elements of an argument 9-10.W.TTP.2
- Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7
- Correctly integrate quotations and other evidence into written texts and presentations. 9-10.L.CSE.1
  - Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
  - Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

#### Standard Covered-

##### *Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.6,  
9-10.RL.IKI.9-10

##### *Reading Informational Text*

9-10.RI.CS.4,  
9-10.RI.CS.6,  
9-10.RI.IKI.9  
9-10.RI.KID.1,

##### *Speaking & Listening*

9-10.SL.CC.1,  
9-10.SL.CC.1.b,  
9-10.SL.CC.3,  
9-10.SL.PKI.4,  
9-10.SL.PKI.5,  
9-10.SL.PKI.6

##### *Language*

9-10.L.CSE.1.b,  
9-10.L.VAU.4, 4.b,  
9-10.L.VAU.4.c,  
9-10.L.VAU.4.d,  
9-10.L.VAU.6

##### *Writing*

9-10.W.PDW.5,  
9-10.W.RBPK.8,  
9-10.W.RBPK.9  
9-10.W.RBPK.9.b  
9-10.W.TTP.2,  
9-10.W.TTP.2, 2.a-f,  
9-10.W.TTP.3.d,

#### Literature Texts-

from The "Four Freedoms" Speech by Franklin D. Roosevelt  
Inaugural Address by John F. Kennedy  
Speech at the United Nations By Malala Yousafzai  
Diane Sawyer Interviews Malala Yousafzai  
Caged Bird by Maya Angelou  
Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk  
The Censors By Luisa Valenzuela, translated by David Unger  
from Freedom of the Press Report 2015  
"Oedipus the King"

10th Grade English/Language Arts Pacing Guide  
Pearson My Perspectives Textbook

## Quarter 3

### Unit Four: All That Glitters

#### Unit Goals-

- Evaluate written informative texts by analyzing how authors introduce and develop central ideas. 9-10.RI.KID.2
- Expand Knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4
- Write an informative essay in which you effectively convey complex ideas, concepts, and information. 9-10.W.TTP.2
- Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses. 9-10.L.CSE.1.b
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

#### Standard Covered-

<i>Reading Literary Text</i>	9-10.SL.PKI.4a, 4.b,
9-10.RL.CS.4,	9-10.SL.PKI.5,
9-10.RL.CS.5,	9-10.SL.PKI.6
9-10.RL.CS.6,	<i>Language</i>
9-10.RL.IKI.9-10	9-10.L.CSE.1,
9-10.RL.KID.1,	9-10.L.CSE.1.b,
9-10.RL.KID.2,	9-10.L.CSE.2, 2.a, 2.c,
9-10.RL.KID.3,	9-10.L.KL.3,
<i>Reading Informational Text</i>	9-10.L.VAU.4a-d,
9-10.RI.CS.4,	9-10.L.VAU.5,
9-10.RI.CS.5,	9-10.L.VAU.5.b
9-10.RI.CS.6,	9-10.L.VAU.6
9-10.RI.IKI.9	<i>Writing</i>
9-10.RI.KID.1	9-10.W.TTP.2,
<i>Speaking &amp; Listening</i>	9-10.W.TTP.3,
9-10.SL.CC.1,a-d,	9-10.W.PDW.6

#### Literature Texts-

*The Necklace* by Guy de Maupassant, translated by MacAndrew  
*Civil Peace* by Chinua Achebe  
Fit for a King: Treasures of Tutankhamun  
*In La Rinconada, Peru, Searching for Beauty in Ugliness* by Marie Arana  
*Avarice* by Yusef Komunyakaa  
*The Good Life* by Tracy K. Smith  
*Money* by Reginald Gibbons  
*The Golden Touch* By Nathaniel Hawthorne  
the imaginations of thousands?  
from *King Midas* by Howard Moss  
“The Thrill of the Chase” Margie Goldsmith  
“A Raisin in the Sun”  
*The Great Gatsby*

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## Quarter 4

### Unit Five: Virtue and Vengeance

#### Unit Goals-

- Evaluate written arguments by analyzing how authors state and support claims. 9-10.RI.KID.1
- Expand knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4
- Write an argumentative essay in which you support claims using valid reasoning and relevant evidence. 9-10.W.TTP.1
- Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.8.7
- Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words. 9-10.L.CSE.1c
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

#### Standards Covered-

##### *Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.5,  
9-10.RL.IKI.9,  
9-10.RL.KID.1,  
9-10.RL.KID.2,  
9-10.RL.KID.3,

##### *Reading Informational Text*

9-10.RI.KID.2,  
9-10.RI.IKI.9

##### *Speaking & Listening*

9-10.SL.CC.1.a,  
9-10.SL.CC.1.c,  
9-10.SL.CC.1.d,  
9-10.SL.CC.3,  
9-10.SL.PKI.4.b,  
9-10.SL.PKI.6

9-10.SL.PKI.4

##### *Language*

4.d, 9-10.L.VAU.5,  
9-10.L.CSE.1,  
9-10.L.CSE.1.b,  
9-10.L.VAU.4.a,  
9-10.L.VAU.4.b, 4.c,  
9-10.L.VAU.6

##### *Writing*

9-10.W.PDW.4,  
9-10.W.PDW.5,  
9-10.W.PDW.6,  
9-10.W.RBPK.7  
9-10.W.RBPK.9.1  
9-10.W.TTP.1, 1.b,  
9-10.W.TTP.2

#### Literature Text-

Historical Context: *The Tempest*

“The Tempest” by William Shakespeare -or- “Julius Caesar” by William Shakespeare

*En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection* by Virgil Suárez

*Caliban* by J. P. Dancing Bear

*They are hostile nations* By Margaret Atwood

*Under a Certain Little Star* Wisława Szymborska, translated by Joanna Trzeciak

“Let South Africa Show the World How to Forgive” By Desmond Tutu

*Bleachers* by John Grisham

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**Unit Six: Blindness and Sight**

**Unit Goals-**

- Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes. 9-10.RL.KID.2
- Expand knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4
- Write a narrative in which you convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. 9-10.W.TTP.3
- Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.8.7
- Correctly use varied sentence structures to add interest to writing and presentations. 9-10.L.CSE.1
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9- 10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9- 10.SL.PKI.5

**Standard Covered-**

*Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.5,  
9-10.RL.IKI.7,  
9-10.RL.IKI.9-10  
9-10.RL.KID.2,

*Reading Informational Text*

9-10.RI.CS.4,  
9-10.RI.IKI.9

*Speaking & Listening*

9-10.SL.CC.1,  
9-10.SL.CC.1.a,  
9-10.SL.CC.1.d  
9-10.SL.CC.2,  
9-10.SL.CC.3,  
9-10.SL.PKI.4,  
9-10.SL.PKI.4.a

*Language*

9-10.L.CSE.1, 1.b,  
9-10.L.VAU.4,  
9-10.L.VAU.4.a-d,  
9-10.L.VAU.5, 5.a  
9-10.L.VAU.5, 5.b

*Writing*

9-10.W.PDW.4,  
9-10.W.PDW.5,  
9-10.W.PDW.6,  
9-10.W.RBPK.7  
9-10.W.RBPK.9  
9-10.W.TTP.1,  
9-10.W.TTP.3,  
9-10.W.TTP.3, 3.b,

**Literature Texts-**

Historical Context: Oedipus the King

*Oedipus the King*, Parts I,II by Sophocles, translated by Nicholas Rudall

Letter: *View From the Empire State Building* by Helen Keller

*Blind Fatima Naoot*, translated by Kees Nijland

*The Blind Seer of Ambon* by W. S. Merwin

*On His Blindness* by Jorge Luis Borges, translated by Robert Mezey

*The Country of the Blind* by H. G. Wells

Memoir: *The Neglected Senses*

from *For the Benefit of Those Who See* by Rosemary Mahoney

\*These texts will be interspersed throughout the year as time allows.