

10th Grade ELA Curriculum Map
Created May 2023

Month	Unit/Topic of Study with Pearson	Selection	Standards	Key Vocabulary	Test Taking, Reading, and Engagement Strategies	Writing in the Content Area w/DOK	Assessments
Sept	Unit 1: Inside the Nightmare	<p>“The Fall of the House of Usher”</p> <p>“House Taken Over”</p> <p>“How To Tell If You’re Reading a Gothic Novel”</p> <p>“Why Do Some Brains Enjoy Fear?”</p>	<p>Short Stories: RL.9-10.1 RL.9-10.4 RL.9-10.5 <u>RL.9-10.7</u> RL.10.10</p> <p>Articles: RI.9-10.1 RI.9-10.4</p> <p>Writings: W.9-10.2a-f W.9103a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4a-b L.9-10.5a-b</p> <p>Socratic Seminar: SL.9-10.1a-d</p>	<p>Annihilate Antiquity Fissure Dissolution Rending Tumultuous</p> <p>Spacious Unvoiced Obscure Recessed Vestibule Muffled</p>	<p>T4/Annotation</p> <p>Jot Thoughts</p> <p>All Write Round Robin</p> <p>Timed Round Robin</p>	<p>Narrative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain</p> <p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment: Students analyze how artistic representations of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on what is emphasized or absent in different treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.”</p>

							RL.9–10.7
Oct	Unit 1: Inside the Nightmare	“Where is Here?” “Beware: do not read this poem” “Wendigo”	Poems: RL.9-10.1 RL.9-10.6 <u>RL.9-10.7</u> RL.10.10 RI.9-10.1 RI.9-10.4 Writings: W.9-10.2a-f W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4a-b L.9-10.5a-b	Gregarious Amiably Stoical Vain Tenant Hackles Sumac	T4/Annotation Jot Thoughts All Write Round Robin Timed Round Robin	Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence	Formative: Quills Articles Reading Checks Summative: Essay Common Assessment Sample Common Assessment: Students analyze how artistic representations of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on what is emphasized or absent in different treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.” RL.9–10.7
Nov	Unit 6: Blindness and Sight	<i>Oedipus</i>	Play: RL.9-10.1 <u>RL.9–10.3</u> RL.9-10.6 RL.10.10	Proclamation Decree Edicts Highwaymen	T4/Annotation Jot Thoughts All Write Round	Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain	Formative: Quills Articles Reading Checks

			<p>RI.10.2; RI.9-10.3 RI.9-10.5</p> <p>Writings: W.9-10.2a-f W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4c-d L.9-10.5a-b</p> <p>Socratic Seminar: SL.9-10.1a-d</p>		<p>Robin</p> <p>Timed Round Robin</p>	<p><i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p>	<p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment:</p> <p>Students analyze how the character of Odysseus from Homer’s <i>Odyssey</i>— a “man of twists and turns”—reflects conflicting motivations through his interactions with other characters in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both advance the plot of Homer’s epic and develop themes.</p> <p>RL.9–10.3</p>
Dec	Unit 6: Blindness and Sight	<i>Oedipus</i>	<p>Play: RL.9-10.1 RL.9–10.3 RL.9-10.6 RL.10.10 RI.10.2; RI.9-10.3 RI.9-10.5</p> <p>Writings:</p>	<p>Oracles Prophecy Inexorable Abased</p>	<p>T4/Annotation</p> <p>Jot Thoughts</p> <p>All Write Round Robin</p> <p>Timed Round Robin</p>	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common</p>

			<p>W.9-10.2a-f W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4c-d L.9-10.5a-b</p> <p>Socratic Seminar: SL.9-10.1a-d</p>				<p>Assessment:</p> <p>Students analyze how the character of Odysseus from Homer’s <i>Odyssey</i>— a “man of twists and turns”—reflects conflicting motivations through his interactions with other characters in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both advance the plot of Homer’s epic and develop themes.</p> <p>RL.9–10.3</p>
Jan	Unit 2: Outsiders and Outcasts	<i>Anthem</i>	<p>Novel: RL.9-10.2; RL.9-10.3 RL.10.10 RI.10.2; RI.9-10.3 RI.9-10.5 RI.9-10.6 <u>RI.9-10.8</u></p> <p>Writings: W.9-10.1a-e W.9-10.4-6 L.9-10a-b</p>	<p>Equality Liberty Union Transgression Vocation Dais Cesspool Ravine Manuscript Lassitude Eugenics Tarried Pyre</p>	<p>T4/Annotation</p> <p>Jot Thoughts</p> <p>All Write Round Robin</p> <p>Timed Round Robin</p>	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p> <p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i></p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment:</p> <p>Students evaluate the argument and specific</p>

			<p>L.9-10.2.a-c</p> <p>Research: W.9-10.7-8</p>			<p>Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>claims about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” assessing the relevance and sufficiency of the evidence and the validity of his reasoning</p> <p>RI.9–10.8</p>
Feb	Unit 2: Outsiders and Outcasts	<i>Anthem</i>	<p>Novel: RL.9-10.2; RL.9-10.3 RI.10.2; RI.9-10.3 RI.9-10.5 RI.9-10.6 <u>RI.9-10.8</u></p> <p>Writings: W.9-10.1a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c</p> <p>Research: W.9-10.7-8</p>		<p>T4/Annotation</p> <p>Jot Thoughts</p> <p>All Write Round Robin</p> <p>Timed Round Robin</p>	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p> <p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment:</p> <p>Students evaluate the argument and specific claims about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” assessing the relevance and sufficiency of the evidence and the validity of his reasoning</p>

							RI.9–10.8
March	Unit 2: Outsiders and Outcasts	<i>Anthem</i>	<p>Novel: RL.9-10.2; RL.9-10.3 RI.10.2; RI. 9-10.3 RI.9-10.5 RI.9-10.6 <u>RI.9-10.8</u></p> <p>Writings: W.9-10.1a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c</p> <p>Research: W.9-10.7-8</p> <p>Socratic Seminar: SL.9-10.1a-d</p>	Boon Illustrious Seize Pity Corruption Depraved Martyr Reverence Sanction Vindicate Infamy Solidarity Solitude	T4/Annotation Jot Thoughts All Write Round Robin Timed Round Robin	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p> <p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment: Students evaluate the argument and specific claims about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” assessing the relevance and sufficiency of the evidence and the validity of his reasoning.</p> <p>RI.9–10.8</p>
April	Unit 4: All That Glitters	<i>The Great Gatsby (My Perspectives Tradebook)</i>	<p>Novel: RL.9-10.2; RL.9-10.3 RL.9-10.7 RI.10.2; RI. 9-10.3 RI.9-10.5 <u>RI.9-10.8</u></p>	Ambiguous Apathetic Coherence Condescend Contempt Cynical	T4/Annotation Jot Thoughts All Write Round Robin Timed Round Robin	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p>

			<p>Writing: W.9-10.1a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4c-d L.9-10.5a-b</p> <p>Research: W.9-10.7-8</p>			<p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>Sample Common Assessment:</p> <p>Students determine the purpose and point of view in Martin Luther King, Jr.'s, "I Have a Dream" speech and analyze how King uses rhetoric to advance his position.</p> <p>RI.9–10.8</p>
May	Unit 4: All That Glitters	<i>The Great Gatsby (My Perspectives Tradebook)</i>	<p>Novel: RL.9-10.2; RL.9-10.3 RL.9-10.7 RI.10.2; RI.9-10.3 RI.9-10.5 <u>RI.9-10.8</u></p> <p>Writings: W.9-10.1a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4c-d L.9-10.5a-b</p>	Aesthetic Contingency Deranged Intermittent Pervading	T4/Annotation Jot Thoughts All Write Round Robin Timed Round Robin	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p> <p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment:</p> <p>Students determine the purpose and point of view in Martin Luther King, Jr.'s, "I Have a Dream" speech and analyze how King uses rhetoric to advance his position.</p> <p>RI.9–10.8.</p>

<p>June</p>	<p>Unit 4: All That Glitters</p>	<p><i>The Great Gatsby (My Perspectives Tradebook)</i></p>	<p>Novel: RL.9-10.2; RL.9-10.3 RL.9-10.7 RI.10.2; RI.9-10.3 RI.9-10.5 <u>RI.9-10.8</u></p> <p>Writings: W.9-10.1a-e W.9-10.4-6 L.9-10a-b L.9-10.2.a-c L.9-10.4c-d L.9-10.5a-b</p> <p>Socratic Seminar: SL.9-10.1a-d</p>	<p>Ramifications Relinquish Transitory Poignant Notoriety Vehement</p>	<p>T4/Annotation</p> <p>Jot Thoughts</p> <p>All Write Round Robin</p> <p>Timed Round Robin</p>	<p>Informative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Describe and Explain <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence</p> <p>Argumentative: <i>DOK1:</i> Follow Steps <i>DOK2:</i> Summarize <i>DOK3:</i> Cite Evidence <i>DOK3:</i> Make and Support Claims <i>DOK4:</i> Analyze</p>	<p>Formative: Quills Articles Reading Checks</p> <p>Summative: Essay Common Assessment</p> <p>Sample Common Assessment:</p> <p>Students determine the purpose and point of view in Martin Luther King, Jr.'s, "I Have a Dream" speech and analyze how King uses rhetoric to advance his position.</p> <p>RI.9–10.8</p>
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