



**G-E-T High School Curriculum**  
**Align, Explore, Empower**  
Scope and Sequence  
English 10

Unit 1A - Introductory Week

1 Week

- Review the class syllabus and set up the basic foundation for the semester.
- The class will write a "Story About You" introducing themselves.
- Students will take a Grammar Pretest (commas, phrasing, point of view, etc.)

In this unit, students will ...

- Understand the basic expectations for the classroom
- Be able to identify areas of their own writing that needs improvement
- Be able to identify aspects of their grammatical skills that need improvement

Unit 1B - Independent Reading

Year Long

- Previously this unit was taught for 15-20 minutes on Mondays, Wednesdays, and Fridays. Due to the new shorter length of classes, it would be better to revise this to being 20 minutes on Tuesdays and Thursdays.
- Every other Friday, have the class write a "Reader Response" in which they describe what is currently happening in their story. A list of questions/prompts has been provided.
- Students should be able to read at least three books by the end of the school year.

In this unit, students will ...

- Identify story elements including plot, characterization, setting, theme, point of view, etc. (E)
- Reflect, respond, and connect to reading in journal entries. (E, L)
- Identify and discuss themes developed over the course of the book. (E, L)
- Demonstrate a deep understanding of the novel. (E)

Unit 2 - Short Story Unit

~ 4 Weeks

- The class reads short stories as a class including "Lamb to the Slaughter", "Lather and Nothing Else", "Fish Cheeks", and "Everyday Use".
- As they read, students will be asked to identify various aspects of literature, such as: character development, plot diagramming, and identifying figurative language.

In this unit, students will ...

Reading

- Define and explain figurative language techniques (simile, metaphor, allusion, idiom, personification, imagery). (E, R)
- Understand and conceptualize plot diagrams for multiple fiction and nonfiction short stories. (E)
- Identify figurative language examples and story elements in each of the short stories. (E)
- Compare and contrast characters and/or plot points between two or more stories. (E)
- Analyze authors' techniques and purpose in crafting short stories. (E)

Writing:

- Use imagery, simile, metaphor, and personification effectively. (E)
- Write an analytical compare/contrast essay focused on two short stories read in class. (E, R)
- Write short journal entries reflecting on short stories and making connections to the world outside of the text. (E)

Language:

- Use correct grammar, usage, mechanics, and spelling in writing. (E, L, R)
- Correctly identify, define, and use the 8 parts of speech. DOK 2

Unit 2 - Science Fiction and Literature Circle Unit

~ 5 Weeks

- The class will apply their reading abilities to one of several dystopian literature circle options.
- Building off of the previous unit, the class will continue to read short stories based in the science fiction genre to continue building discussion and analysis skills beyond their assigned lit. circle book.
- Students will read an assigned amount to their book each day. The class will meet with their groups every day (or every other day) to guide their own discussion of the book, but will focus on comprehension, vocabulary acquisition, and deeper understandings of characters and stylistic choices (Rosendale).
- The unit ends with students writing their own Science Fiction short story.

In this unit, students will ...

Reading:

- Read and respond to literature with common dystopian themes. (E)
- Form connections text-to-student, text-to-world, and text-to-text. (E, L)
- Recognize and analyze themes in literature. (E, L)

Speaking and Listening:

- Actively participate as part of a group. (E, L)
- Engage in student-led discussion of literature. (E, L)

Writing and Language:

- Identify and use sentences of varying structures. (E, L)
- Create sentences that use sensory details and use various types of figurative language. (E)

Unit 3 - Antigone Unit

~ 1.5 Weeks

- The class will read the ancient Greek play *Antigone*. The play requires the class to learn some background information about an outside culture before reading.
- The class will read through the play together and then work together to discuss the stories major themes and concepts.
- Students will also be tested on a list of twenty vocabulary words found throughout the play.

In this unit, students will ...

- Become familiar with a text that features a Greek culture and perspective. (L)
- Learn and use high level vocabulary from the text. (L)
- Identify the development of several major themes from the play, including “considering other people’s opinions”, “when to challenge or break a law”, “tragic flaws”, and the concept of “divine vs man-made laws”. (L)

Unit 4A - To Kill A Mockingbird - The Novel

~ 5 Weeks

- To Kill A Mockingbird is an extensive unit that covers multiple topics at a time while reading a 369 page novel. Several chapters are read together as a class, roughly 50% is read at home.
- This unit covers multiple short units of vocabulary and figurative language
- The unit also thoroughly discusses racism and other forms of prejudice in society.

In this unit, students will ...

- Consider other people’s perspectives when discussing issues and defend them. (E, L)
- Apply reading strategies. (L)
- Analyze the development of characters and themes over the course of the novel (E)

Unit 4B - *To Kill A Mockingbird* - The Paper

- 2 Weeks

- At the end of reading *To Kill A Mockingbird* the class will be assigned a prompt that asks them to compare examples from the book to modern society and discuss whether a theme from the novel is true/realistic. Students have to provide specific examples with direct quotes to justify their reasoning.\*\*\*

In this unit, students will ...

- Construct a strong thesis statement (E, R, L)
- Write clear, organized and supported body paragraphs (E, R, L)
- Use direct quotes, in-text citations, and a MLA Works Cited (R, L, E)

Unit 5 - Book Talks and Debate Speeches

- 2.5 Weeks

- The class will present three speeches to each other. Two are at the end of each semester, discussing their independent readings from the term/semester. The final speech is a debate between two sets of partners.

In this unit, students will ...

- Consider the types of rhetoric used to convince others of their side/topic
- Compose a speech that addresses opponents perspective and refutes it.
- Compose a speech that uses strong evidence and sources to back up claims
- Speak in front of classmates for a variety of time
- Speak in front of classmates while paying attention to important qualities to good public speaking: eye contact, voice volume/excitement, speed/clarity, and proper body language.

Unit 6 - Grammar Practice

- Periodically Over the Year

- Over the course of the year, students will complete various grammatical worksheets and identify various types of grammatical writing aspects.

In this unit, students will ...

- Identify and use a variety of different types of clauses/phrases
- Identify and use a variety of different types of sentences
- Identify and use a variety of different types of commas, semicolons, and other forms of punctuation  
DOK 1,2
- Identify and review the various parts of speech previously taught in English 9 DOK 2