DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
1ST WEEK	**Welcome** **Collect Class Supplies** **Classroom Expectations** **Curriculum Overview** **Unit 1 (30 days): The Power of Communication**	Preparation and Review Overview of Class Expectations and Organization Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
2nd WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
3rd WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
		Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
4th WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
5TH WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
6th WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
7th WEEK	**Unit 1 (30 days): The Power of Communication**	Essential Question: Why do words matter? Literary Focus: Modernism & Postmodernism Genre Focus: Fiction Novel: *Fahrenheit 451* by Ray Bradbury Grammar: Basic spelling rules, capitalization of sentences, semicolons Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary Review and Assess	Interacting with Sources 10.5(E); Context Clues 10.2(B)*; Monitoring Comprehension 10.4(I); Text Dependent Responses 10.5(C)*; Text Evidence 10.5(C)*; Character 10.6(B)*; Making Connections 10.4(E)*; Theme 10.6(A)*; Word Meaning 10.2(A)*; Arguments and Claims 10.7(E)(i)*; Rhetoric 10.7(E)(i)*, 10.8(G)*; Setting 10.6(D)*; Making Inferences 10.4(F)*; Author's Purpose and Message 10.8(A)*; Language, Style, and Audience 10.8(D); Basic Spelling Rules 10.9(D)(vi)*; Capitalization of Sentences 10.9(D)(vi)*; Semicolons 10.9(D)(vi)*; Text Dependent Responses 10.5(C)*; Short Constructed Response 10.5.(F)*; Peer Review 10.10(C); Personal Response 10.5(A); Compare and Contrast 10.5(B)*; Thesis Statement 10.10(C)*; Organizing Argumentative Writing 10.9(B)(i)*; Supporting Details 10.9(A)*; Introductions and Conclusions 10.9(B)(i)*; Body Paragraphs 10.9(B)(i)*; Commentary 10.5(C), 10.9(B)(ii)*; Argumentative Writing Process: Plan 10.9(A)*; Argumentative Writing Process: Draft 10.9(B)*; Argumentative Writing Process: Revise 10.9(C)*; Argumentative Writing Process: Edit and Publish 10.9(D), 10.9(E)*
8th WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
		Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary	10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*
9th WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations 10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
1st WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations 10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*
2nd WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
		Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary	Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations 10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*
3rd WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations 10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*
4TH WEEK	**Unit 2 (30 days): Moving Forward**	Essential Question: How does culture influence your goals? Literary Focus: The Classics Genre Focus: Argumentative Readings: The Big Idea, The Power of the Hero's Journey; The Gathering Place; Ramayana; Republic by Plato; Methods of Motivation Grammar: Commas with phrases and clauses; colons; parentheses Vocabulary: Greek and Latin; PSAT vocabulary; and general reading vocabulary Review and Assess	Establishing a Purpose for Reading 10.4(A); Dramatic Conventions and Elements 10.7(C)*; Archetypes 10.6(C)*; Summarizing 10.5(D)*; Identifying Audience and Purpose 10.7(E)(iii); Plot 10.6(C)*; Diction and Syntax 10.8(F)*; Compare and Contrast 10.5(B)*; Making and Confirming Predictions 10.4(C); Setting 10.6(D)*; Evaluating Details 10.4(G)*; Literary Devices 10.8(E)*; Capitalization of Proper Nouns 10.9(D)(iv)*; Sentence Types 10.9(D)(i)*; Consistent Verb Tenses 10.9(D)(ii)*; Compare and Contrast 10.5(B)*; Evaluating Sources 10.1(C)*; Sources and Citations 10.11(H)*; Organizing Correspondence Writing 10.9(B)(i)*; Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
5th WEEK	**Unit 3 (20 days): The Persistence of Memories**	Essential Question: How does the past impact the future? Literary focus: Surrealism Genre focus: Informational Readings: The Big Idea; Seeing at the Speed of Sound; From Behind a Covered Window; Love is Not All; Facial expressions; Dream Psychology Grammar: Dashes, pronouns and antecedents, Pronoun-antecedent agreement with indefinite pronoun antecedents Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Text Structure and Organizational Design 10.7(D)(ii)*, Context Clues 10.2(B)*, Multimodal and Digital Texts 10.7(F)*, Poetic Devices 10.7(B)*, Poetic Structure 10.7(B)*, Word Meaning 10.2(A)*, Elements of Informational Text 10.7(D)*, Synthesizing 10.4(H)*, Archetypes 10.6(B)*, Theme 10.6(A)*, Dashes 10.9(D)(v)*, Pronouns and Antecedents 10.9(D)(iii)*, Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents 10.9(D)(iii)*, Developing Ideas 10.9(A), 10.9(B)(ii)*, Narrative Sequencing 10.9(B)(i)*, Narrative Techniques 10.10(A)*, Descriptive Details 10.10(A)*, Narrative Writing Process: Draft 10.9(B)*, Narrative Writing Process: Edit and Publish 10.9(D)* **Support Standards:** Generating Questions 10.4(B), Paraphrasing 10.5(D), Establishing a Purpose for Reading 10.4(A), Narrative Writing Process: Plan 10.9(A), Narrative Writing Process: Revise 10.9(C), Narrative Writing Process: Edit and Publish 10.9(D)*, 9.9(E)
6th WEEK	**Unit 3 (20 days): The Persistence of Memories**	Essential Question: How does the past impact the future? Literary focus: Surrealism Genre focus: Informational Readings: The Big Idea; Seeing at the Speed of Sound; From Behind a Covered Window; Love is Not All; Facial expressions; Dream Psychology Grammar: Dashes, pronouns and antecedents, Pronoun-antecedent agreement with indefinite pronoun antecedents Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Text Structure and Organizational Design 10.7(D)(ii)*, Context Clues 10.2(B)*, Multimodal and Digital Texts 10.7(F)*, Poetic Devices 10.7(B)*, Poetic Structure 10.7(B)*, Word Meaning 10.2(A)*, Elements of Informational Text 10.7(D)*, Synthesizing 10.4(H)*, Archetypes 10.6(B)*, Theme 10.6(A)*, Dashes 10.9(D)(v)*, Pronouns and Antecedents 10.9(D)(iii)*, Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents 10.9(D)(iii)*, Developing Ideas 10.9(A), 10.9(B)(ii)*, Narrative Sequencing 10.9(B)(i)*, Narrative Techniques 10.10(A)*, Descriptive Details 10.10(A)*, Narrative Writing Process: Draft 10.9(B)*, Narrative Writing Process: Edit and Publish 10.9(D)* **Support Standards:** Generating Questions 10.4(B), Paraphrasing 10.5(D), Establishing a Purpose for Reading 10.4(A), Narrative Writing Process: Plan 10.9(A), Narrative Writing Process: Revise 10.9(C), Narrative Writing Process: Edit and Publish 10.9(D)*, 9.9(E)
7th WEEK	**Unit 3 (20 days): The Persistence of Memories**	Essential Question: How does the past impact the future? Literary focus: Surrealism Genre focus: Informational	**Readiness Standards:** Text Structure and Organizational Design 10.7(D)(ii)*, Context Clues 10.2(B)*, Multimodal and Digital Texts 10.7(F)*, Poetic Devices 10.7(B)*, Poetic Structure 10.7(B)*, Word Meaning 10.2(A)*, Elements of

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
		Readings: The Big Idea; Seeing at the Speed of Sound; From Behind a Covered Window; Love is Not All; Facial expressions; Dream Psychology Grammar: Dashes, pronouns and antecedents, Pronoun-antecedent agreement with indefinite pronoun antecedents Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Informational Text 10.7(D)*, Synthesizing 10.4(H)*, Archetypes 10.6(B)*, Theme 10.6(A)*, Dashes 10.9(D)(v)*, Pronouns and Antecedents 10.9(D)(iii)*, Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents 10.9(D)(iii)*, Developing Ideas 10.9(A), 10.9(B)(ii)*, Narrative Sequencing 10.9(B)(i)*, Narrative Techniques 10.10(A)*, Descriptive Details 10.10(A)*, Narrative Writing Process: Draft 10.9(B)*, Narrative Writing Process: Edit and Publish 10.9(D)* **Support Standards:** Generating Questions 10.4(B), Paraphrasing 10.5(D), Establishing a Purpose for Reading 10.4(A), Narrative Writing Process: Plan 10.9(A), Narrative Writing Process: Revise 10.9(C), Narrative Writing Process: Edit and Publish 10.9(D)*, 9.9(E)
8th WEEK	**Unit 3 (20 days): The Persistence of Memories**	Essential Question: How does the past impact the future? Literary focus: Surrealism Genre focus: Informational Readings: The Big Idea; Seeing at the Speed of Sound; From Behind a Covered Window; Love is Not All; Facial expressions; Dream Psychology Grammar: Dashes, pronouns and antecedents, Pronoun-antecedent agreement with indefinite pronoun antecedents Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary Review and Assess	**Readiness Standards:** Text Structure and Organizational Design 10.7(D)(ii)*, Context Clues 10.2(B)*, Multimodal and Digital Texts 10.7(F)*, Poetic Devices 10.7(B)*, Poetic Structure 10.7(B)*, Word Meaning 10.2(A)*, Elements of Informational Text 10.7(D)*, Synthesizing 10.4(H)*, Archetypes 10.6(B)*, Theme 10.6(A)*, Dashes 10.9(D)(v)*, Pronouns and Antecedents 10.9(D)(iii)*, Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents 10.9(D)(iii)*, Developing Ideas 10.9(A), 10.9(B)(ii)*, Narrative Sequencing 10.9(B)(i)*, Narrative Techniques 10.10(A)*, Descriptive Details 10.10(A)*, Narrative Writing Process: Draft 10.9(B)*, Narrative Writing Process: Edit and Publish 10.9(D)* **Support Standards:** Generating Questions 10.4(B), Paraphrasing 10.5(D), Establishing a Purpose for Reading 10.4(A), Narrative Writing Process: Plan 10.9(A), Narrative Writing Process: Revise 10.9(C), Narrative Writing Process: Edit and Publish 10.9(D)*, 9.9(E)
9th WEEK	**Midterm Exams/ Review**	All skills, essential questions, and foci from units 1-3; focus on STAAR readiness.	

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
1st WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)* **Support Standards:** Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
2nd WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)* **Support Standards:**

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
			Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
3rd WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)* **Support Standards:** Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
4th WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
			Support Standards: Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
5th WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)* **Support Standards:** Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
6th WEEK	**Unit 4 (30 days): The Ties That Bind**	Essential Question: What brings us back to one another Literary Focus: The Renaissance Genre Focus: Drama Novel: *Julius Caesar* or *Macbeth* by Shakespeare Grammar: Capitalization of proper nouns, sentence types, consistent verb tenses Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary Review and Assess	**Readiness Standards:** Dramatic Conventions and Elements 10.7(C)*, Archetypes 10.6(C)*, Summarizing 10.5(D)*, Plot 10.6(C)*, Diction and Syntax 10.8(F)*, Compare and Contrast 10.5(B)*, Setting 10.6(D)*, Evaluating Details 10.4(G)*, Literary Devices 10.8(E)*, Capitalization of Proper Nouns 10.9(D)(iv)*, Sentence Types 10.9(D)(i)*, Consistent Verb Tenses 10.9(D)(ii)*, Compare and Contrast 10.5(B)*, Evaluating Sources 10.1(C)*, Sources and Citations 10.11(H)*, Organizing Correspondence Writing 10.9(B)(i)*, Correspondence Writing Process: Edit and Publish 10.9(D)*, 10.9(E)*, Organizing an Oral Presentation 10.1(C)*, Considering Audience and Purpose 10.5(H)*, Oral Presentation Process: Plan 10.9(A)*, 10.10(C)*, Oral Presentation Process: Draft 10.9(B)*, Oral Presentation Process: Revise 10.9(C)*, Oral Presentation Process: Edit and Present 10.9(D)*, 10.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
			Support Standards: Establishing a Purpose for Reading 10.4(A), Identifying Audience and Purpose 10.7(E)(iii), Making and Confirming Predictions 10.4(C), Communicating Ideas 10.1(C), Engaging in Discourse 10.1(A)
7th WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)
8th WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)
9th WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts	**Readiness Standards:**

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
		Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
1st WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)
2nd WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts	**Readiness Standards:**

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
		Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)
3rd WEEK	**Unit 5 (30 days): Chopped, Stirred, and Blended**	Essential Question: What are the ingredients of culture? Literary Focus: Cross-Cultural Texts Genre Focus: Poetry Novel: *Pride and Prejudice* by Jane Austen Grammar: Sentence fragments, run-on sentences, active and passive voice Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Poetic Devices 10.7(B)*, Theme 10.6.(A)*, Figurative Language 10.2(B), 10.7(B)*, Print and Graphic Features 10.8(C)*, Archetypes 10.6(B)*, Diction and Syntax 10.8(F)*, Sentence Fragments 10.9(D)(i)*, Run-on Sentences 10.9(D)(i)*, Active and Passive Voice 10.9(D)(ii)*, Developing Ideas 10.9(B)(ii)*, Organizing Argumentative Writing 10.9(B)(i)*, Considering Audience and Purpose 10.5(H)*, Supporting Details 10.9(B)(ii)*, Persuasive Techniques 10.10(C)*, Transitions 10.9(B)(i)*, Argumentative Writing Process: Plan 10.9(A)*, Argumentative Writing Process: Draft 10.9(B)*, Argumentative Writing Process: Revise 10.9(C)*, Argumentative Writing Process: Edit and Publish 10.9(D)*, 10.9(E)* **Support Standards:** Visualizing 10.4(D), Making and Confirming Predictions 10.4(C), Generating Questions 10.5(B), 10.11(A), Giving and Following Instructions 10.1(B)
4TH WEEK	**Unit 6 (20 days): Origin Stories**	Essential Question: How does who we were guide who we will become? Literary focus: Magical Realism Genre focus: Multigenre text Readings: The Big Idea; The Best We Could Do; A Very Old Man with Enormous Wings; The Nose, Creation Myths from Around the World	**Readiness Standards:** Making Connections 10.4(E)*, Text Evidence 10.5(C)*, Character 10.6(B)*, Evaluating Details 10.4(G)*, Multimodal and Digital Texts 10.7(F)*, Literary Devices 10.8(E)*, Theme 10.6(A)*, Arguments and Claims 10.7(E)(i)*, Author's Purpose and Structure 10.8(B)*, Commas with Source Material 10.9(D)(v)*, Parallel Structure 10.9(C)*, Misuse of Commas 10.9(D)(i)*, Planning Research 10.11(A), 10.11(C)*, Evaluating Sources 10.11(G)(i), 10.11(G)(ii)*, Sources and Citations 10.11(H)*,

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
		Grammar: Commas with source material, parallel structure, misuse of commas Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	Research Writing Process: Plan 10.9(A), 10.10(C)*, Research Writing Process: Draft 10.9(B)*, Research Writing Process: Revise 10.9(C)*, Research Writing Process: Edit and Publish 10.9(D), 10.9(E)* **Support Standards:** Identifying Audience and Purpose 10.7(E)(iii), Research and Notetaking 10.11(E), 10.11(F), Critiquing Research 10.11(B)
5th WEEK	**Unit 6 (20 days):**	Essential Question: How does who we were guide who we will become? Literary focus: Magical Realism Genre focus: Multigenre text Readings: The Big Idea; The Best We Could Do; A Very Old Man with Enormous Wings; The Nose, Creation Myths from Around the World Grammar: Commas with source material, parallel structure, misuse of commas Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Readiness Standards:** Making Connections 10.4(E)*, Text Evidence 10.5(C)*, Character 10.6(B)*, Evaluating Details 10.4(G)*, Multimodal and Digital Texts 10.7(F)*, Literary Devices 10.8(E)*, Theme 10.6(A)*, Arguments and Claims 10.7(E)(i)*, Author's Purpose and Structure 10.8(B)*, Commas with Source Material 10.9(D)(v)*, Parallel Structure 10.9(C)*, Misuse of Commas 10.9(D)(i)*, Planning Research 10.11(A), 10.11(C)*, Evaluating Sources 10.11(G)(i), 10.11(G)(ii)*, Sources and Citations 10.11(H)*, Research Writing Process: Plan 10.9(A), 10.10(C)*, Research Writing Process: Draft 10.9(B)*, Research Writing Process: Revise 10.9(C)*, Research Writing Process: Edit and Publish 10.9(D), 10.9(E)* **Support Standards:** Identifying Audience and Purpose 10.7(E)(iii), Research and Notetaking 10.11(E), 10.11(F), Critiquing Research 10.11(B)
6th WEEK	**Unit 6 (20 days): The Persistence of Memories**	Essential Question: How does who we were guide who we will become? Literary focus: Magical Realism Genre focus: Multigenre text Readings: The Big Idea; The Best We Could Do; A Very Old Man with Enormous Wings; The Nose, Creation Myths from Around the World Grammar: Commas with source material, parallel structure, misuse of commas	**Readiness Standards:** Making Connections 10.4(E)*, Text Evidence 10.5(C)*, Character 10.6(B)*, Evaluating Details 10.4(G)*, Multimodal and Digital Texts 10.7(F)*, Literary Devices 10.8(E)*, Theme 10.6(A)*, Arguments and Claims 10.7(E)(i)*, Author's Purpose and Structure 10.8(B)*, Commas with Source Material 10.9(D)(v)*, Parallel Structure 10.9(C)*, Misuse of Commas 10.9(D)(i)*, Planning Research 10.11(A), 10.11(C)*, Evaluating Sources 10.11(G)(i), 10.11(G)(ii)*, Sources and Citations 10.11(H)*, Research Writing Process: Plan 10.9(A), 10.10(C)*, Research Writing Process: Draft 10.9(B)*, Research Writing Process: Revise 10.9(C)*, Research Writing Process: Edit and Publish 10.9(D), 10.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

10th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
		Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary	**Support Standards:** Identifying Audience and Purpose 10.7(E)(iii), Research and Notetaking 10.11(E), 10.11(F), Critiquing Research 10.11(B)
7th WEEK	**Unit 6 (20 days): The Persistence of Memories**	Essential Question: How does who we were guide who we will become? Literary focus: Magical Realism Genre focus: Multigenre text Readings: The Big Idea; The Best We Could Do; A Very Old Man with Enormous Wings; The Nose, Creation Myths from Around the World Grammar: Commas with source material, parallel structure, misuse of commas Vocabulary: Greek and Latin Roots; PSAT vocabulary; and general novel vocabulary Review and Assess	**Readiness Standards:** Making Connections 10.4(E)*, Text Evidence 10.5(C)*, Character 10.6(B)*, Evaluating Details 10.4(G)*, Multimodal and Digital Texts 10.7(F)*, Literary Devices 10.8(E)*, Theme 10.6(A)*, Arguments and Claims 10.7(E)(i)*, Author's Purpose and Structure 10.8(B)*, Commas with Source Material 10.9(D)(v)*, Parallel Structure 10.9(C)*, Misuse of Commas 10.9(D)(i)*, Planning Research 10.11(A), 10.11(C)*, Evaluating Sources 10.11(G)(i), 10.11(G)(ii)*, Sources and Citations 10.11(H)*, Research Writing Process: Plan 10.9(A), 10.10(C)*, Research Writing Process: Draft 10.9(B)*, Research Writing Process: Revise 10.9(C)*, Research Writing Process: Edit and Publish 10.9(D), 10.9(E)* **Support Standards:** Identifying Audience and Purpose 10.7(E)(iii), Research and Notetaking 10.11(E), 10.11(F), Critiquing Research 10.11(B)
8th WEEK	**Review for Finals**	All skills, essential questions, and foci from units 4-6; focus on STAAR readiness.	
9th WEEK	**Testing Week/review**		