

10th Grade Scope and Sequence

<p align="center">Module 10.1 (Semester 1)</p>	<p align="center">Module 10.2 (Semester 2)</p>
<p>Skills:</p> <ul style="list-style-type: none"> ● Reading closely and writing to analyze ● Working with evidence and making claims: How do authors structure texts and develop ideas ● Determine central idea of a text and analyze in detail its development over the course of the text ● Determine theme and analyze its development over the course of a text. ● 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 ● Identify a central idea shared by one literary text and one informational text. ● Use specific details to explain how this central idea develops over the course of each text, and compare how the author's' choices about text structure contribute to the development of this idea. ● Selected Writing Revolution 	<p>Skills:</p> <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze by citing strong and thorough textual evidence to support analysis of what the text says. ● Understanding and Evaluating Argument: Analyzing Text to Write Arguments
<p>Unit 1: Life Choices Duration: Early September (2018) to Mid October (2018)</p> <p>Readings:</p> <ul style="list-style-type: none"> ● 4-6 selected poems ● Informational texts that relate to the theme/topic 	<p>Unit 1: Culture and Conflict Duration: Late January 2019 to Mid March (2019)</p> <p>Readings:</p> <ul style="list-style-type: none"> ● At least 1 novel related to the theme/topic ● Informational texts that relate to the theme/topic

Performance-Based Tasks: Write 1 text-analysis response using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, revision, etc.

Unit 2: Survival

Duration: Mid October (2018) to Early December (2018)

Readings:

- 4-6 selected short stories
- Informational texts that relate to a chosen theme

Performance-Based Tasks: Write 1 argumentative essay using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, and revision.

Unit 3: Internal Struggle

Duration: Early December (2018) to Mid January (2019)

Readings: TBD

- 1 or 2 plays related the theme/topic
- Informational texts that relate to the theme/topic

Performance-Based Tasks

- Create a six-page foldable that asks them to synthesize their understanding of how the authors incorporate the major literary elements in both plays.

Performance-Based Task: Write 1 character analysis essay using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, and revision.

Unit 2: Power and Corruption

Duration: Mid March (2019) to Late April (2019)

Readings:

- At least 1 short story and 1 poem
- Informational texts that relate to the theme/topic

Performance-Based Task

- Write 1 text-analysis using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, revision, etc.
- Write 1 argumentative essay using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, and revision.

Unit 3: Utopias and Dystopias

Duration: May (2019) to Early June (2019)

Readings:

- At least two novels: 1 teacher selected novel; 1 independent reading
- Informational texts that relate to the theme/topic

Performance-Based Task: Write 1 argumentative essay using the writer's process, including pre-writing (brainstorming), quick outlines, MPOs, drafting, and revision.