

Hollywood High School  
English Department – ALS  
Grade 10  
DRAFT Pacing Plan  
**English 10A (and B)**

**The following standards will be addressed throughout all of the units:**

- Lang. Conv. 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- Lang. Conv. 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- Lang Conv. 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- Lang. Conv. 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Lang. Conv. 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

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**English 10A**

**Short Stories (4-5 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional stories with their classes, but three (3) of the following short stories must be read:

- Anton Chekov: “The Bet”
- Tom Godwin: “The Cold Equations”
- Doris Lessing: “Through the Tunnel”
- Edgar Allan Poe: “The Pit and The Pendulum”

**High Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING PERSUAION.

**Medium Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE STANDARDS SET #1 REGARDING PERSUASION.

**Common Assessment:**

Consider two short stories that you have read in this unit in which a character makes an important choice. One of these stories must be “Cold Equations,” “The Bet,” or “Through the Tunnel,” or “The Pit and The Pendulum.”

In a well-organized multi-paragraph essay, compare and/or contrast a choice that one character makes to a choice that another character in another story makes. Describe both situations, the possible consequences of their options, and the character traits and/or beliefs revealed by their decisions.

(For a persuasive slant to the above, have the students write a separate essay, or interweave the two, defending a case that the choice made by a character is better or more thought through than the choice made by the other character.)

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**Non-fiction (5-6 Weeks)**

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**Core Literature:**

Teachers should teach at least three (3) of the selections below with their classes and may select additional non-fiction readings as well:

- Santha Rama Rau: “By Any Other Name”
- Malcolm X with Alex Haley: “Hair”
- Jeanne Wakatsuki Houston and James Houston: “It Can’t be Helped” from “Manzanar”
- Hanson W. Baldwin: “R.M.S. Titanic”
- A. M. Rosenthal: “No News From Auschwitz”

**Optional Non-fiction Books:**

*Black Boy, I Know Why the Caged Bird Sings, Night*

(The above are optional but at least one non-fiction book is highly recommended.)

**High Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING PERSUAION.

**Medium Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE STANDARDS SET #1 REGARDING PERSUASION.

**Common Assessment:**

Identify a non-fiction selection you read in this unit in which the writer addresses an important social issue or problem.

In a well-organized and well-documented essay, identify the issue or problem and explain the author’s response(s) to it. Include the writer’s feelings and thoughts about the problem and explain how he/she reveals them. Give several examples of the writer’s choice of details, use of language, and tone to express thoughts and feelings.

(Again, to practice the persuasion standards addressed in this unit, you might have the students write an essay, letter, etc. in the voice of the author where the students could use the events in the literature to persuade his or her audience toward a course of action - again, based on the issue or problem identified in the above prompt. The students might also write, in their own voice, a persuasive composition using the author as the basis for the societal issue or problem.)

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**Poetry (4-5 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional poems with their classes, but the following poems must be read:

- Langston Hughes: “Mother to Son”
- Anne Sexton: “Courage”
- Robert Frost: “Mending Wall” OR “Stopping by Woods on a Snowy Evening”
- William Shakespeare: “Shall I compare Thee to a Summer’s Day”

**High Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING EXPOSITION.

**Medium Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE STANDARDS SET #2 REGARDING EXPOSITION.

**Common Assessment:**

Poets use a variety of literary devices to illustrate the theme of a poem. These literary devices include, but are not limited to, assonance, alliteration, character, connotation, denotation, imagery, metaphor, onomatopoeia, personification, repetition, rhyme, scheme, rhythm, simile, speaker, symbol, and tone.

Several poems you have read in this unit are about love, yet each poet defines this often-used word in his/her own way. Choose three poems about love and, in a well-organized essay, interpret the definition of “love” in each poem by analyzing how each author uses several (at least three) of the literary devices mentioned above.

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**Play (6-7 Weeks)**

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**Core Literature:**

Teachers may elect to read additional plays with their classes, but TWO (2) of the following plays must be read:

- Sophocles: *Antigone*
- Shakespeare: *Julius Caesar*
- Shakespeare: *Macbeth*

**High Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING EXPOSITION.

**Medium Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE STANDARDS SET #2 REGARDING EXPOSITION.

**Common Assessment:**

In plays, characters often reveal themselves through their inner thoughts or traits through spoken soliloquies.

In a well-organized, multi-paragraph essay, select a soliloquy or speech from one of the plays we have read. Explain how the soliloquy or speech relates to a theme in the play and what the soliloquy or speech reveals about the speaker.

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**Novel (6-7 Weeks)**

\* Note that during the California High School Exit Exam is administered for the first time to Grade 10 students during the spring semester. Teachers should expect students to be testing for three (3) consecutive days. Additionally, teachers might choose to spend time during the unit to prepare students for the CAHSEE.

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional literature with their classes, but one (1) of the following novels must be read:

- J.D. Salinger: *Catcher in the Rye*
- Rudolpho Anaya: *Bless Me, Ultima*
- Ray Bradbury: *Fahrenheit 451*
- William Golding: *Lord of the Flies*

**High Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING LITERARY ANALYSIS.

**Medium Emphasis Standards:**

SEE 10<sup>TH</sup> GRADE STANDARDS SET #3 REGARDING LITERARY ANALYSIS.

**Common Assessment:**

Authors use symbols to explore major themes in their novels.

In a well-organized, multi-paragraph essay, identify a theme in the novel. Explain how the author uses symbols to develop the theme.