

**Grade/Course English 10 Content Area: English 10.1, 10.3, 10.4, 10.5, 10.6, 10.7/Short Story/Narrative Writing**

**First Quarter (suggested sequence; 46 days)**

<b>WK 1 Aug. 22-26</b>	<b>Day 3 of Class Classroom Procedure Cont.</b>	<b>Begin Short Story Unit Elements of Plot Focus Setting 10.3, 10.4</b>	<b>Suggested Readings: “Contents of the Dead Man’s Pocket” “The Leap”</b>	<b>Continue with suggested readings</b>	<b>Suggested Procedure: 10.1 Intergrate Small Group Activities 10.6 Directed Journaling to Analyze Text</b>
<b>WK 2 Aug. 29- Sept. 2</b>	<b>Elements of Plot Focus Characterization 10.3, 10.4</b>	<b>Suggested Readings for the Week: “Everyday Use” “Two Kinds”</b>	<b>Continue with suggested readings and assessments</b>	<b>Continue with suggested readings and assessments</b>	<b>Suggested Procedure: 10.1, 10.6 Group activities and writing Ongoing Assessment of Instruction and Learning</b>
<b>WK 3 Sept. 6-9</b>	<b>Labor Day Holiday</b>	<b>Elements of Plot Focus Narrator and Voice Introduce the Autobiographical Narrative 10.3, 10.4, 10.6, 10.7</b>	<b>Suggested Readings for the Week: “The Storyteller” “The Cold Equations”</b>	<b>Continue with suggested readings, introduction to the writing process</b>	<b>Continue with suggested readings, introduction to the writing process  Begin draft of narrative</b>
<b>WK 4 Sept. 12-16</b>	<b>Continue with above selections for narrator/voice</b>	<b>Focus instruction on grammar, usage, and mechanics  Specifically colon usage 10.7</b>	<b>Focus instruction on grammar, usage, and mechanics  Specifically colon usage 10.7</b>	<b>Focus instruction on grammar, usage, and mechanics  Specifically colon usage 10.7</b>	<b>Focus instruction on grammar, usage, and mechanics  Specifically colon usage 10.7 Grammar, Usage, Mechanics Assessment</b>
<b>WK 5 Sept. 19-23</b>	<b>Peer-edit of narrative 10.1, 10.7</b>	<b>Elements of Plot Focus on Theme 10.3, 10.4</b>	<b>Suggested Readings for the Week: “Catch the Moon” “The Bass, The River, and Shelia Mant”</b>	<b>Continue with suggested readings, revision of autobiographical narrative 10.6, 10.7</b>	<b>Suggested Procedure for the Week: 10.1 Intergrate Small Group Activity</b>
<b>WK 6 Sept. 26-30</b>	<b>Elements of Plot Focus on Irony &amp; Ambiguity 10.3, 10.4, 10.5</b>	<b>Suggested Readings for the Week: “Lamb to the Slaughter”</b>	<b>Continue with suggested readings and assessments</b>	<b>Continue with suggested readings and assessments</b>	<b>Continue with suggested readings and assessments</b>

		<b>“RMS Titanic”</b>			
<b>WK 7 Oct. 3-7</b>	<b>Elements of Plot Focus Symbolism &amp; Allegory 10.3, 10.4</b>	<b>Suggested Readings for the Week: “Through the Tunnel” “Masque of the Red Death”</b>	<b>Continue with suggested readings and assessments</b>	<b>Continue with suggested readings and assessments</b>	<b>Suggested Procedure for the Week: 10.1 Intergrate Small Group Activity</b>
<b>WK 8 Oct. 10-14</b>	<b>Short Story Unit Review</b>	<b>Short Story Unit Assessment</b>	<b>Tazewell High School will be map testing the week of Aug. 22-26  Adjustment to Pacing</b>	<b>Tazewell High School will be map testing the week of Aug. 22-26 Adjustment to Pacing</b>	<b>Tazewell High School will be map testing the week of Aug. 22-26  Adjustment to Pacing</b>
<b>WK 9 Oct. 17-21</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Division Benchmark Testing</b>	

**Grade/Course** English 10

**Content Area:** English 10.1, 10.3, 10.4, 10.6, 10.7/Novel/Drama

**Second Quarter (suggested sequence; 41 days)**

<b>WK 10</b> <b>Oct. 24-28</b>	<b>Begin Novel Unit 10.3, 10.4</b>  <b>Literary Elements of the novel</b>	<b>Suggested Readings:</b> <b>“To Kill a Mockingbird”</b> <b>“Speak”</b> <b>“Of Mice and Men”</b> <b>“A Separate Peace”</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Suggested Procedures:</b> <b>10.1</b> <b>Intergrate Small Group Activities</b> <b>10.6, 10.7</b> <b>Reading Responses</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>
<b>WK 11</b> <b>Oct. 31- Nov. 4</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>
<b>WK 12</b> <b>Nov. 7-11</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Election Day</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>	<b>Continue reading suggested novels</b>  <b>Assessment ongoing</b>
<b>WK 13</b> <b>Nov. 14-18</b>	<b>Novel Unit Review</b>	<b>Novel Unit Test</b>	<b>Introduction to Drama 10.4</b>	<b>Suggested Readings:</b> <b>“Our Town”</b> <b>“A Midsummer’s Night Dream”</b>	<b>Suggested Procedures:</b> <b>10.1</b> <b>Read Aloud in Class/Read with Audio</b>
<b>WK 14</b> <b>Nov. 21-22</b>	<b>Continue with suggested drama readings</b>	<b>Continue with suggested drama readings</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>
<b>WK 15</b> <b>Nov. 28- Dec. 2</b>	<b>Continue with suggested drama readings</b>	<b>Continue with suggested drama readings</b>	<b>Continue with suggested drama readings</b>	<b>Continue with suggested drama readings</b>	<b>Continue with suggested drama readings</b>

<b>WK 16 Dec. 5-9</b>	<b>Drama Unit Review</b>	<b>Drama Unit Test</b>	<b>Exam Review</b>	<b>Exam Review</b>	<b>Exam Review</b>
<b>WK 17 Dec. 12-16</b>	<b>Adjustment to Pacing  Exams</b>	<b>Adjustment to Pacing  Exams</b>	<b>Adjustment to Pacing  Exams</b>	<b>Division Benchmark Testing  Exams</b>	<b>Division Benchmark Testing  Exams</b>
<b>WK 18 Jan. 2-6</b>	<b>Map Testing for Tazewell High School Dec. 5-9</b>				

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**Third Quarter (suggested sequence; 45 days)**

<b>WK 19 Jan. 9-13</b>	<b>Begin Research Unit 10.1, 10.7, 10.8</b>	<b>Introduction to Research Process</b>  <b>Evaluating sources, note taking, note cards, summary, paraphrase, direct quotation, narrowing a topic, developing a research question/thesis</b>	<b>Evaluating sources, note taking, note cards, summary, paraphrase, direct quotation, narrowing a topic, developing a research question/thesis</b>	<b>Research in Library</b>	<b>Research in Library</b>
<b>WK 20 Jan. 16-20</b>	<b>Research in Library 10.8</b>	<b>Research in Library</b>	<b>Research in Library</b>	<b>Research in Library</b>	<b>Research in Library</b>
<b>WK 21 Jan. 23-27</b>	<b>Introduce in-text citations/works cited</b>  <b>Basic structure of a research paper 10.8</b>	<b>Draft of research paper</b>	<b>Draft of research paper</b>	<b>Draft of research paper</b>	<b>Peer-edit research paper 10.7</b>
<b>WK 22 Jan. 20- Feb. 3</b>	<b>Final Draft</b>  <b>Introduction to Shakespeare's <i>Julius Caesar</i>/ Drama 10.1, 10.2, 10.3, 10.4, 10.7</b>	<b>Final Draft</b>  <b>Introduction to Shakespeare's <i>Julius Caesar</i>/ Drama</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>

<b>WK 23 Feb. 6-10</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>
<b>WK 24 Feb. 13-17</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>
<b>WK 25 Feb. 20-24</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>
<b>WK 26 Feb. 27- Mar. 2</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Intensive study of <i>Julius Caesar</i> and dramatic conventions</b>  <b>Assessment ongoing</b>	<b>Drama Unit Review</b>	<b>Drama Unit Test</b>
<b>WK 27 Mar. 5-9</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Division Benchmark Testing</b>	

**Grade/Course English 10 Content Area: English 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7/Poetry/Informational Text/Visual/Verbal Media**  
**Fourth Quarter (suggested sequence; 48 days)**

<b>WK 28 Mar. 12-16</b>	<b>Begin Poetry Unit 10.1, 10.2, 10.3, 10.4, 10.6</b>	<b>Introduce Poetry Elements Focus Imagery 10.4</b>	<b>Suggested Readings: “A Storm in the Mountains” “Same Song” “Grape Sherbet”</b>	<b>Continue Suggested Readings</b>	<b>Suggested Procedures: 10.1 Small Group Activities 10.7 Poetry writing/modeling sample poems</b>
<b>WK 29 Mar. 19-23</b>	<b>Introduce Poetry Elements Focus on Figurative Language 10.4</b>	<b>Suggested Readings: “Simile” “The Taxi” “I Am Offering This Poem” “since feeling is first” “Heart! We Will Forget Him”</b>	<b>Suggested Procedures: 10.1 Small Group Activities 10.7 Poetry writing/modeling sample poems</b>	<b>Poetic Form: Haiku Sonnet Ode Tanka</b>	<b>Suggested Procedures: 10.1 Small Group Activities 10.7 Poetry writing/modeling sample poems</b>
<b>WK 30 Mar. 26-30</b>	<b>Introduce Poetry Elements Focus on Rhyme/Rhythm 10.4</b>	<b>Suggest Readings: “Sea Fever” “Bonny Barbara Allan”</b>	<b>Introduce Poetry Elements Focus on Free Verse 10.4</b>	<b>Suggested Readings: “Flying Cat” “Miss Rosie” “Remember”</b>	<b>Introduce Poetry Elements Focus on Poetic Sounds 10.4 Suggested Readings: “We Real Cool” “Jazz Fantasia”</b>
<b>WK 31 Apr. 2-5</b>	<b>Suggested Procedures: 10.1 Small Group Activities 10.7 Poetry writing/modeling sample poems</b>	<b>Suggested Procedures: 10.1 Small Group Activities 10.7 Poetry writing/modeling sample poems</b>	<b>Poetry Unit Review</b>	<b>Poetry Unit Test</b>	<b>Spring Break</b>
<b>WK 32 Apr. 10-13</b>	<b>Spring Break</b>	<b>Introduction to interpreting, analyzing and evaluating nonfiction texts 10.5</b>	<b>Informational Elements Focus on Author’s Intent 10.5</b>	<b>Suggested Reading: “Call of the Wild—Save Us!” Or Teacher selection from other resources, such as newspaper/Internet articles</b>	<b>Focus locating and using information in informational text, such as consumer and workplace documents  Suggested Readings: Collection 11 Consumer and Workplace</b>

					<b>Documents</b>
<b>WK 33 Apr. 16-20</b>	<b>Introduction to Locating Information in Manuals, following and writing instructions 10.5</b>	<b>Suggested Readings: Collection 11 Consumer and Workplace Documents</b>	<b>Suggested Procedures: 10.1, 10.5 Create an oral presentation focusing on giving instructions</b>	<b>Suggested Procedures: 10.1, 10.5 Create an oral presentation focusing on giving instructions</b>	<b>Suggested Procedures: 10.1, 10.5 Create an oral presentation focusing on giving instructions</b>
<b>WK 34 Apr. 23-27</b>	<b>Introduction to Elements of a Business Letter 10.5</b>	<b>Suggested Readings: Collection 11 Consumer and Workplace Documents</b>	<b>Business Letter Format Sample/Model</b>	<b>Draft Business Letter: Respond to Newspaper Ads Or Letter of Request</b>	<b>Draft Business Letter: Editorials Magazine Articles</b>
<b>WK 35 Apr. 30- May 4</b>	<b>Introduction to Media Texts 10.5</b>	<b>Suggested Readings: Collection 11 Consumer and Workplace Documents</b>	<b>Suggested Procedures: 10.5 Create brochure/flyer for a business, event, school activity, club activity, etc.</b>	<b>Suggested Procedures: 10.5 Create brochure/flyer for a business, event, school activity, club activity, etc.</b>	<b>Suggested Procedures: 10.5 Create brochure/flyer for a business, event, school activity, club activity, etc.</b>
<b>WK 36 May 7-11</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Adjustment to Pacing</b>	<b>Exam Review</b>	<b>Exam Review</b>
<b>WK 37 May 14-18</b>	<b>Final Exams</b>	<b>Final Exams</b>	<b>Final Exams</b>	<b>Final Exams</b>	<b>Final Exams</b>