

English 10 Scope & Sequence

Module	Days	Unit	MD CCR Standards	Essential/Guiding Questions
<p>Module 1: Identity and Human Rights</p> <p>Primary Common Assessments :</p> <p>Diagnostic Reading and Language Assessment</p> <p>Diagnostic Writing and Language Assessment</p> <p>College and Career-Ready Speaking and Listening Assessment: Research Presentation</p> <p>Performance-Based Assessment: Research Simulation Task</p>	<p>7-10</p>	<p>Modeled Reading and Writing: an Introduction to Close Reading, Analytical Writing, and ACSICE (fiction)</p> <p>Primary Texts:</p> <p>excerpt of <i>Frankenstein</i>; or, <i>the Modern Prometheus</i>, Mary Wollstonecraft (Godwin) Shelley</p> <p>“Dear Dr. Frankenstein”, Jericho Brown</p>	<p>CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS 9-10 RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS 9-10 W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 9-10 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>How does the reader engage in a meaningful discussion with the text?</p> <p>How does text structure vary depending on text type (informational or literary)?</p> <p>How do authors accomplish their purposes through structural and language choices?</p> <p>How do text types reveal author's purpose?</p> <p>How does manipulation of structure and language help to accomplish your purpose for writing?</p>
	<p>20-30</p>	<p>Close analytical reading of extended text and research project.</p> <p>Primary Texts:</p> <p>Extended Text (one of the following):</p> <p><i>1984</i>, George</p>	<p>CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS 9-10 RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS 9-10 RL 4: Determine the meaning of words and</p>	<p>What basic human rights are needed for a society to successfully function?</p> <p>How is identity shaped by oppression?</p> <p>Can people overcome oppression?</p> <p>Is equality always fair?</p> <p>How do literary techniques such as irony, satire, and figurative language convey</p>

<p>College and Career-Ready Research Assessment: Researched Annotated Bibliography</p>		<p>Orwell <i>Brave New World</i>, Aldous Huxley <i>Fahrenheit 451</i>, Ray Bradbury</p> <p>Various poems paired with each extended text.</p> <p>Various satirical pieces and nonfiction articles.</p> <p><i>U. S. Constitution. Amend. I - X. (Bill of Rights)</i></p> <p><i>The Universal Declaration of Human Rights, United Nations</i></p>	<p>phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS 9-10 RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS 9-10 RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS 9-10 SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS 9-10 L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS 9-10 RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS 9-10 RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>CCSS 9-10 W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 9-10 W 3: Write narratives to develop real or imagined experiences or events using effective</p>	<p>author's purpose?</p> <p>How do language and stylistic elements such as syntax, parallel structure, diction, sentence types and patterns, punctuation, tone, persuasive elements, absolute phrases convey author's purpose?</p> <p>How is identity shaped by one's reaction to oppression?</p> <p>How have human rights been violated historically and currently worldwide?</p> <p>How are sources evaluated and considered for academic merit?</p> <p>How does the use of persuasive techniques (including text and images) create an argument?</p> <p>What details of MLA style and formatting are necessary for structuring and documenting information?</p> <p>How do other works, print and non-print help synthesize an argument?</p>
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	4-6	<p>World Speeches</p> <p>Primary Texts:</p> <p>The Nobel Acceptance Speech delivered by Elie Wiesel, 1986</p> <p>Speech delivered by Nelson Mandela, March 2005</p>	<p>CCSS 9-10 RI 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS 9-10 SL 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS 9-10 L 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>How have human rights been violated historically and currently worldwide?</p> <p>How does the use of persuasive techniques (including text and images) create an argument?</p> <p>How do language and stylistic elements such as syntax, parallel structure, diction, sentence types and patterns, punctuation, tone, persuasive elements, absolute phrases convey author's purpose?</p>
<p>Module 2: Ethical Choices</p> <p>Primary Common Assessments :</p> <p>Performance-Based Assessment: Narrative Writing Task</p>	5-10	<p>Modeled Reading and Writing: an Introduction to Close Reading, Analytical Writing, and ACSICE (nonfiction)</p> <p>Primary Texts:</p> <p>various nonfiction articles</p>	<p>CCSS 9-10 RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS 9-10 RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS 9-10 RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>How does the reader engage in a meaningful discussion with the text?</p> <p>How does text structure vary depending on text type (informational or literary)?</p> <p>How do authors accomplish their purposes through structural and language choices?</p> <p>How do text types reveal author's purpose?</p> <p>How does manipulation of structure and language help to accomplish your purpose for writing?</p>

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20-35	<p>Close analytical reading of extended text.</p> <p>Primary Texts:</p> <p>Extended Text (one of the following):</p> <p><i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot <i>What the Eyes Don't See</i>, Mona Hanna-Attisha <i>An Ordinary Man</i>, Paul Rusesabagina <i>Mercies in Disguise</i>, Gina Kolata <i>Freedom Writers</i>, Erin Gruwell</p> <p>Various paired poems.</p> <p>Various short readings, both</p>	<p>CCSS 9-10 RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS 9-10 RI 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CCSS 9-10 RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS 9-10 RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS 9-10 RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS 9-10 RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>What makes a choice ethical?</p> <p>What steps are involved in making an ethical choice?</p> <p>How are ethical dilemmas overcome by characters in nonfiction and fiction?</p>	

		fiction and nonfiction.	<p>CCSS 9-10 SL 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CCSS 9-10 SL 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS 9-10 SL 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS 9-10 SL 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, CCSS 9-10 L 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>reasoning, and evidence and to add interest.</p> <p>CCSS 9-10 W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS 9-10 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS 9-10 W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
through entire module	Independent Readings (student selected)	<p>CCSS 9-10 RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS 9-10 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for</p>	<p>What is the author's purpose?</p> <p>How does the author use language to accomplish purpose?</p>	

			a range of tasks, purposes, and audiences.	
<p>Module 3: Shakespeare</p> <p>Primary Common Assessments :</p> <p>Performance-Based Assessment: Literary Analysis Task</p> <p>Final Exam: Reading and Language Assessment</p> <p>Final Exam: Writing and Language Assessment</p>	10-25	<p>Shakespeare</p> <p>Primary Texts:</p> <p>Various Shakespearean/Elizabethan, Spenserian, Miltonian, and Petrarchan sonnets</p> <p><i>Julius Caesar</i>, William Shakespeare</p> <p><i>The Canterbury Tales</i>, Geoffrey Chaucer</p> <p><i>Macbeth</i>, William Shakespeare</p>	<p>CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS 9-10 RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS 9-10 RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS 9-10 RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS 9-10 RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS 9-10 SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS 9-10 L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS 9-10 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>How do the elements of a sonnet such as structure, rhetorical devices, and poetic devices contribute to the poet's purpose?</p> <p>How can words inspire change?</p>