



ENGLISH II

Scope & Sequence

2026 – 2027

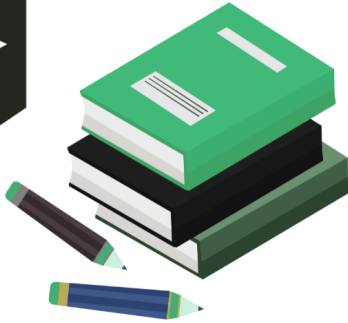
Teachers are obligated to use the following anchor texts and writing tasks from Savvas myPerspectives and CCT-approved materials. Teachers may choose supplemental texts from designated Savvas units and/or principal-approved materials making sure to choose a variety of text types each nine weeks.

N1 - Outsiders and Outcasts | Inside the Nightmare

Savvas myPerspectives Grade 10 Unit 2 and Unit 1

District Assessments:	FastBridge Fall Reading Universal Screener Window TBD
Writing Task:	Narrative Essay (N1 Fall Written Expression Screener) due Oct 23 <i>Note: There is only one required writing task for the unit. Teachers may choose to assign the essay either in Part A or Part B.</i>
Suggested Writing Prompts:	• Write a narrative essay about a scene from the perspective of one specific character. • Write a narrative essay where you change the ending of a text.
Part A	Outsiders and Outcasts <i>Savvas myPerspectives</i> Grade 10 Unit 2
Dates:	Aug. 5 - Sept. 11 (24 days)
Pacing Guide:	p. 126A (Savvas Curriculum Map) (EOC Question Stems)
Essential Question:	Do people need to belong?
Required Texts:	"Isn't Everyone a Bit Weird?" p. 130
Suggested Supplemental Texts: (Curriculum Hub)	• <i>Metamorphosis</i> by Kafka • <i>Cyrano de Bergerac</i> by Edmond Rostand • "The Doll's House" p. 201 • Poetry Collection: "Sonnet, with Bird," "Elliptical," and "Fences" p. 212 • "Encountering the Other" p. 233

Part B	Inside the Nightmare <i>Savvas myPerspectives</i> Grade 10 Unit 1
Dates:	Sept. 14 - Oct. 9 (20 Days)
Pacing Guide:	p. 2A (Savvas Curriculum Map) (EOC Question Stems)
Essential Question:	What is the allure of fear?
Required Texts:	• “Why Do Some Brains Enjoy Fear?” p. 91 • “House Taken Over” p. 37 <u>OR</u> “The Feather Pillow” (Savvas Online Platform)
Suggested Supplemental Texts: (Curriculum Hub)	• “My Introduction to Gothic Literature” p. 6 • “How to Tell You’re Reading a Gothic Novel – in Pictures” p. 51 • Images from <i>The Dream Collector</i> p. 83 • “The Fall of the House of Usher” p. 13 • “The Masque of the Red Death” from Common Lit • Poetry Collection: “beware: do not read this poem,” “The Raven,” and “Windigo” p. 102 • “Stone Age Man’s Terrors Still Stalk Modern Nightmares” (Savvas Online Platform) • “Sleep Paralysis: A Waking Nightmare” (Savvas Online Platform) • “The Black Death” from Common Lit



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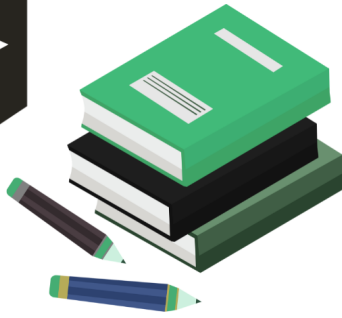
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N2 - Extending Freedom's Reach

Savvas myPerspectives Grade 10 Unit 3

Dates:	Oct. 19 - Dec. 17 (37 Days)
Pacing Guide:	p. 258A (Savvas Curriculum Map) (EOC Question Stems)
District Assessments:	Benchmark #1 Window Oct. 26-30 FastBridge Winter Reading Universal Screener Window TBD Midterm Exams Dec 14-16 (District Exam Insert)
Essential Question:	What is the relationship between power and freedom?
Required Texts:	• "The Censors" p. 336 • "Harrison Bergeron" (Savvas Online Platform) (Previously taught in 7th grade.)
Suggested Supplemental Texts: (Curriculum Hub)	• Poetry Collection: "Caged Bird" and "Some Advice to Those Who Will Serve Time in Prison" p. 324 • "Born Free: Children and the Struggle for Human Rights" p. 269 • "Inaugural Address" p. 283 • "Four Freedoms" p. 269 • "Speech at the United Nations" p. 309 (Previously taught in 6th grade.) • "Diane Sawyer Interviews Malala Yousafzai" (Savvas Online Platform) • "Richard Cory" • Emma Watson's "Speech to the United Nations" (Common Lit) • LeBron James Letter "I'm Coming Back to Cleveland" and Dan Gilbert's "Letter from Cavs Owner" • Julius Caesar • 1984
Writing Task:	Argument Essay (N2 Winter Written Expression Screener) due Jan 8
Suggested Writing Prompt:	Both "The Censors" and "Harrison Bergeron" use satire to criticize societal control. Write an argumentative essay in which you argue which text delivers a more powerful message about the dangers of control and conformity.



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N3 - Blindness & Sight OR All That Glitters

Savvas myPerspectives Grade 10 Unit 6 OR Unit 4

Dates:	Jan. 6 - Mar. 12 (46 days)
District Assessments:	Benchmark #2 Window Feb. 22-26 (TBD)
Writing Task:	Informative Essay (N3 Spring Written Expression Screener) due Mar 25

OPTION 1:

Blindness & Sight

Savvas myPerspectives Grade 10 Unit 6

Pacing Guide: p. 656A ([Savvas Curriculum Map](#)) ([EOC Question Stems](#))

Essential Question: What does it mean to see?

Required Texts: [Oedipus the King](#), Part I & II p. 672 OR [Julius Caesar](#)

Suggested Supplemental Texts: ([Curriculum Hub](#))

- “The Neglected Senses” by Rosemary Mahoney (p. 787)
- “Just Six Dots” p. 660
- Poetry Collection: “Blind,” “The Blind Seer of Ambon,” and “On His Blindness” p. 746
- “Blind, Yet Seeing” by Benedict Carey (Savvas Online Platform)
- Excerpts from [Antigone](#)
- [“The Bass, the River, and Shelvia Mant”](#)
- [“Theme for English B”](#)
- [“Hair”](#)

Suggested Writing Prompt:

In the play, the idea of sight and blindness goes beyond physical vision to represent knowledge, truth, and understanding. Characters may be able to see but fail to understand what is happening around them, while others who lack physical sight may see the truth more clearly. Write an informative essay in which you analyze how the theme of blindness and sight is developed in the play. In your essay, explain how the author uses characters, dialogue, and key events to develop this theme. Be sure to include specific textual evidence and explain how it supports your analysis.

OPTION 2:	All That Glitters <i>Savvas myPerspectives</i> Grade 10 Unit 4
Pacing Guide:	P. 362A (Savvas Curriculum Map) (EOC Question Stems)
Essential Question:	What drives our passion for things?
Required Texts:	• “The Necklace” by Guy de Maupassant (Fiction) p. 373 • “The Thrill of the Chase” by Margie Goldsmith (Magazine Article) p. 471
Suggested Supplemental Texts: (Curriculum Hub)	• Excerpts from “Treasure Island” by Robert Louis Stevenson (Adventure Novel) https://www1.udel.edu/LLL/language/deutsch/handouts/summer_2015/Schatzinsel_E.pdf • “The Golden Touch” by Nathaniel Hawthorne (Short Story) p. 443 • “From King Midas” by Howard Moss (Poem) p. 461 • Poetry Collection p. 433
Suggested Writing Prompt:	• Both <i>The Necklace</i> and <i>The Thrill of the Chase</i> explore how people pursue what they desire. Write an informative essay comparing how each text develops a central idea about desire, value, or satisfaction. Analyze how the authors use specific details, structure, and examples to develop these ideas. • Write an informative essay analyzing how <i>The Necklace</i> and <i>The Thrill of the Chase</i> develop the theme that the pursuit of desire can have unexpected consequences. Compare how each author conveys this idea through characters, events, and supporting details.



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N4 - Virtue and Vengeance

Savvas myPerspectives Grade 10 Unit 5

Dates:	Mar 22 - May 26 (47 days)
Pacing Guide:	p. 492A (Savvas Curriculum Map) (EOC Question Stems)
District Assessments:	FastBridge Spring Reading Universal Screener Window TBD TCAP EOC Window April 19 - May 6 Final Exams May 21 - 25
Writing Task:	- Review narrative, informative, and argument writing - Optional Research Paper/Project
Essential Question:	What motivates us to forgive?
Required Texts:	EOC Review Materials
Suggested Supplemental Texts: (Curriculum Hub)	<i>To Kill a Mockingbird</i> by Harper Lee <i>All The Light We Cannot See</i> by Anthoy Doerr <i>The Count of Monte Cristo</i> by Alexandre Dumas <i>The Tempest</i> p. 510 (or excerpts) - Poetry Collection 2: “They are hostile nations” & “Under a Certain Little Star” p. 626 “Let South Africa Show the World How to Forgive” p. 635
Suggested Writing Prompts:	- Narrative: Review the plots from narratives we have studied this year. Now, develop a narrative that draws from multiple texts. - Informative: Select corresponding ideas that emerge from two or more texts. Compare them and their impact in each text. While they refer to the same symbols, events, or ideas, how do they impact the message differently? - Argument: You have just read the novel _____ and other short, companion texts. Consider the characters’ choices and the way they respond to other characters and events. Is identity shaped more by people’s own choices and ideas or is identity shaped more by the influence of observing others’ ideas and opinions? Using evidence from the texts, craft a well-developed argument.