



English 2 - Grade 10 (1001340) 2023-2024 Scope and Sequence


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Quarter	Unit	Spotlight Benchmarks	Pacing	Text Selection	Assessments
1	Unit 1: The Power of Communication (Literary Analysis-Argumentative)	-	First Days of School 8/10-8/11	Syllabus, Rules, Expectations, Team Building	
		C.1.5 , R.1.1 , V.1.3	Week 1 8/14-8/18	Guide 1 : Unit Overview; SyncStart: The Refusal	
		R.1.1 , R.1.4	Week 2 8/21-8/25	Guide 2 : SyncStart: The Refusal; I Am Offering This Poem; She Unnames Them	
		R.1.1 , R.1.2 , R.3.3	Week 3 8/28-9/1	Guide 3 : She Unnames Them	
		R.1.1 , R.1.2 , R.3.3	Week 4 9/5-9/8	Guide 4 : She Unnames Them; Things Fall Apart	
		R.1.2 , R.1.3	Week 5 9/11-9/15	Guide 5 : Things Fall Apart; Letter from Birmingham Jail	Exemplar R.1.2
		R.2.2 , R.2.3 , R.3.4	Week 6 9/18-9/22	Guide 6 : Letter from Birmingham Jail	
		R.2.2 , R.2.3 , R.3.4	Week 7 9/26-9/29	Guide 7 : Letter from Birmingham Jail; Speech to the Second Virginia Convention	
		R.2.2 , R.2.3 , R.3.4 , C.1.3 , C.1.5	Week 8 10/2-10/6	Guide 8 : Speech to the Second Virginia Convention; Extended Writing Project: Literary Analysis-Argumentative	Exemplar R.2.3
		C.1.3 , C.1.5 , C.3.1	Week 9 10/9-10/13	Guide 9 : Extended Writing Project: Literary Analysis - Argumentative	EWP: Literary Analysis-Argumentative
2	Unit 2: Moving Forward (Expository)	Varies, C.1.5	Week 1 10/17-10/20	Guide 10 : Targeted & Differentiated Skills Review; Unit Overview; The Power of the Hero's Journey	
		R.2.1 , R.3.2	Week 2 10/23-10/27	Guide 11 : The Power of the Hero's Journey	
		R.1.4 , V.1.2	Week 3 10/30-11/3	Guide 12 : Sita's Ramayana; Rámáyana	
		R.1.4 , R.3.3	Week 4 11/6-11/10	Guide 13 : Rámáyana; Republic	
		V.1.3 , R.3.4 , R.3.3	Week 5 11/13-11/17	Guide 14 : Republic	Exemplar R.3.3
		R.2.4	Week 6 11/27-12/1	Guide 15 : Methods of Motivation	
		R.2.1 , R.3.4	Week 7 12/4-12/8	Guide 16 : The Perils of Indifference	Exemplar R.3.4
		C.1.4 , C.1.5	Week 8 12/11-12/15	Guide 17 : Extended Writing Project: Expository	
		C.1.4 , C.3.1	Week 9 12/18-12/21	Guide 18 : Extended Writing Project: Expository	EWP: Expository
3	Unit 3: The Persistence of Memories (Narrative* -or- Choice of Expository & Argumentative)	Varies, C.1.5	Week 1 1/9-1/12	Guide 19 : Targeted & Differentiated Skills Review; Unit Overview; Rituals of Memory	
		R.2.1 , R.3.1 , V.1.3	Week 2 1/16-1/19	Guide 20 : Rituals of Memory	
		R.2.1 , R.3.1 , R.3.2	Week 3 1/22-1/26	Guide 21 : Rituals of Memory; Seeing at the Speed of Sound	
		V.1.3 , R.3.2 , R.2.1	Week 4 1/29-2/2	Guide 22 : Seeing at the Speed of Sound; Love Is Not All	
		R.1.4 , R.3.1	Week 5	Guide 23 : Love Is Not All	Exemplar R.3.1



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			2/5-2/9		
		R.2.1 , R.3.2	Week 6 2/12-2/15	Guide 24 : “Facial Expressions—including fear—may not be as universal as we thought”	
		R.2.1 , R.3.2	Week 7 2/20-2/23	Guide 25 : “Facial Expressions—including fear—may not be as universal as we thought”; Persepolis	
		R.1.1 , R.1.3	Week 8 2/26-3/1	Guide 26 : Persepolis	
		C.1.2* , C.1.5	Week 9 3/4-3/8	Guide 27 : Extended Writing Project: Narrative or Choice	Exemplar R.1.3
		C.1.2* , C.1.5	Week 10 3/11-3/15	Guide 28 : Extended Writing Project: Narrative or Choice	EWP: Narrative* or Choice
4	Unit 4: The Ties That Bind (Oral Presentation)	Full Benchmark Review	Weeks 1-3 3/25-4/12	Guide 29: Just in Time Writing & Reading	Quarter 3 Progress Monitoring (Optional)
		R.1.1	Week 4 4/15-4/19	Guide 30: Macbeth (Act I, Scene iii)	
		R.1.1 , R.3.1	Week 5 4/22-4/26	Guide 31: Macbeth (Act I, Scene iii), Antigone	
		R.1.1 , R.1.3 , R.3.4	Week 6 4/29-5/3	Guide 32: Antigone	
		R.1.1 , R.3.4 , R.2.1	Week 7 5/6-5/10	Guide 33: Claudette Colvin Explains Her Role in the Civil Rights Movement	Exemplar R.1.1
		R.2.1	Week 8 5/13-5/17	Guide 34: Funny in Farsi: A Memoir of Growing Up Iranian in America	Exemplar R.2.1
		V.1.3 , R.2.1 , C.1.5 , C.2.1	Week 9 5/20-5/24	Guide 35: Funny in Farsi: A Memoir of Growing Up Iranian in America; Extended Writing Project: Oral Presentation	
		C.1.5 , C.2.1	Week 10 5/28-5/30	Guide 36: Extended Writing Project: Oral Presentation	EWP: Oral Presentation

All texts in the Scope and Sequence are recommendations and may be replaced at the school’s discretion with alternate, grade-level texts that meet B.E.S.T expectations. B.E.S.T. sample texts are highly recommended. [See the B.E.S.T. Sample texts by benchmark.](#) In addition, texts must not be listed on the Intensive Reading Level 2 courses for 9th or 10th grades. In this event, any additional and necessary supportive instructional materials for the replacement text(s) such as bespoke skill lessons, student models/work samples, etc. would need to be sourced and/or developed by the school. [Please see the linked presentation for guidance on how to select appropriate texts.](#)

[Scope & Sequence Purpose Document](#)