



Cyberarts Studio Academy

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Ms. Lopinto: ENG 10 Curriculum Calendar 2025 - 2026

Unit 1

Dates	Sep 22nd - Nov 21th
Unit Title	Forces of Change
Essential Question	What are the consequences when people try to control or resist change?
NGLS	<p><u>Reading</u> 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u> 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>



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	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can explain how Ray Bradbury introduces cause-and-effect in the opening of <i>A Sound of Thunder</i> and foreshadows the theme that small actions can lead to major consequences.2. I can explain how Bradbury uses literary techniques to build the theme that small actions can have major consequences and support my answer with evidence3. I can explain how Bradbury uses literary techniques to build the theme that small actions can have major consequences and support my answer with evidence.4. I can explain how Bradbury uses literary techniques to build the theme that small actions can have major consequences and support my answer with evidence.5. I can explain a cause-and-effect moment from the story and analyze how Bradbury uses it to build foreshadowing or mood, citing evidence to support my analysis.6. I can explain how Eckel's actions cause major events and reveal his character, citing evidence to support my analysis.7. I can cite evidence in my explanation of who or what is most responsible for disastrous consequences in <i>A Sound of Thunder</i>: Eckels, Travis, the time travel company, society, or something else?8. I can identify important thematic concepts in <i>A Sound of Thunder</i> and support them with text evidence.9. I can determine thematic statements in <i>A Sound of Thunder</i> and support them with text evidence.10. I can use transition words/phrases to show how the author develops the central idea throughout the story.11. I can determine thematic concepts & thematic statements in Admiral McRaven's speech, citing



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evidence to support my analysis.

12. I can determine McRaven's central idea and support my analysis with text evidence.

13. I can use my analysis of propaganda, quotes, and images to make predictions about how power and persuasion influence change and its consequences in *Animal Farm*.

14. I can determine thematic concepts and thematic statements in Chapter 1 of *Animal Farm* and state how Orwell portrays cause and effect.

15. I can determine thematic concepts and thematic statements in Chapter 2 of *Animal Farm* and state how Orwell portrays cause and effect.

16. I can determine thematic concepts and thematic statements in Chapter 3 of *Animal Farm* and state how Orwell portrays cause and effect.

17. I can determine thematic concepts and thematic statements in Chapter 4 of *Animal Farm* and state how Orwell portrays cause and effect.

18. I can determine thematic concepts and thematic statements in Chapter 5 of *Animal Farm* and state how Orwell portrays cause and effect.

19. I can demonstrate my vocabulary development and understanding and analysis of *Animal Farm*, chapters 1 - 5 through multiple choice and short response questions.

20. I can determine thematic concepts and thematic statements in Chapter 6 of *Animal Farm* and state how Orwell portrays cause and effect.

21. I can determine thematic concepts and thematic statements in Chapter 7 of *Animal Farm* and state how Orwell portrays cause and effect.

22. I can determine thematic concepts and thematic statements in Chapter 8 of *Animal Farm* and state how Orwell portrays cause and effect.

23. I can determine thematic concepts and thematic statements in Chapter 9 of *Animal Farm* and state how Orwell portrays cause and effect.

24. I can determine thematic concepts and thematic statements in Chapter 10 of *Animal Farm* and state how Orwell portrays cause and effect.

25. I can write an argument to one of the following prompts and support my analysis with evidence: Option

A) What are the consequences when those who lead a movement for change begin to control others? Option

B) Argue whether resisting change can be just as harmful as trying to control it. (formative)



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	<p>26. I can plan my argument essay by making a clear claim that answers <i>What are the consequences when people try to control or resist change?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>27. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What are the consequences when people try to control or resist change?
Texts	<p>Short Fiction</p> <ul style="list-style-type: none">● <i>A Sound of Thunder</i> by Ray Bradbury <p>Longer Fiction</p> <ul style="list-style-type: none">● <i>Animal Farm</i> by George Orwell <p>Nonfiction</p> <ul style="list-style-type: none">● <i>How Would Time Travel Affect Life as We Know It?</i> By Chelsea Hedquist <p>Video</p> <ul style="list-style-type: none">● <i>The Butterfly Effect</i> by Adam Burnier● <i>Make Your Bed</i> by Adm. McRaven, video with printed transcript● <i>Rivers and Tides</i> – HMH documentary
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes



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- Argumentative responses
- Self-reflections; text to self/real world connections
- Creative responses
- Comparative mini writes comparing specified elements across multiple texts
- Argument essay

Reading / Discussion Protocols

- 3-2-1 (Thematic Concepts - Thematic Statements - Structure)
- Three Reads
- Carousel Conversation
- Gallery Walk
- Say Something
- Station Rotation
- 3 Tier Challenge
- Talk Tickets
- Discussion Dice
- Turn & Talk

Unit 2

Dates	Nov 24th - Jan 19th
Unit Title	The Power of Perception
Essential Question	How does our point of view shape our view of the world?
NGLS	<u>Reading</u>



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9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

Writing

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Language

9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.

9-10SL4 – Present information, findings, and supporting evidence clearly and logically.

Learning Targets

1. I can identify thematic concepts related to perception (bias, identity, truth, illusion, empathy) and make predictions about how these ideas may appear across texts.



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2. I can identify the thematic concepts Márquez introduces and explain how magical realism shapes the villagers' perceptions of reality.
3. I can develop thematic statements about how perception transforms identity and community, using text evidence to support my ideas.
4. I can analyze how Márquez structures the story—from discovery to transformation—to emphasize how perception reshapes truth and self-understanding.
5. I can explain how structure and theme work together in Márquez's story to reveal how imagination and perception change what people believe to be possible.
6. I can identify the central idea of the article and explain how Mervosh develops it through examples and reasoning about social media and self-perception.
7. I can compare how Márquez and Mervosh each explore how perception changes identity, using evidence from both texts.
8. I can identify thematic concepts such as bias, prejudice, perspective, and truth, and explain how they relate to the justice system.
9. I can explain how background knowledge about the 1950s legal system and civic duty shapes my understanding of the play's central conflicts.
10. I can analyze how Rose introduces characters and conflict through dialogue and stage directions, revealing different perceptions of truth.
11. I can explain how structure (one room, limited setting) heightens tension and focuses attention on bias and personal perspective.
12. I can develop thematic statements about how perception influences decision-making, using evidence from Act I to support my ideas.
13. I can analyze how Rose uses conflict and dialogue to show how personal bias and evidence compete to shape the jurors' perspectives.
14. I can explain how tension and structure reveal shifts in power and perception among the jurors. I can evaluate how the film's direction and visual perspective emphasize changing viewpoints and growing empathy.
15. I can connect thematic statements to the play's structure, explaining how Rose uses pacing and debate to reveal the central idea that justice requires empathy and open-mindedness.



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	<p>16. I can write a short response explaining how Rose develops the central idea that perception and truth are influenced by bias and experience.</p> <p>17. I can analyze how Rose resolves the central conflict and reveals his message about perception, fairness, and moral responsibility.</p> <p>18. I can evaluate how the director reinforces the play's central idea about truth and justice.</p> <p>19. I can compare how point of view and structure in the play and film shape the audience's understanding of truth and fairness.</p> <p>20. I can synthesize thematic statements about bias, perception, and empathy to explain how Rose uses structure and dialogue to explore the limits of human perception.</p> <p>21. I can write an argument analyzing how <i>12 Angry Men</i> demonstrates that personal perception and bias shape truth and justice, supporting my claim with evidence from the play and film. (formative)</p> <p>22. I can identify how Sylvia Plath uses figurative language and structure to reveal changing self-perception in <i>Mirror</i>.</p> <p>23. I can develop a thematic statement about how perception of self changes over time, supported by imagery and tone in the poem.</p> <p>24. I can connect thematic statements from multiple texts to explain how authors use structure and point of view to shape perception of truth, identity, or justice.</p> <p>25. I can write an argument explaining how authors across genres show that perception influences what people believe is real or true, using evidence from at least two texts.</p> <p>26. I can plan my argument essay by making a clear claim that answers <i>How does our point of view shape our view of the world?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>27. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt:
Texts	Short Fiction <ul style="list-style-type: none">• <i>The Handsomest Drowned Man in the World</i> by Gabriel Garcia Marquez



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	<p>Longer Fiction</p> <ul style="list-style-type: none">● <i>12 Angry Men</i> by Reginald Rose <p>Nonfiction</p> <ul style="list-style-type: none">● <i>How Do You See Your Self(ie)?</i> By Sarah Mervosh <p>Poetry</p> <ul style="list-style-type: none">● <i>Mirror</i> by Sylvia Plath
<p>Digital Platforms</p>	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
<p>Reading/ Discussion Protocols</p>	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay <p>Reading / Discussion Protocols</p> <ul style="list-style-type: none">● 3-2-1● Three Reads● Carousel Conversation● Gallery Walk● Say Something● Stations● 3 Tier Challenge



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- Talk Tickets
- Discussion Dice
- Turn & Talk

Unit 3

Dates	Jan 26th - Mar 27th
Unit Title	Reckless Ambition
Essential Question	How can ambition drive people to achieve their dreams —or lead to their downfall?
NGLS	<p><u>Reading</u> 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u></p>



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	<p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can determine Michael Mack’s central claim about why Shakespeare’s works remain relevant today, and analyze how he uses reasoning and evidence to support his argument.2. I can analyze how Brutus and Antony use rhetoric and emotional appeals to influence the crowd.3. I can explain how Shakespeare develops the theme of persuasion and public opinion through conflicting speeches.4. I can evaluate how the citizens’ reactions reveal the consequences of ambition and manipulation.5. I can identify thematic concepts such as ambition, family, identity, and pride, and make predictions about how they might appear in <i>A Raisin in the Sun</i>.6. I can explain how Hansberry introduces each character’s ambitions through dialogue and conflict in Act I, Scene 1.7. I can analyze how stage directions and structure in Act I build tension and reveal obstacles to each character’s dreams.8. I can turn thematic concepts into thematic statements that express what Hansberry is saying about ambition, dignity, and family responsibility.9. I can explain how ambition and pride drive conflict between Walter and Beneatha, and evaluate what this reveals about their different kinds of ambition.



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10. I can explain how Hansberry develops the central idea of perseverance through key symbols, such as Mama's plant and the new house, and compare how this moment is shown in the film.
11. I can explain how the play's structure and pacing in Act III build toward resolution and reveal the consequences of ambition.
12. I can evaluate how the film adaptation highlights or changes Hansberry's central message about moral ambition and family unity.
13. I can explain the connection between thematic statements and central ideas from across all acts to explain what Hansberry suggests about ambition's power to both uplift and divide.
14. I can use evidence from the play and film to argue whether Hansberry presents ambition as a source of hope or destruction.
15. I can identify and explain thematic concepts—ambition, fate, and power—and make predictions about how they will appear in *Macbeth*.
16. I can explain how Shakespeare uses supernatural elements to introduce the themes of ambition and temptation.
17. I can explain how Lady Macbeth's dialogue and imagery reveal her ambition and her influence over Macbeth.
18. I can explain how Shakespeare uses Macbeth's soliloquy to reveal the conflict between ambition and morality.
19. I can develop thematic statements that express what Shakespeare suggests about ambition and conscience, using evidence from Act I.
20. I can explain how imagery and tone reveal Macbeth's psychological state and the immediate consequences of his ambition.
21. I can explain how Shakespeare structures Act II to show chaos and guilt spreading through both Macbeth and Scotland.
22. I can evaluate how Macbeth's ambition transforms into paranoia and leads him to further violence.
23. I can analyze how Shakespeare uses dramatic irony and structure to show Macbeth's unraveling in both the text and the Coen film adaptation.
24. I can synthesize what Acts I–III reveal about reckless ambition by connecting key motifs (blood, sleep, darkness) to the play's central idea.



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	<p>25. I can analyze how Shakespeare uses the witches' new prophecies to explore how ambition blinds Macbeth to truth.</p> <p>26. I can explain how Shakespeare contrasts Macbeth's tyranny with Macduff's loyalty to highlight moral integrity versus ambition.</p> <p>27. I can explain how Shakespeare reveals the emotional and psychological collapse of Macbeth and Lady Macbeth, comparing key film choices.</p> <p>28. I can evaluate how Shakespeare resolves the central conflict and determine the final message about ambition's destructive nature.</p> <p>29. I can evaluate how Shakespeare resolves the central conflict and determine the final message about ambition's destructive nature.</p> <p>30. I can write a text-based argument analyzing whether Macbeth's downfall is caused by fate, the witches' manipulation, or his own choices. (formative)</p> <p>31. I can plan my argument essay by making a clear claim that answers <i>How can ambition drive people to achieve their dreams —or lead to their downfall?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>32. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: How can ambition drive people to achieve their dreams —or lead to their downfall?
Texts	<p>Short Fiction</p> <ul style="list-style-type: none">• <i>Julius Cesar</i>, Act III, Scene 2 by William Shakespeare <p>Longer Fiction</p> <ul style="list-style-type: none">• <i>Raisin in the Sun</i> by Lorraine Hansberry• <i>Macbeth</i> by William Shakespeare <p>Nonfiction</p>



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	<ul style="list-style-type: none">● <i>Why Read Shakespeare</i> by Michael Mack <p>Video</p> <ul style="list-style-type: none">● <i>Raisin in the Sun</i>, directed by Daniel Petrie● <i>Macbeth</i>, directed by Joel Coen
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay <p>Reading / Discussion Protocols</p> <ul style="list-style-type: none">● 3-2-1● Three Reads● Carousel Conversation● Gallery Walk● Say Something● Stations● 3 Tier Challenge● Talk Tickets● Discussion Dice



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- Turn & Talk

Unit 4

Dates	Mar 30th - May 8th
Unit Title	Conflict and Connection
Essential Question	What differences can't be bridged?
NGLS	<p><u>Reading</u> 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u> 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>



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	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can determine thematic statements in <i>The Lottery</i>, pt. 1 and support them with text evidence.2. I can determine thematic statements in <i>The Lottery</i>, pt. 2 and support them with text evidence.3. I can determine thematic statements in <i>The Lottery</i>, pt. 3 and support them with text evidence.4. I can explain how Jackson uses structure and pacing to build tension and reveal theme.5. I can determine the central idea of <i>The Lottery</i> and cite evidence to support my analysis.6. I can identify emerging thematic concepts and make predictions about how these ideas may connect to conflict and connection.7. I can analyze how Danticat structures the story through shifts in time and perspective to develop the central idea.8. I can explain how imagery and structure work together to reveal that confronting truth can both divide and heal.9. I can determine the central idea of <i>The Book of the Dead</i> and cite evidence to support my analysis.10. I can identify key thematic concepts in Act 1 of the <i>Crucible</i> and support my analysis with text evidence.11. I can analyze how Miller uses dialogue and stage directions to reveal character motivations and relationships.12. I can explain how the structure of Act I builds tension and foreshadows the spread of hysteria.13. I can determine the central idea of Act II and explain how fear begins to overpower truth and reason.14. I can explain how structure and pacing in Act II heighten emotional conflict and reveal character



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	<p>transformation.</p> <p>15. I can explain how courtroom scenes in Act III create rising tension and expose the dangers of blind conformity.</p> <p>16. I can explain how Miller uses irony and symbolism to emphasize that truth can be manipulated by fear and authority.</p> <p>17. I can determine how the resolution of Act IV develops the theme that moral courage has personal cost but lasting value.</p> <p>18. I can analyze how Miller's structural choices and characterization communicate his critique of power and reputation.</p> <p>19. I can synthesize how theme and central idea evolve across all four acts to reveal Miller's message about truth and morality.</p> <p>20. I can plan and draft an argument explaining how Miller uses structure and theme to critique human behavior in times of fear and crisis. (formative)</p> <p>21. I can revise and refine my argument to strengthen my claim, evidence, and reasoning about how <i>The Crucible</i> illustrates the conflict between integrity and conformity.</p> <p>22. I can determine the central idea of a speech and explain how the author conveyed her message.</p> <p>23. I can evaluate how the structure of a nonfiction text strengthens its argument about understanding across differences.</p> <p>24. I can connect ideas from the nonfiction text to the themes of conflict and connection in the unit's fiction.</p> <p>25. I can plan my argument essay by making a clear claim that answers <i>What differences can't be bridged?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>26. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What differences can't be bridged?
Texts	Short Fiction



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	<ul style="list-style-type: none">● <i>The Book of the Dead</i> by Edwidge Danticat● <i>The Lottery</i> by Shirley Jackson● <i>What, of This Goldfish, Would You Wish?</i> by Etgar Keret <p>Longer Fiction</p> <ul style="list-style-type: none">● <i>The Crucible</i> by Arthur Miller <p>Nonfiction</p> <ul style="list-style-type: none">● <i>The Roots of Intolerance</i> by Psychology Today <p>Video</p> <ul style="list-style-type: none">● <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie, Ted Talk with transcript● <i>How Cultural Identity Shapes Our Stories</i>, PBS NewsHour
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay <p>Reading / Discussion Protocols</p> <ul style="list-style-type: none">● 3-2-1● Three Reads



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Unit 5

Dates	May 11th - Jun 19th
Unit Title	Our Place in Nature
Essential Question	What effect do we have on nature, and how does nature affect us?
NGLS	<u>Reading</u> 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)



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	<p>9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u></p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can determine a video's central idea and explain how the creators use cause-and-effect structure to develop it. (SH)2. I can explain how the author uses imagery and symbolism to reveal the story's central theme. (Swamy)3. I can explain how the story's structure contributes to its emotional impact and meaning.4. I can determine how the setting influences the characters' choices and the story's theme.5. I can identify the central idea of the story and explain how it develops through the narrator's reflections. (Chiang)6. I can evaluate how Chiang uses structure and point of view to shape meaning and tone.7. I can analyze how the author uses contrast to highlight the story's theme about communication and empathy.8. I can determine the central idea of the story and analyze how it develops through key events. (London)9. I can explain how London uses structure and pacing to build tension and emphasize the theme of human



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	<p>vs. nature.</p> <p>10. I can evaluate how the author’s descriptions of the natural world reveal the protagonist’s character and fate.</p> <p>11. I can determine the central idea and support my analysis with text evidence.</p> <p>12. I can identify the author’s central claim and trace how it develops through reasoning and evidence. (Zhang)</p> <p>13. I can explain how Zhang structures her argument to clarify complex scientific ideas.</p> <p>14. I can evaluate how the author’s use of tone and examples reveals her perspective on humanity’s relationship with nature.</p> <p>15. I can determine the poem’s theme and analyze how word choice and imagery express the speaker’s emotional state. (Berry)</p> <p>16. I can analyze how the poem’s structure reflects a shift from anxiety to peace.</p> <p>17. I can identify the central idea of the poem and explain how it develops through sensory imagery. (Oliver)</p> <p>18. I can analyze how Oliver’s structure and repetition create a sense of transformation.</p> <p>19. I can evaluate how the poet uses figurative language to explore the connection between self and nature.</p> <p>20. I can determine the poem’s theme and explain how imagery and tone convey the speaker’s emotions. (Lowell)</p> <p>21. I can plan my argument essay by making a clear claim that answers <i>What effect do we have on nature, and how does nature affect us?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>22. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What effect do we have on nature, and how does nature affect us?
Texts	Short Fiction <ul style="list-style-type: none">• <i>Night Garden</i> by Shruti Swamy



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	<ul style="list-style-type: none">● <i>The Great Silence</i> by Ted Chiang● <i>To Build a Fire</i> by Jack London <p>Nonfiction</p> <ul style="list-style-type: none">● <i>Can Genetic Engineering Solve the Problem We Created</i> by Sarah Zhang <p>Poetry</p> <ul style="list-style-type: none">● <i>The Peace of Wild Things</i> by Wendell Berry● <i>Sleeping in the Forest</i> by Mary Oliver● <i>Summer Rain</i> by Amy Lowell <p>Video</p> <ul style="list-style-type: none">● <i>When Wolves Change Rivers</i> by Sustainable Human
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
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Rationale for Submission: Grade 10 English Language Arts Pacing Calendar 2025–2026

The Grade 10 English Language Arts curriculum is a vertically aligned, standards-based sequence that emphasizes critical thinking, academic writing, and text-based analysis consistent with Next Generation Learning Standards (9–10R1–R6, 9–10W1–W9, 9–10SL1, and 9–10L3–L6). The pacing calendar reflects coherent instructional design through clearly articulated essential questions, measurable learning targets, and cumulative performance tasks aligned with Regents and college-readiness benchmarks.

Each unit integrates literary and informational texts that promote depth, rigor, and engagement while developing students’ ability to analyze, interpret, and evaluate how authors convey complex ideas about change, perception, ambition, morality, and humanity’s relationship with nature. The curriculum advances the DOE’s instructional priorities by ensuring diverse text representation (Bradbury, Orwell, García Márquez, Hansberry, Shakespeare, Danticat, Miller, Oliver, Berry, and others), enabling students to encounter global voices and culturally relevant perspectives while mastering analytical skills.

Continued

Learning experiences are scaffolded through explicitly stated “I can” statements, ensuring students understand the purpose and outcomes of each lesson. Core practices such as ACE writing, thematic concept analysis, cross-text synthesis, and argument development promote metacognition and skill transfer across genres. The pacing document incorporates evidence-based discussion routines (Socratic Seminar, Carousel Conversation, Gallery Walk, Say Something, and Three Reads), reinforcing accountable talk and collaborative meaning-making.



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Each unit culminates in a Regents-aligned argument essay directly tied to its essential question. Students synthesize evidence from multiple texts to construct coherent, well-reasoned arguments supported by analysis and counterclaims. This design models backward planning and ensures each formative assessment builds toward a clear summative goal. Writing instruction emphasizes development of thesis statements, integration of textual evidence, reasoning, and revision — foundational skills for success in both Regents and postsecondary literacy demands.

Thematically, the pacing calendar moves from personal and societal transformation (Unit 1: Forces of Change) to perception and truth (Unit 2: Power of Perception), ambition and consequence (Unit 3: Reckless Ambition), moral integrity and division (Unit 4: Conflict and Connection), and finally humanity's role in the natural world (Unit 5: Our Place in Nature). This progression demonstrates intentional vertical alignment and cognitive complexity, as students transition from literal interpretation to abstract synthesis and evaluation.

Overall, this pacing calendar exemplifies strong curriculum design and instructional coherence. It integrates reading, writing, speaking, and listening outcomes with culturally responsive content and consistent emphasis on analytical rigor. By the end of the course, students are prepared to meet — and exceed — the expectations of the NYS Regents Exam in ELA and demonstrate the habits of critical inquiry, empathy, and reflection necessary for success in advanced coursework and civic life.