

Grade 10 Curriculum Map 2026-2027

***It is at each individual teacher’s discretion to differentiate the material and skills based on student proficiencies in any given class period**

	Unit 1	Unit 2	Unit 3	Unit 4
	Becoming a Close Reader/ Analyzing the Human Experience	Reading and Writing to Learn: Examining Stories of Ourselves	Developing a Cohesive Argument/ Exploring Dynamic Character	Examining Rhetorical Appeal and Technique
End of Unit Performance Task(s)	Honors: Using your teacher-selected text (see list below) AND <i>The Kite Runner</i> (840) by Khaled Hosseini, write an analytical essay using specific and relevant evidence from the text(s) that examines how each author's use of literary devices aids in expressing the human experience. Required Summative Assessment *Must be completed as a Canvas assignment* Regents: Using the novel <i>The Kite Runner</i> (840), by Khaled Hosseini, AND short stories (two listed below and a third teacher’s choice) write an analytical essay using specific and relevant evidence from the text(s) that examines how the author's use of literary devices aids in expressing the human experience.	Honors: Using <i>Their Eyes Were Watching God</i> (890) by Zora Neale Hurston OR <i>Life of Pi</i> (830) by Yann Martel, write an insightful narrative that expresses how an individual changed as a result of cultural and social influences while acknowledging the nuances of the audience’s knowledge and biases. Note: Teachers may elect to have students write narratives from the perspective of a particular character. Required Summative Assessment *Must be completed as a Canvas assignment* Regents: Using <i>Night</i> (590) by Elie Wiesel OR <i>Life of Pi</i> (830) by Yann Martel, write an insightful narrative that expresses how an individual changed as a result of cultural and social influences while acknowledging the nuances of the audience’s knowledge and biases. Honors & Regents: *Elie Wiesel - Nobel Prize Acceptance Speech: “The Perils of Indifference” by Elie Wiesel Note: Teachers may elect to have students write narratives from the perspective of a particular character.	Honors: After reading <i>They Called Us Enemy</i> (680) by George Takei AND <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (890) by Robert Louis Stevenson OR <i>Frankenstein</i> by Mary Shelley, students will examine the literary techniques the author employs to create a dynamic character. Regents: After reading <i>They Called Us Enemy</i> (680) by George Takei OR <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (890) by Robert Louis Stevenson, students will examine literary techniques employed by the author to create a dynamic character. Required Summative Assessment *Must be completed as a Canvas assignment* Source-Based Argument Paper (Honors & Regents) Using a minimum of four credible sources, write a source-based argument. Specific prompt to be determined by the individual teacher, but thematic/genre alignment with anchor text is strongly suggested. In addition, be sure to adhere to MLA guidelines for format, internal citations, and works cited page. (See Task 2 of ELA Regents for specific requirements and rubric)	Honors/Regents: After analyzing elements of rhetoric in Antony’s and Brutus’s speeches from Act 3, Scene 2 of William Shakespeare’s <i>Julius Caesar</i> AND in “A Letter From Birmingham Jail” (1220) by Dr. Martin Luther King Jr., students will compose a piece that analyzes an author’s use of rhetorical devices and strategies to demonstrate a deeper understanding of the author’s intent. **At the discretion of the teacher(s), this can be adapted to be a presentation that provides information, findings, and supporting evidence that logically illustrates the speaker’s line of reasoning through the use of digital media. Required Summative Assessment *Must be completed as a Canvas assignment* Honors/Regents: In addition to the assignment listed above, students must also read the entirety of one of the Shakespearean tragedies listed below. This determination will be at the teacher’s discretion.
Essential Questions/ Essential Understandings	EQ1: How does literature reflect the human experience? EU1: Students will examine how an author conveys a powerful experience through his or her writing. EU2. Students will analyze how a writer's use of literary devices aids in crafting a piece	EQ1: How does one's social and cultural environment influence or shape one's identity? EU1: Students will understand how a person's struggle will impact the evolution of the self. EU2. Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.	EQ1: What are the ethical implications of our decisions? EU1: Students will understand that various external factors can influence an individual’s sense of ethics. EU2: Students will further examine the different language styles and text structures writers use to communicate abstract and intangible ideas and	EQ1: How does a speaker persuade his or her audience? EQ2: How does an author structure ideas to develop a point or defend a position? EU1: Students will examine the various elements of a persuasive speech. EU2: Students will determine the appropriate audience and tone to deliver an effective speech.

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	of literature/writing. EU3: Students will learn to use context clues to understand language and draw meaning by evaluating difficult text.		beliefs. EU3: Students will evaluate the validity of an argument through the credibility of a writer's point of view. EU4: Students will learn how to gather credible information, organize important ideas, and produce an argument.	EU3: Students will examine different language styles and text structures to convey meaning. EU4: Students will analyze and implement an understanding of rhetorical devices and literary techniques.
Required and Supplemental Texts	Required Texts <i>The Kite Runner</i> by Khaled Hosseini Supplemental Texts <i>*Great Expectations</i> by Charles Dickens (10H)? <i>*1984</i> by George Orwell (10R & 10H) Short Stories <i>*“The Lottery”</i> by Shirley Jackson (10R & 10H) <i>* “Through the Tunnel”</i> by Doris Lessing (10R & 10H) <i>*“The Interlopers”</i> by Saki (10R & 10H) <i>* “The Boar Hunt”</i> by Jose Vasconcelos (10R & 10H) <i>*“The Secret Kite”</i> by Deborah Ellis (10R) Poetry/Speeches <i>*“Love is Love is Love”</i> by Lin-Manuel Miranda (10R & 10H) <i>*“From Towards a True Refugee”</i> by Aung San Suu Kyi (HMH Collections p.11) <i>*“We Grow Accustomed to the Dark”</i> by Emily Dickinson* (HMH Collections pgs 155-156) <i>*“Before I Got My Eye Put Out”</i> Emily Dickinson* (HMH Collections pgs 155, 157)	Required Texts <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, OR <i>Americanah</i> by Chimamanda Ngozi, OR <i>Life of Pi</i> by Yann Martel OR <i>Night</i> by Elie Wiesel Supplemental Texts <i>*Night</i> by Elie Wiesel (10R) <i>*Americanah</i> by Chimamanda Ngozi, <i>* Life of Pi</i> by Yann Martel <i>*Warriors Don’t Cry</i> by Melba Pattillo Beals (10R) <i>*1984</i> by George Orwell (AP Sem) Short Stories <i>*“The Secret Room”</i> by Corrie ten Boom (Chapter 6 of <i>The Hiding Place</i>) <i>*“The Seventh Man”</i> by Haruki Murakami (Collections Close Reader pg. 27) Poetry/Speeches <i>*“Without Title”</i> by Diane Glancy (HMH Collection) <i>* “Orchids Are Sprouting from the Floorboards”</i> by Kaveh Akbar <i>* “A Dream within a Dream”</i> by Edgar Allen Poe <i>* “A Lady”</i> by Amy Lowell-Castle Learning	Required Texts <i>They Called Us Enemy</i> by George Takei OR <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson OR <i>Frankenstein</i> by Mary Shelley Supplemental Texts <i>*They Called Us Enemy</i> by George Takei <i>*The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson <i>*Frankenstein</i> by Mary Shelley <i>*Things Fall Apart</i> by Chinua Achebe <i>*“The Mistrust of Science” by Atul Gawande</i> <i>*“Why I Love a Country That Once Betrayed Me” by George Takei</i> (TED Talk) Short Stories <i>*“A Sound of Thunder”</i> by Ray Bradbury (10H & 10R) <i>* “Two Kinds”</i> by Amy Tan (Foresman Literature pg 19) Poetry/Speeches <i>*“Magic Island”</i> - Poem by Cathy Song (<i>Collections</i> text pages 137-140) <i>* “Stopping by Woods on a Snowy Evening”</i> by Robert Frost <i>* “A Poison Tree”</i> by William Blake <i>* “The Angry Man”</i> by Phyllis McGinley	Required Texts After analyzing elements of rhetoric in Antony’s and Brutus’s speeches from Act 3, Scene 2 of William Shakespeare’s <i>Julius Caesar</i> AND in “A Letter From Birmingham Jail” by Dr. Martin Luther King Jr., students will compose a piece that analyzes an author’s use of rhetorical devices and strategies to convey a message. After the required texts are completed, Teachers may choose ONE Shakespearean Tragedy: <i>Julius Caesar (630)</i> by William Shakespeare OR <i>Macbeth (1350)</i> by William Shakespeare Supplemental Texts/ Speeches <i>*From “Letter to Viceroy, Lord Irwin”</i> by Mohandas K. Gandhi (Collections pg. 351) <i>*“Abraham Lincoln’s Second Inaugural Address”</i> by Abraham Lincoln <i>*“Women's Rights Are Human Rights”</i> by Hillary Clinton <i>* Angelina Jolie World Refugee Day 2009</i> <i>* Luther King</i> (April 4th 1968) <i>*“Ain’t I A Woman”</i> by Sojourner Truth Short Stories/Excerpts <i>*”Masque of the Red Death”</i> by Edgar Allan Poe (10R & 10H) <i>*excerpt from “The Prince”</i> by Niccolo Macchiavelli (10H) Poetry <i>*“The Macbeth Murder Mystery”</i> by James Thurber (HMH Collection) <i>*“Graduation”</i> (excerpt from <i>I Know Why the Caged Bird Sings</i>) by Maya Angelou <i>* “Give Us Our Peace”</i> by Langston Hughes

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				* “Money Musk” by Jordan Smith * “Give Us Our Peace” by Langston Hughes
Increasing Text Complexity (Lexile Bands)	<i>Kite Runner</i> by Khaled Hosseini 1130 <i>Great Expectations</i> by Charles Dickens 1230	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston 1080 <i>Americanah</i> by Chimamanda Ngozi 940 <i>Life of Pi</i> by Yann Martel 830 <i>Night</i> by Elie Wiesel 590 <i>Warriors Don’t Cry</i> by Melba Pattillo Beals 1000	<i>Frankenstein</i> by Mary Shelley 1170 <i>Jekyll and Hyde</i> by Robert Louis Stevenson 1060 <i>Things Fall Apart</i> 890 <i>The Haunting of Hill House</i> by Shirley Jackson 920	<i>Macbeth</i> 960-1320 <i>Julius Caesar</i> 990 "Letter From Birmingham Jail"1380
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	History (Women’s Rights, Native American Culture, Afghan History and Culture, Middle Eastern Struggle) Teacher selected pieces from Common Lit	History (Segregation/Race Relations, Colonization/Western Expansion, Holocaust) World Language (<i>Night</i> -translation), Media (Holocaust Film) Teacher selected pieces from Common Lit	History (Civil Rights Movement), Sociology (Ethics) Teacher selected pieces from Common Lit	History (Civil War) Teacher selected pieces from Common Lit
Reading Standards Across Units	RL.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.	RL.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.	RL.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.	RL.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.
Reading Standards Central to Unit	RL.10.3. 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. RL. 10.4. 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). RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the US, drawing on a wide reading of world lit.	RI.10.3 Analyze how an 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. RI.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.	RI.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 the false statements and fallacious reasoning. RI.10.9 Analyze seminal U.S. documents of historical and literary significance	RI.10.3 Analyze how an 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. RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyzing the cumulative impact of specific word choices on meaning and tone.

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Writing Standards Across Units	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.
Writing Standards Central to Unit	W10.2.Writing 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.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequence.	W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically. W.10.7 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. W.10.8 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. W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.10.8 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. W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Writing Standards Central to Unit Cont'd				
Speaking/	SL.10.1 Initiate and participate effectively in a range of collaborative discussions	SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one,	SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in	SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one,

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Listening Standards Across Units	(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.	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.	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.	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.
Speaking/ Listening Standards Central to Unit	N/A	SL.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.	N/A	SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerates or distorted evidence. SL.10.4. Presents information, findings, and supportive 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.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
Language Standards Central to Unit	L10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Parts of Speech) L.10.2 Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Types of sentences/use of punctuation)	L10.5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.	L10.3 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. L10.6 Acquire and use accurate 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.	L10.3 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. L10.5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.

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Grammar Standards Central to Unit	Grammar <i>Unit 1</i> Master: Fragments/Run-ons, Figurative Language Reinforce: Parallel Structure, Wordy Sentences, Denotation/Connotation, Colorful Language <i>Unit 2</i> Master: Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses Reinforce: Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases	Grammar <i>Unit 3</i> Master: Kinds of Sentences, Subjects/Predicates Reinforce: Compound Subjects & Verbs, Direct/Indirect Objects, Subject Complements <i>Unit 4</i> Master: Types of Nouns, Possessive Nouns and Pronouns Reinforce: Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference	Grammar <i>Unit 5</i> Master: Regular/Irregular Verbs Reinforce: Types of Verbs, Shifts in Tense, Active/Passive Voice, Participles/Participial Phrases, Gerunds/Gerund Phrases, Infinitives/Infinitive Phrases <i>Unit 6</i> Master: Using Adjectives & Adverbs, Double Negatives, Using Prepositions and Prepositional Phrases, Using Conjunctions and Interjections Reinforce: Avoiding comparison problems, Misplaced/Dangling Modifiers	Grammar <i>Unit 7</i> Reinforce: Subject/Verb Agreement, Indefinite Pronouns, Inverted Sentences, Other Agreement Problems <i>Unit 8</i> Master: End Marks and Abbreviations, Quotation Marks and Italics, Other Marks of Punctuation Reinforce: Commas, Semicolons, Colons, Punctuation Dialogue, Apostrophes
Vocabulary Focus	Sadlier Vocabulary Workshop, Level E Units 1-4 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level E Units 5-8 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level E Units 9-12 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level E Units 13-15 Vocabulary embedded in anchor texts