



## ELA 10 Pacing 2024-25

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

### **Pacing guides serve multiple important purposes within our district:**

1. **Consistency in Curriculum:** By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. **Smooth Transitions for Students:** Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. **Flexibility for Instruction:** While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

**Implementation Guidelines:** Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.

1. **Distribution and Review:** Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. **Alignment with Instructional Plans:** Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. **Monitoring and Adjustment:** Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

### **Strategies for Maintaining Effective Pacing:**

To maintain effective pacing throughout the year, consider the following strategies:

1. **Collaborative Planning (ILC):** Encourage grade-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. **Data-Driven Instruction:** Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. **Professional Development:** Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. **Feedback and Reflection:** Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

## ELA 10 Pacing Semester 1, 2024

Week	Dates	Lesson	Standards
1	August 21-23	Community Building/Routines/Procedures	
2	August 26-29	Unit 1 Introduction & We Are Freedom	RL.1; RL.4; L.2; L.2c; L.4; SL.3; SL.5
3	September 3- 6	Unit 1 Harrison Bergeron	RL.1; RL.2; RL.4; RL.10; L.2c; L.6; W.7; W.8; SL.1a; SL.1b; SL.6
4	September 9-13	Unit 1 The Four Freedoms Speech & JFK Inaugural Address	RI.1; RI.2; RI.4; RI.6; RI.8; RI.9; RI.10; L.1; L.1a; L.1b; L.4c; L.6; W.2; W.2a; W.7; W.8; W.9b; SL.3
5	September 16-20	Unit 1 The Four Freedoms Speech & JFK Inaugural Address cont.	RI.1; RI.2; RI.4; RI.6; RI.8; RI.9; RI.10; L.1; L.1a; L.1b; L.4c; L.6; W.2; W.2a; W.7; W.8; W.9b; SL.3
6	September 23-26	Unit 1 Performance Task: Explanatory Essay	W.2; W.2a; W.2b; W.2c; W.2e; W.2f; W.4; W.5; W.6; W.10; L.1b; L.2; L.2a; L.3a
7	September 30 - October 4	Unit 1 Performance Task: Explanatory Essay & Poetry Collection (optional)	RL.1; RL.4; RL.10; W.2; W.2a; W.2b; W.2c; W.2e; W.2f; W.4; W.5; W.6; W.10; L.1b; L.2; L.2a; L.3a; L.4; L.4a; L.5a; SL.1; SL.1d
8	October 7- 11	Unit 1 The Censors	RL.1; RL.2; RL.4; RL.6; RL.7; RL.10; SL.1; L.4a; L.5a; W.3d
9	October 14-18	Unit 1 Anne Frank's Diary Speaks to Teen Girls in a Secret Kabul Book Club	RI.1; RI.2; RI.3; RI.5; RI.10; L.1; L.1b; L.4a; SL.1c; W.6
10	October 21-25	Unit 1 Performance Task: Formal Speech & Independent Learning (optional)	SL.3; SL.4; SL.6
11	October 28- November 1	Unit 2 Introduction & How to Tell You're Reading a Gothic Novel- in Pictures	RL.2; W.10; L.6; RI.1; RI.2; RI.3; SL.4; SL.5; SL.6
12	November 4-8	Unit 2 House Taken Over	RL.1; RL.2; RL.4; RL.5; RL.6; RL.10; W.2; W.8; W.9a; L.1b; L.2c; L.4b
13	November 11-15	Unit 2 The Fall of the House of Usher	RL.1; RL.2; RL.4; RL.10; W.7; W.8; L.1b; L.2a; L.5b
14	November 18-22	Unit 2 The Cottage & from Extraordinary Tales (optional)	W.7; W.8
15	December 2-6	Unit 2 The Cottage	RL.1; RL.3; RL.9; L.1; L.4; L.4a; L.5a; L.5b; W.3a; W.3e
16	December 9-13	Unit 2 Dear Science: Why do people like scary movies and haunted houses?	RI.2; RI.3; RI.4; RI.5; RI.7; L.3; L.4c; SL.1a; SL.1d
17	December 16-20	Unit 2 Performance Task: Short Story	W.3; W.3a-e; W.5; W.6; W.10; L.1a; L.2; L.2a-c

18	January 6- 10	Unit 2 Poetry Collection	RL.1; RL.2; RL.10; L.4; L.4b; SL.1; SL.1a; SL.1c; SL.6
19	January 13-17	Unit 2 Independent Learning	RL.2; RL.4; RL.6; RI.1, RI.2, RI.3; RI.4; RI.5; RI.6, RI.8; RI.10; W.1; W.3d; W.4; W.6; W.9; W.10; SL.1; L.1; L.2; L.4; L.4a; L.5; L.6
20	January 21-24	Review/Exam (Unit tests 1 & 2)	

## ELA 10 Pacing Semester 2, 2025

Week	Dates	Lesson	Standards
1	January 27-31	Unit 3 Introduction & Art of Tetsuya Ishida	RI.2; RL.7; W.10; SL.1d; L.6
2	February 3-7	Unit 3 The Metamorphosis	RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.7;RL.10; W.1; W.2a; W.2b; W.4; W.7; W.9a; L.5; L.6
3	February 10-14	Unit 3 The Metamorphosis	RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.7;RL.10; W.1; W.2a; W.2b; W.4; W.7; W.9a; L.5; L.6
4	February 17-21	Unit 3 Performance Task: Argument Essay	W.1a-e; W.5; W.6; W.10; L.1b; L.2; L.2a
5	February 24-28	Unit 3 Performance Task: Argument Essay cont. & Independent Learning (optional)	W.1a-e; W.5; W.6; W.10; L.1b; L.2; L.2a
6	March 3-7	Unit 3 Poetry Collection	RL.1; RL.2; RL.4; RL.5; RL.10; L.4; L.4c; W.5
7	March 10-14	Unit 3 Revenge of the Geeks	RI.2; RI.4; RI.8; RI.10; L.1a; L.4a; W.1a; W.6; SL.2
8	March 17-20	Unit 3 Encountering the Other: The Challenge for the 21st Century	RI.1; RI.2; RI.4; RI.5; RI.8; L.2; L.4c; L.4d; W.8; W.9
9	March 31- April 4	Unit 3 Performance Task: Present an Advertisement	RI.8; SL.3
10	April 7-11	Unit 5 Introduction & What We Carried	RI.2; SL.1; SL.5; W.10; L.6
11	April 14-18	Unit 5 The Necklace	RL.1; RL.5; RL.6; L.4b; L.5; W.3a; W.3d; W.8; SL.6
12	April 21-25	Unit 5 Poetry Collection	RL.1; RL.4; RL.5; RL.6; RL.10; L.5b; W.3
13	April 28- May 2	Unit 5 Performance Task: Research Report	W.2a-f; W.5; W.7; W.8; W.10; SL.2; SL.4; L.3a
14	May 5-9	Unit 5 Performance Task: Research Report cont. & Independent Learning (optional)	W.2a-f; W.5; W.7; W.8; W.10; SL.2; SL.4; L.3a
15	May 12-16	Unit 5 The Golden Touch	RL.1; RL.5; RL.9; L.1b; L.4a; L.5b
16	May 19-23	Unit 5 from King Midas	RL.5; RL.7; RL.9; L.4a; SL.1d
17	May 27-30	Unit 5 My Possessions, Myself	RI.1; RI.2; RI.3; RI.5; RI.10; SL.1c; L.2a
18	June 2-6	Review/Exam (Unit tests 3 & 5)	