Ms. Selma's Grade 10 English Year Plan 2025-2026

Quarter 1: August 27 – November 3, 2025	Quarter 2: November 4, 2025 – January 19, 2026	Quarter 3: January 22 – March 20, 2026	Quarter 4: March 21 – June 11, 2026
Grade 10 English Honors			

Unit 1: Inside the Nightmare – Poe, Cortázar, Oates, Reed
 	
Essential Question:
What is the allure of fear?
 	
Texts:
• Informational: *Why Do Some Brains Enjoy Fear?* by Allegra Ringo
• Fiction:
  ○ *The Fall of the House of Usher* by Edgar Allan Poe
  ○ *House Taken Over* by Julio Cortázar
  ○ *Where Is Here?* by Joyce Carol Oates
• Poetry & Visuals:
  ○ *Beware: Do Not Read This Poem* by Ishmael Reed
  ○ *The Dream Collector* by Arthur Tress
	Unit 3: Outsiders and Outcasts
	
	Essential Question:
	Do people need to belong?
	
	Texts:
	• *The Metamorphosis* by Franz Kafka (Parts 1–3)
	• *The Doll's House* by Katherine Mansfield
	• *Encountering the Other* by Ryszard Kapuściński
	
	Enhancement Readings/Lectures:
	• Background on alienation in modern literature
	• Symbolism in social hierarchy and class
	• Memoir excerpts and cultural perspectives
	• Reflective journaling and narrative modeling
	
	Key Vocabulary:
	alienation, estrangement, empathy, metamorphosis, grotesque, exclusion,
		Unit 4 (Continued): Extending Freedom's Reach
		
		Essential Question:
		What defines a national identity?
		
		Texts (continued):
		• "Caged Bird" – Maya Angelou
		• "Advice to Those Who Will Serve Time" – Nazim Hikmet
		• "The Censors" – Luisa Valenzuela
		
		Enhancement Readings/Lectures:
		• Visual poetry & oral interpretation
		• Gallery walk: freedom through different genres
		• Practice with speech delivery and expression
		• Satire and symbolism in Latin American literature
		
		Key Vocabulary (continued):
		resistance, liberation, irony, satire, absurdity, voice, censorship, truth,
			Unit 5 (conclusion): All That Glitters
			
			Essential Question:
			What do our possessions reveal about us?
			
			Final Tasks:
			• Review & Reflection
			• Compare/Contrast Essay on Two Texts
			• Discussion on materialism and identity
			
			Unit 6: The Power of Poetry
			
			Essential Question:
			How can poets use form, sound, and language to express complex emotions or ideas?
			
			Texts:
			• "Annabel Lee" – Edgar Allan Poe
			• "Sonnet 130" – William Shakespeare
			• "I, Too" – Langston Hughes

(visual imagery)

Enhancement Readings/Lectures:

- Audio versions of gothic texts
- Symbolism and ambiguity mini-lectures
- Artistic exploration of horror (gallery walk, visual horror response)
- Socratic circles on fear and psychology

Key Vocabulary:
fear, suspense, horror, thrill, ambiguity, discomfort, voyeurism, paranoia, motif, agency, hallucination, disintegration, illusion, captivity, connotation, synthesis

Grammar Focus:

- Sentence fragments vs. complete thoughts
- Parallel structure
- Phrases vs. clauses
- Symbolism and ambiguity in syntax
- Word connotation and tone
- Grammar mini-review

Writing Genre:

privilege, tolerance, identity, otherness, resilience, solitude, reflection, hierarchy, nuance

Grammar Focus:

- Run-on sentences and fragments
- Sentence variety and tone
- Symbolism in syntax
- Pronoun usage in reflective writing
- Dialogue punctuation and formatting

Writing Genre:

- **Response Paragraph:** A time I felt like an outsider
- **Empathy Journal Entry:** From Gregor's point of view
- **Literary Paragraph on Symbolism** – *The Doll's House*
- **Reflective Essay:** A moment of being misunderstood
- **Final Personal Narrative:** A Moment of Change or Belonging

Unit 4: Extending Freedom's Reach

Essential Question:
What defines a national identity?

Texts:

oppression, freedom

Grammar Focus:

- Figurative language in poetry
- Tone and irony in prose
- Review: punctuation and sentence structure
- Parallel structure in speech writing

Writing Genre:

- **Poetry Analysis + Personal Reflection**
- **Speech Writing Task:** *What does freedom mean today?*
- **Creative Choice:** Rewrite or reflect on a protest piece

Unit 5: All That Glitters

Essential Question:
What do our possessions reveal about us?

Texts:

- "The Necklace" – Guy de Maupassant
- "Civil Peace" – Chinua Achebe
- "The Golden Touch" – Nathaniel Hawthorne
- "Fit for a King: Treasures of
- "The Road Not Taken" – Robert Frost
- Student-selected poem(s)

Enhancement Readings/Lectures:

- Video performances of slam and classic poetry
- Background on poetic forms: sonnet, free verse, narrative
- Oral poetry circle and performance-based feedback
- Literary analysis modeling using student-friendly anchors

Key Vocabulary:
melancholy, satire, segregation, patriotism, metaphor, symbolism, cadence, nuance, theme, stanza, iambic, imagery, resilience, identity, legacy

Grammar Focus:

- Subject-verb agreement in poetry
- Iambic pentameter and punctuation in sonnets
- Parallel structure
- Figurative language and poetic syntax

- **CER Paragraph:** Why are we drawn to fear?
- **Analyzing Mood:** *The Fall of the House of Usher*
- **Comparison Response:** Poe vs. Cortázar
- **Socratic Seminar Prep + Partner Annotations**
- **Final Explanatory Essay:** What makes horror captivating?

Unit 2: Power, Control, and Illusion – *The Tempest*

Essential Question:
How can power be used to manipulate perception and reality?

Texts:

- *The Tempest* by William Shakespeare
  - Act 1, Scenes 1–2
  - Act 2, Scenes 1–2
  - Act 3, Scenes 1–3
  - Act 4, Scene 1
  - Act 5, Scene 1 & Epilogue

Enhancement Readings/Lectures:

- *Four Freedoms* by Franklin D. Roosevelt
- *Inaugural Address* by John F. Kennedy
- *Speech at the UN* by Malala Yousafzai
- *Interview with Malala* by Diane Sawyer
- *Caged Bird* by Maya Angelou
- *Advice to Those Who Will Serve Time* by Nazim Hikmet
- *The Censors* by Luisa Valenzuela

Enhancement Readings/Lectures:

- Visuals of protest and resistance
- Mini research: media bias and journalism ethics
- Comparative reading of prose and poetry on oppression
- Speaking practice: tone, delivery, audience impact

Key Vocabulary:
freedom, oppression, censorship, resistance, resilience, empowerment, liberty, irony, tone, protest, satire, regime, rhythm, metaphor, belief, advocate

Grammar Focus:

- Independent vs. dependent clauses

Tutankhamun" – Informational text

- "The Thrill of the Chase" – Margie Goldsmith
- "King Midas" – retold by Moss

Enhancement Readings/Lectures:

- Video clips on ancient artifacts and modern treasure hunters
- Visual analysis: opulence vs. need
- Group debates on value systems
- Venn diagrams and comparative thinking

Key Vocabulary:
vanity, irony, greed, treasure, perception, transformation, illusion, sacrifice, artifact, quest, disguise, worth, humility, deception, identity, resolution

Grammar Focus:

- Sentence fragments
- Run-ons and comma splices
- Parallel structure
- Appositives
- Sentence fluency and transitions

- Punctuation in original poetry

Writing Genre:

- Mood and Imagery Paragraph: *Annabel Lee*
- Comparative Paragraph: Sonnet 130 vs. love clichés
- Symbolism in Poetry: *I, Too*
- Performance Reflection: *The Road Not Taken*
- Original Poem + Commentary
- Poetry Portfolio (Optional)

Unit 7: Final Project – Student Choice Literature Circles

Essential Question:
How can literature deepen our understanding of human experiences and ourselves?

Texts:

- Student-selected novels for literature circles (Based on teacher-approved list or group choice)

Enhancement Activities:

- Book trailers, slide decks, or skits

- Contextual background: Shakespeare, Elizabethan worldview, colonization
- Theatrical illusion and manipulation in Renaissance drama
- Postcolonial perspectives on Caliban
- Performance excerpts and reenactments
- Critical theory clips (e.g., power, revenge, freedom)

Key Vocabulary:
tempest, illusion, betrayal, manipulation, command, treachery, deception, allegiance, repentance, redemption, absolution, liberty, flourish, restitution, finale

Grammar Focus:

- Sentence types and structure
- Punctuation for emphasis
- Colon usage in arguments
- Active and passive voice
- Appositives
- Grammar in argument writing and creative reenactment

Writing Genre:

- Parallel structure in speeches
- Embedding quotations
- Figurative language
- Tone and irony in prose

Writing Genre:

- **Short Response:** Which freedom is most relevant today?
- **Rhetorical Analysis Paragraph:** JFK or Malala
- **News-style Rewrite** of the Malala interview
- **Poetry Analysis + Personal Reflection**
- **Speech Writing Task:** *What does freedom mean today?*

AERO Standards

- **Reading Literature & Informational Text:** RL.1, RL.2, RL.3, RL.6, RI.1, RI.2, RI.3, RI.4
- **Writing:** W.1, W.2, W.4, W.7, W.9
- **Speaking & Listening:** SL.1
- **Language:** L.1, L.4, L.5, L.6
- **Literary Foundations:** LF.1, LF.2

- Compare/contrast conjunctions

Writing Genre:

- **Short Response:** Irony and Character in *The Necklace*
- **Paragraph Comparison:** *The Necklace* vs. *Civil Peace*
- **Mini-Essay:** Midas as a Tragic Figure
- **Informational Response:** Historical vs. Literary Treasure
- **Debate Task:** Modern vs. Mythical Wealth
- **Final Essay:** Compare/Contrast Theme of Value in Two Texts

AERO Standards

- **Reading Literature & Informational Text:** RL.1, RL.2, RL.4, RL.5, RI.3, RI.4
- **Writing:** W.1, W.2, W.4, W.9
- **Speaking & Listening:** SL.1
- **Language:** L.1, L.4, L.5
- **Literary Foundations:** LF.1, LF.2

- Socratic seminars and teacher-facilitated discussions
- Reading logs and quote reflections
- Peer-led question development
- Creative displays (collage, posters, gallery walk)

Key Vocabulary:
theme, inference, symbolism, protagonist, nuance, delivery, engagement, synthesis, voice, insight

Grammar Focus:

- Quotation integration
- Quotation punctuation
- Parallel structure in presentations
- Final grammar mini-review (as needed)

Writing & Project Tasks:

- Reading Logs + Norms Contracts
- Socratic Seminar Participation
- Creative Final Product (Visual, Performance, or Digital)

• **Character Tracker + Argument Brainstorm** • **Draft Argument Paragraph:** Is Prospero a colonizer or protector? • **Character Debate Notes (Handwritten)** • **Final Argument Essay:** *Prospero's Transformation* • **Creative Task:** Dramatic Reenactment + Reflective Commentary **AERO Standards** • **Reading Literature:** RL.1, RL.2, RL.3, RL.4, RL.5 • **Writing:** W.1, W.2, W.4, W.5, W.9 • **Speaking & Listening:** SL.1 • **Language:** L.1, L.2, L.4, L.5 • **Literary Foundations:** LF.1, LF.2			• Final Reflection Paragraph **AERO Standards** • **Reading Literature:** RL.1, RL.2, RL.4, RL.5, RL.7, RL.10 • **Writing:** W.4, W.7, W.9 • **Speaking & Listening:** SL.1, SL.4 • **Language:** L.4, L.5 • **Literary Foundations:** LF.1, LF.2