

GRADE 10 ENGLISH II — YEAR-LONG DISTRICT SCOPE AND SEQUENCE

100% Aligned with 10th Grade Savvas 2025 Curriculum Map, PCSS 2026–2027 Calendar, & TN ELA Standards

Instructional Guidance & Quarter Structure: This scope and sequence maps all 38 weeks of the 2026–2027 PCSS school calendar directly to the updated 2025 10th Grade Savvas myPerspectives curriculum map and Tennessee ELA Standards. Quarter 1 covers Unit 2: Inside the Nightmare. Quarter 2 covers Unit 1: Extending Freedom's Reach and begins Unit 5: All That Glitters. Quarter 3 completes Unit 5: All That Glitters and begins Unit 3: Outsiders and Outcasts. Quarter 4 completes Unit 3: Outsiders and Outcasts and covers Unit 4: Virtue and Vengeance. If instructional days run short during Quarter 4 due to the EOC testing window, teachers are instructed to prioritize Unit 3 (Outsiders and Outcasts) to ensure mastery of high-yield state standards.

Week & Dates	Text(s) / Unit Component (Savvas 2025 Map Aligned)	Tennessee ELA Standards	Linked ELD Support	Essential Tasks (District Recommendations)	Writing Opportunities (Type & Timing)
QUARTER 1: Weeks 1–9 (Aug 3, 2026 to Oct 2, 2026) — UNIT 2: INSIDE THE NIGHTMARE (Theme: The Allure of Fear)					
Week 1 (Aug 3–7) [5 Days]	Unit Intro; Mentor Text: 'The Open Window' (Saki) (Lexile 1030L)	9-10.RL.KID.2 9-10.L.VAU.6 9-10.W.RW.10	ELD 1, 3 (RL.KID.2) ELD 3, 4, 6, 7 (L.VAU.6) ELD 2 (W.RW.10)	- Academic Vocabulary Chart (Narrative Terms) - Word Network setup: Fear & Suspense - Jump Start Discussion: What scares us? - QuickWrite: Exploring the allure of fear - Analysis Questions	Informative Summary: Write an objective summary of 'The Open Window' analyzing Vera's deception.
Week 2 (Aug 10–14) [5 Days]	Whole-Class Media & Anchor: 'from Extraordinary Tales' (Raul Garcia) [Video] 'The Fall of the House of Usher' (Poe) (Lexile 1410L)	10.RL.RRTC.10 9-10.RL.CS.5 9-10.RL.KID.1 9-10.L.CSE.1 9-10.L.VAU.5	ELD 1 (RL.RRTC.10) ELD 3, 5 (RL.CS.5) ELD 1, 4 (RL.KID.1) ELD 10 (L.CSE.1)	- Compare animation style to Poe's prose - Close Read Poe: Mood, atmosphere, & dash syntax - Craft & Structure Chart p. 33 (Gothic elements) - Denotation/Connotation Worksheet - Analysis Questions	Informative Summary: Write an objective summary analyzing how setting mirrors Roderick Usher's mental state.
Week 3 (Aug 17–21) [5 Days]	Whole-Class Anchor: 'House Taken Over' (Cortázar) (Lexile 1030L)	10.RL.RRTC.10 9-10.RL.CS.5 9-10.RL.CS.6 9-10.L.CSE.1	ELD 1 (RL.RRTC.10) ELD 3, 5 (RL.CS.5) ELD 1, 3 (RL.CS.6) ELD 10 (L.CSE.1)	- Close Read: Magical Realism vs. Gothic decay - Analyze Craft & Structure p. 45	Comparative Writing: Draft a paragraph comparing how Poe and Cortázar use setting to build dread.

[9-10.L.VAU.4.b](#)

				• Prepositional phrases p. 47 Worksheet • Compare Poe and Cortázar's character reactions • Analysis Questions	
Week 4 (Aug 24–28) [5 Days]	Whole-Class Media & Performance Task Prep: 'from How to Tell You're Reading a Gothic Novel—In Pictures' (Frost & Vasiliev) Whole-Class Performance Task	<u>9-10.RI.CS.4</u> <u>9-10.W.TTP.3</u> <u>9-10.W.RW.10</u> <u>9-10.W.RBPK.9</u>	ELD 8 (RI.CS.4) ELD 3, 9, 10 (W.TTP.3) ELD 2 (W.RW.10) ELD 4, 5 (W.RBPK.9)	• Close Review: Interpret graphics and satire • Synthesize Gothic tropes across Poe, Cortázar, and graphic • Outline Whole-Class Performance Task (Short Story) • Analysis Questions	Short Story Draft: Write a cohesive short story exploring: 'What can happen when imagination overcomes reason?'
Week 5 (Aug 31–Sep 4) [5 Days]	Peer-Group Learning Intro: 'Dear Science: Why do people like scary movies and haunted houses?' (Feltman & Kaplan) (Lexile 1040L)	<u>10.RI.RRTC.10</u> <u>9-10.RI.KID.2</u> <u>9-10.RI.CS.5</u> <u>9-10.L.VAU.6</u>	ELD 1 (RI.RRTC.10) ELD 1, 3 (RI.KID.2) ELD 3, 5 (RI.CS.5)	• Peer-Group setup and discussion rules • Close Read: Scientific explanation of fear thrill • Style & Diction: Analyze advice column format • Commonly confused words practice • Analysis Questions	Expository Paragraph: Explain the biological fight-or-flight response based on the text.
Week 6 (Sep 7–11) [4 Days] Labor Day	Labor Day (Sep 7 Holiday) Peer-Group Media Connection: 'The Thrill of Fear: Felicity Hannah Talks to Dr. Margee Kerr' [Podcast]	<u>9-10.SL.CC.2</u> <u>9-10.SL.CC.3</u> <u>9-10.L.VAU.4.c</u>	ELD 2 (SL.CC.2) ELD 6 (SL.CC.3) ELD 8 (L.VAU.4.c)	• Podcast Listening Strategy: Track expert arguments • Evaluate audio evidence regarding fear sociology • Synthesize podcast findings with 'Dear Science' article • Analysis Questions	Routine Response: Write a brief podcast critique summarizing Dr. Kerr's main thesis on fear.
Week 7 (Sep 14–18) [5 Days]	Peer-Group Poetry Collection: 'beware: do not read this poem' (Reed) 'The Raven' (Poe) 'Windigo' (Erdrich)	<u>9-10.RL.KID.2</u> <u>9-10.RL.CS.5</u> <u>9-10.L.VAU.4.b</u> <u>9-10.SL.CC.1</u>	ELD 1, 3 (RL.KID.2) ELD 3, 5 (RL.CS.5) ELD 8 (L.VAU.4.b)	• Poetry Close Read: Personification, meter, & refrain • Theme & Imagery Chart p. 111 • Anglo-Saxon prefix be- study • Compare monster/supernatural representations • Analysis Questions	Poetic Analysis / Retelling: Write a brief narrative retelling of 'Windigo' or 'The Raven' from an alternate point of view.
Week 8 (Sep 21–25) [5 Days]	Peer-Group Short Story & Performance Task: 'The Cottage' (Cynthia Pelayo) (Lexile 1170L) Peer-Group Performance Task	<u>10.RL.RRTC.10</u> <u>9-10.SL.PKI.4</u> <u>9-10.SL.PKI.5</u>	ELD 1 (RL.RRTC.10) ELD 3, 4, 7 (SL.PKI.4) ELD 5 (SL.PKI.5)	• Close Read Pelayo: Modern suspense elements • Small-Group PT: Deliver a formal presentation on how authors create suspense	Formal Presentation: Prepare and deliver a formal presentation detailing literary devices that evoke suspense.

				• Complete Unit 2 Evidence Log • Analysis Questions	
Week 9 (Sep 28–Oct 2) [5 Days] Q1 Ends	End of Quarter 1 (Oct 2) Performance-Based Assessment (PBA) & Independent Selection: 'The Feather Pillow' (Quiroga) (Lexile 990L) Unit 2 PBA Finalization	<i>Comprehensive Unit 2 Standards</i> 9-10.W.TTP.3 9-10.SL.PKI.4	All linked ELD standards apply	• Read Quiroga's 'The Feather Pillow' as independent anchor • Synthesize Unit 2 Evidence Log & Word Network • Draft, revise, and finalize PBA Short Story • Unit 2 Assessment & Reflection • Analysis Questions	Final PBA Short Story: Write a focused, well-structured short story that expresses a theme addressing: 'What is the allure of fear?'
QUARTER 2: Weeks 10–18 (Oct 20, 2026 to Dec 18, 2026) — UNIT 1: EXTENDING FREEDOM'S REACH & START UNIT 5: ALL THAT GLITTERS					
Week 10 (Oct 20–23) [4 Days] Q2 Starts	Teacher Inservice (Oct 19) Unit 1 Intro; Mentor Text: 'Lewis Hine: Photographer of Conscience' (Lexile 1030L)	9-10.RI.KID.2 9-10.L.VAU.6 9-10.W.RW.10	ELD 1, 3 (RI.KID.2) ELD 3, 4, 6, 7 (L.VAU.6) ELD 2 (W.RW.10)	• Unit 1 Video: Power & Freedom discussion • Word Network setup: Freedom & Rights • Academic Vocabulary: Explanatory Text • Launch Text objective summary • Analysis Questions	Informative Summary: Write an objective summary of 'Lewis Hine' focusing on photojournalism as a tool for freedom.
Week 11 (Oct 26–30) [5 Days]	Whole-Class Anchor Fiction & Speech: 'Harrison Bergeron' (Vonnegut) (Lexile 810L) 'from The Four Freedoms Speech' (FDR) (Lexile 1300L)	10.RL.RRTC.10 10.RI.RRTC.10 9-10.RI.CS.6 9-10.L.CSE.1	ELD 1 (RL.RRTC.10) ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.6) ELD 10 (L.CSE.1)	• Close Read Vonnegut: Dystopian satire and equality • Close Read FDR: Persuasive appeals & absolute principles • Latin suffix -ment study • Types of phrases practice p. 1 • Analysis Questions	Explanatory Paragraph: Compare Vonnegut's enforced equality with FDR's concept of individual freedom.
Week 12 (Nov 2–6) [4 Days] Election Day	Election Day (Nov 3 Holiday) Whole-Class Speech & Media: 'Inaugural Address' (JFK) (Lexile 1410L) 'We Are Freedom' (Mawarire) [Video]	10.RI.RRTC.10 9-10.RI.CS.6 9-10.SL.CC.3 9-10.L.VAU.4.b	ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.6) ELD 6 (SL.CC.3) ELD 8 (L.VAU.4.b)	• Close Read JFK: Rhetorical devices (parallelism, anaphora, antithesis) • Evaluate Mawarire's video address • Latin root -vol- study • Compare FDR and JFK rhetorical strategies • Analysis Questions	Comparative Explanatory Essay: Write a comparison essay analyzing how FDR and JFK use rhetoric to define freedom.
Week 13 (Nov 9–13) [5 Days]	Peer-Group Learning Intro: 'The Censors' (Valenzuela) (Lexile 1170L)	10.RL.RRTC.10 9-10.RL.CS.6 9-10.SL.CC.2 9-10.L.VAU.4	ELD 1 (RL.RRTC.10) ELD 1, 3 (RL.CS.6) ELD 2 (SL.CC.2)	• Peer-Group rules & scheduling • Close Read Valenzuela: Irony & satire of censorship	Personal Letter / Writing Task: Write a letter to a character in 'The Censors' evaluating their choices.

	'Media: The Parthenon of Books' (Minujin) [Video]			- Analyze Minujin video: Visual art as resistance - Foreign words in English study - Analysis Questions	
Week 14 (Nov 16–20) [5 Days]	Peer-Group Poetry & Feature Article: Poetry: 'Caged Bird' (Angelou) & 'Some Advice...' (Hikmet) Article: 'Anne Frank's Diary Speaks...' (Hadid) (Lexile 1060L) Unit 1 PBA Finalization	9-10.RL.KID.2 9-10.RL.CS.4 9-10.W.TTP.2 9-10.SL.PKI.4	ELD 1, 3 (RL.KID.2) ELD 3, 5 (RL.CS.4) ELD 3, 9, 10 (W.TTP.2)	- Poetry Close Read: Extended metaphors & figurative language - Article Close Read: Secret book club resilience - Complete Unit 1 Evidence Log - Draft & finalize PBA Explanatory Essay - Analysis Questions	Final PBA Explanatory Essay: Write an explanatory essay responding to: 'What is the relationship between power and freedom?'
Week 15 (Nov 23–24) [2 Days] Thanksgiving	Thanksgiving Break (Nov 25–27 Holiday) Start Unit 5: All That Glitters (Theme: Possessions & Values) Unit Intro; Mentor Text: 'I Came, I Saw, I Shopped' (Lexile 990L)	9-10.RI.KID.2 9-10.L.VAU.6 9-10.W.RW.10	ELD 1, 3 (RI.KID.2) ELD 3, 4, 6, 7 (L.VAU.6) ELD 2 (W.RW.10)	- Unit 5 Discussion: What do our possessions reveal about us? - Word Network setup: Materialism & Value - Academic Vocabulary: Informative Text - QuickWrite: Cherished possessions vs. trinkets - Analysis Questions	Informative Summary: Write an objective summary of 'I Came, I Saw, I Shopped' during unit intro.
Week 16 (Nov 30–Dec 4) [5 Days]	Whole-Class Media Gallery & Short Story: 'from What We Carried' (Lommasson et al.) [Photo Gallery] 'The Necklace' (Maupassant) (Lexile 910L)	10.RL.RRTC.10 9-10.RL.KID.3 9-10.RL.CS.5 9-10.L.VAU.4.b	ELD 1 (RL.RRTC.10) ELD 1 (RL.KID.3) ELD 3, 5 (RL.CS.5) ELD 8 (L.VAU.4.b)	- Photo Gallery analysis: Refugee possessions & personal stories - Close Read Maupassant: Situational irony & character flaws - Latin root -splend- study - Academic citation formatting p. 8 - Analysis Questions	Narrative Writing: Write a diary entry from Madame Loisel's perspective ten years after losing the necklace.
Week 17 (Dec 7–11) [5 Days]	Whole-Class Poetry Collection: 'Avarice' (Komunyakaa) 'The Good Life' (Tracy K. Smith) 'Money' (Gibbons) 'The Golden Deer' (Chakravarti)	9-10.RL.KID.2 9-10.RL.CS.4 9-10.RL.CS.5 9-10.L.VAU.5.b	ELD 1, 3 (RL.KID.2) ELD 3, 5 (RL.CS.4) ELD 8 (L.VAU.5.b)	- Poetry Close Read: Tone, imagery, & stanza structure - Analyze denotation & connotation of wealth words - Compare personification of greed across poems - Analysis Questions	Poetic Response / Analysis: Write a short response analyzing how Komunyakaa and Smith define 'wealth' differently.
Week 18 (Dec 14–18) [5 Days]	End of Semester 1 (Dec 18) Winter Break (Dec 21–Jan 1 Holiday)	<i>Comprehensive Standards</i> 9-10.W.TTP.2 9-10.SL.PKI.4	All linked ELD standards apply	Mid-Year ELA Benchmark Assessment	Routine Synthesis:

Sem 1 Ends

Unit 5 Performance Task Prep

- Synthesize Unit 5 Evidence Log entries to date
- Prepare research outline for Unit 5 mid-unit task
- Analysis Questions

Finalize Evidence Log entries for Unit 5 Part I prior to Winter Break.

QUARTER 3: Weeks 19–29 (Jan 5, 2027 to Mar 19, 2027) — FINISH UNIT 5: ALL THAT GLITTERS & START UNIT 3: OUTSIDERS AND OUTCASTS

Week 19 (Jan 5–8) [4 Days] Sem 2 Starts	Teacher Inservice (Jan 4) Unit 5 Peer-Group Learning Intro: 'In La Rinconada, Peru, Searching for Beauty in Ugliness' (Arana) (Lexile 1240L)	10.RI.RRTC.10 9-10.RI.CS.5 9-10.RI.CS.6 9-10.L.VAU.4.b	ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.5) ELD 8 (L.VAU.4.b)	• Peer-Group setup for Unit 5 Part II • Close Read Arana: Journalism, tone, & human cost of gold • Latin root -temp- study • Imagery & sensory detail analysis • Analysis Questions	Expository Paragraph: Analyze how Arana uses imagery to contrast the glitter of gold with the reality of Rinconada.
Week 20 (Jan 11–15) [5 Days]	Peer-Group Short Story & Poetry Compare: 'The Golden Touch' (Hawthorne) (Lexile 1130L) 'from King Midas' (Moss) [Poetry]	10.RI.RRTC.10 9-10.RI.CS.5 9-10.RI.KI.9 9-10.L.CSE.1	ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.5) ELD 10 (L.CSE.1)	• Close Read Hawthorne: Greed, irony, & narrative arc • Compare prose myth retelling with Moss's modern poem • Latin root -lus- study • Dependent clauses practice • Analysis Questions	Comparative Essay: Write a timed comparison essay analyzing how Hawthorne and Moss modernize the Midas myth.
Week 21 (Jan 19–22) [4 Days] MLK Day	MLK Day (Jan 18 Holiday) Peer-Group Article: 'My Possessions, Myself' (Russell W. Belk) (Lexile 1250L)	10.RI.RRTC.10 9-10.RI.KID.2 9-10.RI.CS.5 9-10.L.CSE.2	ELD 1 (RI.RRTC.10) ELD 1, 3 (RI.KID.2) ELD 3, 5 (RI.CS.5)	• Close Read Belk: Thesis, evidence, & psychological extensions of self • Summarize complex informational text • Commas & semicolons conventions • Analysis Questions	Informative Critique: Summarize Belk's psychological thesis regarding why people view possessions as extensions of self.
Week 22 (Jan 25–29) [5 Days]	Unit 5 Performance Task & PBA Finalization: Peer-Group Performance Task (Oral Instructions) Unit 5 PBA Finalization	<i>Comprehensive Unit 5 Standards</i> 9-10.W.TTP.2 9-10.SL.PKI.4	All linked ELD standards apply	• Peer-Group PT: Deliver detailed oral instructions on a financial/possessions task • Synthesize Unit 5 Evidence Log • Draft, revise, and finalize PBA Informative Essay • Analysis Questions	Final PBA Informative Essay: Write a well-organized informative essay responding to: 'What do our possessions reveal about us?'
Week 23 (Feb 1–5) [5 Days]	Start Unit 3: Outsiders and Outcasts (Theme: Belonging) Unit Intro; Mentor Text:	9-10.RI.KID.2 9-10.L.VAU.6 9-10.W.RW.10	ELD 1, 3 (RI.KID.2) ELD 3, 4, 6, 7 (L.VAU.6) ELD 2 (W.RW.10)	• Unit 3 Discussion: How important is it to belong? • Word Network setup: Belonging & Isolation	Informative Summary: Write an objective summary of 'Social Media: Proceed With Caution' during unit intro.

'Social Media: Proceed With Caution' (Lexile 1080L)

- Academic Vocabulary: Argumentative Text
- QuickWrite: Experiences of feeling like an outsider
- Analysis Questions

Week 24 (Feb 8–12) [5 Days]	Whole-Class Fine Art & Anchor Novella: 'Art of Tetsuya Ishida' [Fine Art Gallery] 'The Metamorphosis' (Kafka) - Part I (Lexile 1310L)	10.RL.RRTC.10 9-10.RL.KID.1 9-10.RL.CS.5 9-10.RL.IKI.7	ELD 1 (RL.RRTC.10) ELD 1, 4 (RL.KID.1) ELD 3, 5 (RL.CS.5)	• Compare Ishida's surrealist art with Kafka's prose • Close Read Part I: Gregor's transformation & family reaction • Literary Movement: Modernism & Absurdism • Analysis Questions	Informative Log: Draft descriptive log entries tracking Gregor's isolation and physical changes in Part I.
Week 25 (Feb 16–19) [4 Days] Presidents Day	Presidents' Day (Feb 15 Holiday) Anchor Novella & Media: 'The Metamorphosis' (Kafka) - Parts II & III 'Franz Kafka and Metamorphosis' (BBC) [Video]	10.RL.RRTC.10 9-10.RL.KID.3 9-10.RL.CS.6 9-10.W.TTP.1	ELD 1 (RL.RRTC.10) ELD 1 (RL.KID.3) ELD 3, 5 (RL.CS.6)	• Close Read Parts II & III: Family alienation & tragedy • Analyze BBC video: Historical context of Kafka's Prague • Outline Whole-Class Performance Task (Argument Essay) • Analysis Questions	Argumentative Essay Draft: Draft an argumentative essay responding to: 'Are outsiders simply those who are misjudged or misunderstood?'
Week 26 (Feb 22–26) [5 Days]	Peer-Group Learning Intro & Poetry: Poetry Collection: 'The Soldier of Mictlán' (González), 'Second Estrangement' (Girmay), 'Elliptical' (Mullen)	9-10.RL.KID.2 9-10.RL.CS.5 9-10.L.VAU.4.c	ELD 1, 3 (RL.KID.2) ELD 3, 5 (RL.CS.5) ELD 8 (L.VAU.4.c)	• Peer-Group setup for Unit 3 • Poetry Close Read: Prose poems, syntax, & punctuation • Latin prefix en- study • Sound devices & poetic form • Analysis Questions	Poetic Response: Write a poem modeled on Mullen's 'Elliptical' using punctuation to show social exclusion.
Week 27 (Mar 1–5) [5 Days]	Peer-Group Argument: 'Revenge of the Geeks' (Alexandra Robbins) (Lexile 1050L)	10.RI.RRTC.10 9-10.RI.IKI.8 9-10.RI.CS.5 9-10.L.CSE.1	ELD 1 (RI.RRTC.10) ELD 6 (RI.IKI.8) ELD 3, 5 (RI.CS.5) ELD 10 (L.CSE.1)	• Close Read Robbins: High school pariahs & adult success • Evaluate claims, evidence, & counterarguments • Parallel structure conventions practice • Analysis Questions	Expository Critique: Evaluate Robbins' claims regarding popularity and adult success using parallel structure.
Week 28 (Mar 8–12) [5 Days]	Peer-Group Lecture: 'Encountering the Other: The Challenge for the 21st Century' (Kapusinski) (Lexile 1310L)	10.RI.RRTC.10 9-10.RI.CS.5 9-10.L.VAU.4.b 9-10.SL.CC.1	ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.5) ELD 8 (L.VAU.4.b)	• Close Read: Deductive reasoning & historical perspectives on 'the other' • Greek root -log- study • Punctuation conventions (colons & semicolons) • Analysis Questions	Argumentative Analysis: Compare Kapusinski's global 'other' with Robbins' high school pariah.

Week 29 (Mar 15–19) [5 Days] Q3 Ends	End of Quarter 3 (Mar 19) Spring Break (Mar 22–26 Holiday) Unit 3 Peer-Group Performance Task & Evidence Log Prep	9-10.SL.PKI.4 9-10.W.TTP.1 9-10.W.RW.10	ELD 3, 4, 7 (SL.PKI.4) ELD 2 (W.RW.10)	• Peer-Group PT: Present an advertisement for an 'Outsiders Are In!' campaign • Compile Unit 3 Evidence Log entries to date • Set up reflection notes prior to Spring Break • Analysis Questions	Advertisement Presentation: Deliver a group advertisement campaign pitch showcasing belonging.
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QUARTER 4: Weeks 30–38 (Mar 30, 2027 to May 28, 2027) — FINISH UNIT 3: OUTSIDERS AND OUTCASTS & START UNIT 4: VIRTUE AND VENGEANCE

Week 30 (Mar 30–Apr 2) [4 Days] Q4 Starts	Teacher Inservice (Mar 29) Finish Unit 3 PBA (Argumentative Essay): Unit 3 Performance-Based Assessment Finalization	<i>Comprehensive Unit 3 Standards</i> 9-10.W.TTP.1 9-10.SL.PKI.4	All linked ELD standards apply	• Review Unit 3 Evidence Log & Word Network • Draft, revise, and finalize PBA Argumentative Essay • Complete Unit 3 Assessment & Reflection • Analysis Questions	Final PBA Argumentative Essay: Write an argumentative essay responding to: 'How important is it to belong?'
Week 31 (Apr 5–9) [5 Days]	Start Unit 4: Virtue and Vengeance (Theme: Forgiveness) Unit Intro; Mentor Text: 'Neither Justice Nor Forgetting: Defining Forgiveness' (Lexile 1010L) Media: 'Why You Should Read Shakespeare's The Tempest' (TED-Ed)	9-10.RL.KID.1 9-10.L.VAU.6 9-10.W.RW.10 9-10.RL.CS.5	ELD 1, 4 (RL.KID.1) ELD 3, 4, 6, 7 (L.VAU.6) ELD 2 (W.RW.10)	• Unit 4 Discussion: What motivates us to forgive? • Academic Vocabulary: Argument & Drama • Background on Elizabethan England & Shakespeare's Romances • Watch TED-Ed video introduction to The Tempest • Analysis Questions	Informative Summary: Write an objective summary of 'Neither Justice Nor Forgetting' and the TED-Ed lesson.
Week 32 (Apr 12–16) [5 Days] TCAP Window	TCAP / State EOC Testing Window Anchor Drama: 'The Tempest' (Shakespeare) - Act I & Act II	10.RL.RRTC.10 9-10.RL.KID.3 9-10.RL.CS.5 9-10.L.CSE.1	ELD 1 (RL.RRTC.10) ELD 1 (RL.KID.3) ELD 3, 5 (RL.CS.5)	• Close Read Act I: Storm, Prospero's backstory, Ariel & Caliban • Close Read Act II: Plot against Alonso, comic relief (Stephano/Trinculo) • Blank verse, iambic pentameter, & motif analysis • Latin suffix -ous study • Analysis Questions	Expository Paragraph: Analyze Caliban's characterization and speech patterns compared to Ariel.
Week 33 (Apr 19–23) [5 Days]	Anchor Drama & Media Connection: 'The Tempest' (Shakespeare) - Act III, Act IV, & Act V 'Dressing The Tempest' (NYT Slide Show)	10.RL.RRTC.10 9-10.RL.KID.2 9-10.RL.CS.5 9-10.L.VAU.4.b	ELD 1 (RL.RRTC.10) ELD 1, 3 (RL.KID.2) ELD 3, 5 (RL.CS.5)	• Close Read Acts III-V: Prospero's illusion, climax, abjuring magic, & forgiveness • Analyze costume design slideshow • Latin root -pen- study	Literary Analysis Paragraph: Analyze Prospero's decision to forgive his enemies rather than take vengeance in Act V.

				• Dramatic resolution & epilogue analysis • Analysis Questions	
Week 34 (Apr 26–30) [5 Days]	Whole-Class Poetry Compare & Whole-Class PT: Poetry: 'En el Jardín de los Espejos Quebrados...' (Virgil Suárez) Whole-Class Performance Task (Literary Analysis Essay)	9-10.RL.IKI.9 9-10.W.TTP.1 9-10.W.PDW.5 9-10.L.CSE.2	ELD 1 (RL.IKI.9) ELD 4, 6, 9, 10 (W.TTP.1) ELD 2 (W.PDW.5)	• Close Read Suárez poem: Caliban's perspective & reflection • Compare Suárez's modern poem with Shakespeare's play • Draft & revise Whole-Class Performance Task essay • Analysis Questions	Literary Analysis Essay: Write a literary analysis essay evaluating whether Prospero's forgiveness is genuine or self-serving.
Week 35 (May 3–7) [5 Days]	Peer-Group Learning Intro & Arguments: 'The Timeless Bard' (Rhea Summers) (Lexile 1180L) 'Shakespeare in Modern English?' (James Shapiro) (Lexile 1190L)	10.RI.RRTC.10 9-10.RI.CS.6 9-10.RI.IKI.8 9-10.SL.CC.1	ELD 1 (RI.RRTC.10) ELD 3, 5 (RI.CS.6) ELD 6 (RI.IKI.8)	• Peer-Group setup for Unit 4 • Close Read Summers & Shapiro: Arguments on translating Shakespeare • Evaluate logical fallacies & rhetorical devices • Latin roots -loqu- and -locut- study • Analysis Questions	Argumentative Response: Write a short essay taking a side on whether Shakespeare should be translated into modern English.
Week 36 (May 10–14) [5 Days]	Peer-Group Article, Media, & Poetry: 'Understanding Forgiveness' (PBS) (Lexile 1010L) Poetry: 'A Poison Tree' (Blake) & 'Under a Certain Little Star' (Szyborska) 'Señor Noboa' (Raul Leis) (Lexile 1170L)	10.RI.RRTC.10 10.RL.RRTC.10 9-10.RL.KID.2 9-10.L.VAU.5.a	ELD 1 (RI.RRTC.10) ELD 1 (RL.RRTC.10) ELD 1, 3 (RL.KID.2)	• Close Read PBS article: Psychological benefits of forgiveness • Poetry Close Read: Blake's wrath/poison tree metaphor • Close Read Leis: Exploitation & irony in 'Señor Noboa' • Active and passive voice practice • Analysis Questions	Comparative Response: Compare Blake's depiction of suppressed anger in 'A Poison Tree' with Prospero's actions.
Week 37 (May 17–21) [5 Days]	Unit 4 Peer-Group PT & PBA Finalization: Peer-Group Performance Task (Talk Show Segment) Unit 4 PBA Finalization	<i>Comprehensive Unit 4 Standards</i> 9-10.W.TTP.1 9-10.SL.PKI.4	All linked ELD standards apply	• Peer-Group PT: Plan and present a talk show segment on: 'Does forgiveness first require an apology?' • Synthesize Unit 4 Evidence Log • Draft, revise, and finalize PBA Argumentative Essay • Analysis Questions	Final PBA Argumentative Essay: Write an argumentative essay responding to: 'What motivates us to forgive?'
Week 38 (May 24–28) [4 Days] End Year	Teacher Work Day (May 27) Last Day of School (May 28) Course Synthesis, ELA Portfolio, & Final Reflection	9-10.SL.PKI.4 9-10.W.RW.10	ELD 3, 4, 7 (SL.PKI.4) ELD 2 (W.RW.10)	• Finalize Year-Long ELA Writing Portfolio • Conduct student roundtable reflections on annual unit themes	Course Reflection: Write a reflective essay synthesizing how your reading and writing evolved across the four units.

- Course Completion & End-of-Year Reflection
- Analysis Questions

TENNESSEE ELA STANDARDS REFERENCE APPENDIX

Grade 9–10 Standards referenced throughout the District Scope & Sequence. Click any standard code in the weekly map above to jump directly to its full description below.

TN Language Standards - Grades 9-10

Standard Code	Standard Description / Performance Indicator
9-10.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
9-10.L.KL.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.
9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies: a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
9-10.L.VAU.4.b	Use common grade-appropriate morphological elements (prefixes, roots, suffixes) as clues to the meaning of a word or a phrase.
9-10.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase or determine its precise meaning.
9-10.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
9-10.L.VAU.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

9-10.L.VAU.5.b

Analyze nuances in the meaning of words with similar denotations.

9-10.L.VAU.6

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TN Writing Standards - Grades 9-10

Standard Code	Standard Description / Performance Indicator
9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence: - Introduce precise claim(s). - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both. - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. - Provide a concluding statement or section that follows from and supports the argument presented. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone.
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content: - Provide an introduction that is relevant to the rest of the text and effectively engages the audience. - Organize ideas to create cohesion and clarify relationships among ideas and concepts. - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information. - Provide a concluding statement or section that follows from and supports the explanation presented. - Use appropriate formatting, graphics, and multimedia to aid comprehension. - Use precise language and domain-specific vocabulary. - Establish and maintain a formal style and objective tone.
9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences: - Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing characters. - Sequence events so that they build on one another to create a coherent whole.

- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- f. Use precise words and phrases, telling details, and sensory language.
- g. Establish and maintain an appropriate style and tone.

9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10.W.PDW.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.
9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information.
9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question or solve a problem by narrowing or broadening the inquiry, synthesizing multiple sources, and demonstrating a new understanding.
9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain flow, avoiding plagiarism and following a standard citation format.
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

TN Speaking and Listening Standards - Grades 9-10

Standard Code	Standard Description / Performance Indicator
9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.CC.2	Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
9-10.SL.CC.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
9-10.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

TN Reading Literature & Informational Standards - Grades 9-10

Standard Code	Standard Description / Performance Indicator
9-10.RL.KID.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.KID.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.KID.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.
9-10.RL.CS.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.
9-10.RL.CS.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
9-10.RL.CS.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

9-10.RL.IKI.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
9-10.RL.IKI.9	Analyze how an author draws on and transforms source material in a specific work.
10.RL.RRTC.10	Read and comprehend high-quality, complex literary texts independently and proficiently in grade 10.
9-10.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.CS.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.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.
9-10.RI.IKI.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 false statements and fallacious reasoning.
10.RI.RRTC.10	Read and comprehend high-quality, complex informational texts independently and proficiently in grade 10.