

Grade 10 Curriculum Map 2024-2025

	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)	<p>Honors: Using your teacher-selected text (see list below) AND <i>The Kite Runner</i> by Khaled Hosseini, write an analytical essay that examines how each author's use of literary devices aids in expressing the human experience.</p> <p>Regents: Using the novel <i>The Kite Runner</i>, by Khaled Hosseini, AND short stories (two listed below and a third teacher's choice) write an analytical essay that examines how the author's use of literary devices aids in expressing the human experience.</p> <p>Supplemental Texts *<i>Great Expectations</i> by Charles Dickens (10H) *<i>All Quiet on the Western Front</i> by Erich Maria Remarque (10H) *<i>1984</i> by George Orwell (10R & 10H) **“Gerald No Last Name” and “Those Who Don’t” or other excerpts from <i>The House on Mango Street</i> by Sandra Cisneros (10R) **“The Lottery” by Shirley Jackson (10R & 10H) **“Love is Love is Love” by Lin-Manuel Miranda: (10R & 10H) **“From Towards a True Refuge” by Aung San Suu Kyi (HMH Collections p.11) **“We Grow Accustomed to the Dark” by Emily Dickinson* (HMH Collections) **“Before I Got My Eye Put Out” Emily Dickinson* (HMH Collections)</p> <p>Required Grammar <i>Unit 1</i> Master: Fragments/Run-ons, Figurative Language</p>	<p>Honors: Using <i>Their Eyes Were Watching God</i> by Zora Neale Hurston OR <i>Life of Pi</i> by Yann Martel write an insightful narrative that expresses how an individual changed as a result of cultural and social influences. Note: Teachers may elect to have students write narratives from the perspective of a particular character.</p> <p>Regents: Using <i>Night</i> by Elie Wiesel OR <i>Life of Pi</i> by Yann Martel write an insightful narrative that expresses how an individual changed as a result of cultural and social influences. Note: Teachers may elect to have students write narratives from the perspective of a particular character.</p> <p>Supplemental Texts *<i>Night</i> by Elie Wiesel *<i>Warriors Don’t Cry</i> by Melba Pattillo Beals *<i>1984</i> by George Orwell *Elie Wiesel - Nobel Prize Acceptance Speech: “The Perils of Indifference” by Elie Wiesel **“The Secret Room” by Corrie ten Boom (Chapter 6 of <i>The Hiding Place</i>) **“The Seventh Man” by Haruki Murakami (Collections Close Reader pg. 27) **“Without Title” by Diane Glancy (HMH Collection)</p> <p>Required Grammar <i>Unit 3</i> Master: Kinds of Sentences, Subjects/Predicates Reinforce: Compound Subjects & Verbs, Direct/Indirect Objects, Subject Complements</p> <p><i>Unit 4</i></p>	<p>Honors: After reading <i>They Called Us Enemy</i> by George Takei AND <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, students will examine literary techniques employed by the author to create a dynamic character.</p> <p>Regents: After reading <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, students will examine literary techniques employed by the author to create a dynamic character.</p> <p>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)</p> <p>Supplemental Texts *<i>Frankenstein</i> by Mary Shelley *<i>Things Fall Apart</i> by Chinua Achebe *<i>Code Talker</i> by Joseph Bruhac **“The Mistrust of Science” by Atul Gawande **“Why I Love a Country That Once Betrayed Me” by George Takei (TED Talk) **“Magic Island” - Poem by Cathy Song (<i>Collections</i> text pages 137-140) **“A Sound of Thunder” by Ray Bradbury (10H & 10R)</p> <p>Required Grammar <i>Unit 5</i> Master: Regular/Irregular Verbs</p>	<p>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” 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. Note: Teachers may also elect to have students construct an original speech that incorporates rhetorical devices and strategies studied within the unit.</p> <p>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.</p> <p>Shakespearean Tragedies *<i>Julius Caesar</i> by William Shakespeare *<i>Macbeth</i> by William Shakespeare</p> <p>Supplemental Texts *From “Letter to Viceroy, Lord Irwin” by Mohandas K. Gandhi (Collections pg. 351) **“Abraham Lincoln’s Second Inaugural Address” by Abraham Lincoln **“Women's Rights Are Human Rights” by Hillary Clinton *Angelina Jolie World Refugee Day 2009 *Luther King (April 4th 1968) **“Ain’t I A Woman” by Sojourner Truth **“The Macbeth Murder Mystery” by James Thurber (HMH Collection) **“Graduation” (excerpt from <i>I Know Why the Caged Bird Sings</i>) by Maya Angelou</p> <p>Required Grammar</p>

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	<p>Reinforce: Parallel Structure, Wordy Sentences, Denotation/Connotation, Colorful Language</p> <p><i>Unit 2</i></p> <p>Master: Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses</p> <p>Reinforce: Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases</p>	<p>Master: Types of Nouns, Possessive Nouns and Pronouns</p> <p>Reinforce: Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference</p>	<p>Reinforce: Types of Verbs, Shifts in Tense, Active/Passive Voice, Participles/Participial Phrases, Gerunds/Gerund Phrases, Infinitives/Infinitive Phrases</p> <p><i>Unit 6</i></p> <p>Master: Using Adjectives & Adverbs, Double Negatives, Using Prepositions and Prepositional Phrases, Using Conjunctions and Interjections</p> <p>Reinforce: Avoiding comparison problems, Misplaced/Dangling Modifiers</p>	<p><i>Unit 7</i></p> <p>Reinforce: Subject/Verb Agreement, Indefinite Pronouns, Inverted Sentences, Other Agreement Problems</p> <p><i>Unit 8</i></p> <p>Master: End Marks and Abbreviations, Quotation Marks and Italics, Other Marks of Punctuation</p> <p>Reinforce: Commas, Semicolons, Colons, Punctuation Dialogue, Apostrophes</p>
<p>Essential Questions/</p> <p>Essential Understandings</p>	<p>EQ1: How does literature reflect the human experience?</p> <p>EU1: Students will examine how an author conveys a powerful experience through his or her writing.</p> <p>EU2. Students will analyze how a writer's use of literary devices aids in crafting a piece of literature/writing.</p> <p>EU3. Students will learn to use context clues to understand language and draw meaning by evaluating difficult text.</p>	<p>EQ1: How does one's social and cultural environment influence or shape one's identity?</p> <p>EU1: Students will understand how a person's struggle will impact the evolution of the self.</p> <p>EU2. Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.</p>	<p>EQ1: What are the ethical implications of our decisions?</p> <p>EU1: Students will understand that various external factors can influence an individual’s sense of ethics.</p> <p>EU2: Students will further examine the different language styles and text structures writers use to communicate abstract and intangible ideas and beliefs.</p> <p>EU3: Students will evaluate the validity of an argument through the credibility of a writer's point of view.</p> <p>EU4: Students will learn how to gather credible information, organize important ideas, and produce an argument.</p>	<p>EQ1: How does a speaker persuade his or her audience?</p> <p>EQ2: How does an author structure ideas to develop a point or defend a position?</p> <p>EU1: Students will examine the various elements of a persuasive speech.</p> <p>EU2: Students will determine the appropriate audience and tone to deliver an effective speech.</p> <p>EU3: Students will examine different language styles and text structures to convey meaning.</p> <p>EU4: Students will analyze and implement an understanding of rhetorical devices and literary techniques.</p>
<p>Texts (Required)</p>	<p><i>The Kite Runner</i> by Khaled Hosseini</p>	<p><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</p>	<p><i>They Called Us Enemy</i> by George Takei AND <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson</p>	<p>Teacher-selected: <i>Julius Caesar</i> by William Shakespeare or <i>Macbeth</i> by William Shakespeare and “Letter From A Birmingham Jail”</p>

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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>Etched in Sand</i> by Regina Calcaterra	<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 Newsela	History (Segregation/Race Relations, Colonization/Western Expansion, Holocaust) World Language (<i>Night</i> -translation), Media (Holocaust Film) Teacher selected pieces from Newsela	History (Civil Rights Movement), Sociology (Ethics) Teacher selected pieces from Newsela	History (Civil War) Teacher selected pieces from Newsela
Reading Standards Across Units	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
Reading Standards Central to Unit	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, 81 tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	NGLS 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL) NGLS 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, 81 tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

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	NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)			
Writing Standards Across Units	<p>NGLS 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p> <p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p>	<p>NGLS 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p> <p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p>	<p>NGLS 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p> <p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p>	<p>NGLS 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p> <p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p>

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Writing Standards Central to Unit	<p>NGLS 9-10W2: 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>NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.</p>	<p>NGLS 9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>NGLS 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NGLS 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>NGLS 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</p> <p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p> <p>NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.</p>	<p>NGLS 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p> <p>NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.</p>
Speaking/ Listening Standards Across Units	<p>NGLS.9-10.10.1 : Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p>NGLS.9-10.10.1 : Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p>NGLS.9-10.10.1 : Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p>NGLS.9-10.9-10.10.1 : Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>

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Speaking/ Listening Standards Central to Unit	N/A	NGLS.9-10.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	N/A	NGLS.9-10.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence. NGLS.9-10.10.4. Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience. NGLS.9-10.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	NGLS.9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	NGLS.9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	NGLS.9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	NGLS.9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Language Standards Central to Unit	NGLS 9-10L3: 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. NGLS 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	NGLS 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NGLS 9-10L3: 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. NGLS 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	NGLS 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. NGLS 9-10L3: 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. NGLS 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type. Vo	NGLS 9-10L3: 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. NGLS 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NGLS 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type. Vo

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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	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