



High School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 10

TEACHING WINDOW A	OVERVIEW
	<p>Unit 1 Overview: In this unit, students will investigate the theme of fear, considering why frightening topics are so intriguing to people. Students will read a variety of texts, view informational graphics, and view media as they discuss the Essential Question for the unit: What is the allure of fear?</p> <p>Unit 2 Overview: In this unit, students will learn about feeling left out. They will consider why some people strongly feel this way, but also whether every individual feels left out in some way. Students will read a variety of texts and watch a video as they discuss the Essential Question for the unit: Do people need to belong?</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
NC Check-Ins Window Fall #1: October 3-14 #2: December 5-16 NC Check-Ins Window Spring #1: February 21-March 3 #2: May 1-12 NC Check-Ins Window Yearlong #1: December 5-16 #2: May 1-12	NC Check-Ins OR Mastery Connect

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Teaching Window A: Units 1 and/or 2 Unit 1: Inside the Nightmare Unit 2: Outsiders and Outcasts	25 days	Unit 1 Home Connection Letter Unit 1 Home Connection Letter (Spanish) Unit 2 Home Connection Letter	Standards Key: RL=Reading Literature RI=Reading Informational Text L=Language SL=Speaking & Listening W=Writing Focus Standards



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		<p>Unit 2 Home Connection Letter (Spanish)</p> <p>CommonLit for Parents & Guardians</p>	<p>RL.9-10.1 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>RL.9-10.2 Determine a theme 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>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>L.9-10.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>RI.9-10.1 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>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges</p>
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			<p>and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Secondary Standards (standards listed at end of document) RL.9-10.7 RL.9-10.9 RL.9-10.10 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5b L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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TEACHING WINDOW B	OVERVIEW
	<p>Unit 3 Overview: In this unit, students will learn about the struggle for freedom, considering the factors that determine who is free and who remains oppressed. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What is the relationship between power and freedom?</p> <p>Unit 4 Overview: In this unit, students will learn about greed, considering whether material possessions and wealth truly make one happy. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What do our possessions reveal about us?</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
NC Check-Ins Window Fall #1: October 3-14 #2: December 5-16 NC Check-Ins Window Spring #1: February 21-March 3 #2: May 1-12 NC Check-Ins Window Yearlong #1: December 5-16 #2: May 1-12	NC Check-Ins OR Mastery Connect

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Teaching Window B: Units 3 and/or 4 Unit 3: Extending Freedom's Reach	25 days	Unit 3 Home Connection Letter Unit 3 Home Connection Letter (Spanish) Unit 4 Home Connection Letter	Focus Standards RI.9-10.3 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.



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Unit 4: All That Glitters		Unit 4 Home Connection Letter (Spanish) CommonLit for Parents & Guardians	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RI.9-10.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>RI.9-10.6 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>RI.9-10.8 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>L.9-10.5a Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.</p> <p>Secondary Standards (standards listed at end of document) RL.9-10.7 RL.9-10.9 RL.9-10.10 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.6</p>
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			<p>SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5b L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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TEACHING WINDOW C	OVERVIEW
	<p>Unit 5 Overview: In this unit, students will learn about forgiveness, considering situations in which people seek vengeance or offer amends. Students will read a variety of texts as they discuss the Essential Question for the unit: What motivates us to forgive?</p> <p>Unit 6 Overview: In this unit, students will learn about vision, considering whether those without sight do not see at all, or rather see things differently. Students will read a variety of texts as they discuss the Essential Question for the unit: What does it mean to see?</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
NC Check-Ins Window Fall #1: October 3-14 #2: December 5-16 NC Check-Ins Window Spring #1: February 21-March 3 #2: May 1-12 NC Check-Ins Window Yearlong #1: December 5-16 #2: May 1-12	NC Check-Ins OR Mastery Connect

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Teaching Window C: Units 5 and/or 6 Unit 5: Virtue and Vengeance Unit 6: Blindness and Sight	25 days	Unit 5 Home Connection Letter Unit 5 Home Connection Letter (Spanish) Unit 6 Home Connection Letter	Focus Standards RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise. RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature



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		Unit 6 Home Connection Letter (Spanish) CommonLit for Parents & Guardians	<p>from outside the United States, drawing on a wide reading of world literature.</p> <p>Secondary Standards (standards listed at end of document) RL.9-10.7 RL.9-10.9 RL.9-10.10 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5b L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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Secondary Standards

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.9-10.9 Analyze how an author adopts or adapts source material in a specific work

RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.

RI.9-10.10 By the end of grade 10, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RI.9-10.10 By the end of grade 10, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text

SL.9-10.1 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. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. **c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



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SL.9-10.4 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.

SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.

L.9-10.3 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. **a.** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. **b.** Use parallel structure.

L.9-10.5b Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2 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.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.5 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



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when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.