**Secondary ELA Pacing Guide**

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|  | [**Unit 1**](https://docs.google.com/a/bryantschools.org/document/d/1aMzgWobUrvZe5sai_BVk-r8P-oTcGnej3HU8ALKYL5Y/edit) | [**Unit 2**](https://docs.google.com/a/bryantschools.org/document/d/1MGIU0aYq6RC72ZykFf3ZdyLjbwWWUfAU8APQ3W7ZHPk/edit) | [**Unit 3**](https://docs.google.com/a/bryantschools.org/document/d/1tlPgNIWgWXSDdEnOObH65YO2quJdrIn1j6FqNTJeDfw/edit) | [**Unit 4**](https://docs.google.com/a/bryantschools.org/document/d/11ltt09ylo_K7agQPznH8C4NX2q-ucLhv4_xLaKZrwlY/edit) | **Unit 5** | **Unit 6** |
| **Theme/ Topic** | Elements of Literature  Grammar | Short Stories | Drama  (Antigone, etc.) | To Kill a Mockingbird | Julius Caesar/ Research paper | Poetry |
| **Dates** | 2 weeks | 6-8 weeks | 6-8 weeks | 8-9 weeks | 6-8 weeks | 2-4 weeks |
| **Essential Question** | -How can appropriate use of grammar and mechanics help or hinder an audience in understanding or being moved by an argument?  -Can you demonstrate understanding of the conventions of standard English grammar and usage? | -How does an author create meaning in a fictional text?  -What reading strategies help us determine meaning from a text?  Each story deals with the fragility of human life.  -Do you believe in fate?  -Do we truly understand just how valuable life is? | -What are the characteristics of a classical tragedy?  -How has drama changed over time (from Greece to today)?  -Do human beings have an obligation to be disobedient when laws go against our moral conscience? | -How can we break through barriers of prejudice to promote tolerance?  -How is textual evidence used to supporting a literary analysis? | - How are archetypal characters a reflection of human nature? Why have archetypal patterns been prevalent in literature throughout history?  - How is a dramatic work a product of and indicative of the time during which it was written? | - How is theme evident in both poetry and prose?  - How are fictional texts and poetry products of or indicative of the time in which they were written? |
| **Standards** | RL.10.1, RL.10.2, L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6 | RL.10.1, RL.10.2 RL.10.4, RL.10.5, RI.10.5, SL.1 L.10.1, L.10.4, L.10.6, W.10.3, W.10.5, W.10.10 | RL.10.1, RI.10.1, RL.10.2, RI.10.2, RL.10.4, RL.10.5, RL.10.9, RI.10.5, W.10.2 | RL.10.1, RI.10.1, RL.10.2, RI.10.2, RL.10.3, RL.10.4, RI.10.4, RI.10.9, RL.10.10, RI.10.10, SL.10.1,  L.10.1, L.10.2, L.10.6, W.10.1, W.10.4, W.10.9 | RL.10.1, RI.10.1, RL.10.2, RI.10.2, RL.10.4, RL.10.5, RL.10.9, RI.10.5,  RI.10.6, SL.10.1, SL.10.2, SL.10.4, SL.10.5, L.10.3, L.10.4, L.10.4, L.10.5, W.10.2, W.10.4 W.10.7, W.10.8, W.10.9, W.10.10 | RL.10.1, RI.10.1, RL.10.2, RI.10.2, RL.10.4, RI.10.4, SL.10.1, L.10.2 L.10.3, L.10.5, L.10.6, W.10.1, W.10.9 |
| **Extended Text(s)** | N/A | N/A | Antigone | To Kill a Mockingbird | Julius Caesar | N/A |
| **Short Text** | -Contents of the Dead Man’s Pocket  --Excerpts  <http://esl.fis.edu/grammar/correctText/> | -Lamb to the Slaughter  -The Black Cat  -The Monkey’s Paw  -The Lottery  -The Masque of the Red Death | Article: -*Antigone* Speaks to a Modern World  <http://www.nytimes.com/2012/06/13/arts/13iht-lon13.html?pagewanted=all&_r=0>  Article:  -Sophocles’ *Antigone* and Funeral Oratory Larry J. Bennett; Wm. Blake Tyrrell *The American Journal of Philology*, Vol. 111, No. 4. (Winter, 1990), pp. 441-456.  Plays  *-Oedipus the King* (excerpt/ summary)  Poetry  *-On Reading Antigone to my Daughter* By: Ruth Knafo Setton  <http://www.arabesques-editions.com/journal/verse/24111907.html>  Songs  I won’t back down by: Tom Petty  If I die Young by: The Band Perry | Classic Trials -(“The People of the State of California vs. Defendant A,” ”Lizzie Borden vs. State of Massachusetts,” --“Sleepy Lagoon Murder Case: The People vs. Zamora,”  -“The Trial of Galileo,” “State of Florida vs. Defendant E”) • Background Articles  -Harper Lee Biography  - Jim Crow Laws  -Southern Women  - Lynching with Strange Fruit by Abel Meeropol  -The Great Depression  -Scottsboro Video Clips Transcript  -The Psychology of Mob Mentality and Violence by Dr. Wendy James, PhD | -What is a Tragic Hero?  -Analyzing and Evaluating Speeches  -Writing a Research Paper | -I Am Offering This Poem  --Shall I Compare Thee to a Summer’s Day?  -Ode to My Socks  -The Bridegroom  -La Belle Dame sans Merci  -The Guitar  -Making a Fist  -Haiku  -Tanka  -The Waking |
| **Short Writings** | Writing Journal Responses | Writing Journal Responses | Writing Journal Responses | Writing Journal Responses | Writing Journal Responses | Writing Journal Responses |
| **Extended Writing (Usually a culminating activity)** | Movie Review | Analytical Essay: Compare and contrast two short stories from this unit. Use evidence from the text to demonstrate understanding of theme, plot, setting, similarities, and differences. | Analytical Essay: The Tragic Hero | How can we break through barriers of prejudice to promote tolerance? After reading *To Kill a Mockingbird* and various other texts*,* write an essay that addresses the question and support your position with evidence from the text. Give examples from past or current events or issues to illustrate and clarify your position. | Argumentative Writing: Was the murder of Caesar justified? | Write various poems  Analytical writing: Analyze selected poetry. |
| **Out of the Box Teaching Method(s)** | Dangling Modifiers Activity | ABC Stories | Antigone Trial | Being Boo Radley (Journal) | Beware the Ides of March; the role of superstitions in our lives and culture. | Poetry Slam/ Collaborative poetry |
| **Learning Targets** | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> | <https://drive.google.com/a/gosnellschool.net/file/d/0B-gnUojCnTgCX0dwX3NrcElKbHc/view> |