

10 English (Completed Draft 2025-2026)

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit
Required Course

Course Overview

English 10 builds upon foundational literacy skills through deeper analysis of literary and informational texts with an emphasis on theme, structure, rhetoric, and author's purpose. Students continue developing proficiency in reading comprehension, academic writing, speaking, listening, and language conventions consistent with Arizona ELA standards. Coursework emphasizes critical thinking, evidence-based analysis, and effective communication across multiple formats.

Students compose argumentative, informative, and narrative writing using the writing process, research practices, and revision strategies. Instruction promotes collaboration, academic discourse, and preparation for upper-level English coursework and college and career readiness expectations.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
Ongoing	Conflict and Connection	1. "The Book of the Dead" short story by Edwidge Danticat 2. "By Any Other Name" memoir by Santa Rama Rau 3. "Without Title" poem by Diance Glancy 4. "What, of This Goldfish, Would You Wish" short story by Etgar Keret 5. from "Texas v. Johnson" Court Opinions by William J Brennan and William Rehnquist 6. "American Flag Stands for Tolerance" Editorial by Ronald J. Alle
Ongoing	The Power of Perception	1. "Super Human" Short Story by Nicola Yoon 2. "How Do You See Your Self(ie)?" Informational Text by Sarah Mervosh 3. "Mirror" Poem by Sylvia Plath 4. "The Night Face Up" Short Story by Julio Cortazar 5. Collaborate and Compare: "The 100-Person Planet" Infographic & "A Contribution to Statistics" Poem by Wislawa Szymborska
Ongoing	Hard-Won Liberty	1. "Letter from Birmingham Jail" Argument by Martin Luther King Jr. 2. "The American Embassy" Short Story by Chimamanda Ngozi Adichie 3. "The Hawk Can Soar" Memoir by Randi Davenport 4. from "The Four Freedoms" Speech by Franklin D. Roosevelt 5. Collaborate and Compare: from "Gandhi: The Rise to Fame" Documentary Film by BBC and from "Letter to Viceroy, Lord Irwin" Argument by Mohandas K. Gandhi
Ongoing	Research Essay	1. Research Essay Unit Overview (Ongoing Topic)
Ongoing	Reckless Ambition The Tragedy of Macbeth	1. "The Tragedy of Macbeth" Drama by William Shakespeare 2. from Macbeth - Film by Rupert Goold 3. Collaborate and Compare: from "Manga Shakespeare: Macbeth" Graphic Novel by Robert Deas and Richard Appinganesi and "Shakespeare and Samurai (and Robot Ninjas?) Book Review by Caitlin Perry 4. Literary Analysis Essay
Ongoing	Forces of Change	1. "A Sound of Thunder" Short Story by Ray Bradbury 2. "The Bombing of Black Wall Street" Feature Article by Allison Keyes 3. from "The Fever: Malaria and Humankind" Science Writing by Sonia Shah 4. "The War Works Hard" Poem by Dunya Mikhail 5. Collaborate and Compare: from "Rivers and Rides" Documentary Film by Thomas Riedelsheimer and "Sonnets to Orpheus, Part Two, XII" Poem by Rainer Maria Rilke 6. "When Breath Becomes Air" novel by Paul Kalanithi
Ongoing	Our Place in Nature	1. "The Great Silence" Short Story by Ted Chiang 2. "Find Your Park" Public Service Advertisement by National Park Service 3. "Night Garden" Short Story by Shruti Swamy 4. "Can Genetic Engineering Solve the Problem We Created?" Argument by Sarah Zhang 5. Collaborate and Compare: "The Seventh Man" Short Story by Haruki Murakami and "carry" a Porm by Linda Hogan

Course Details

Unit: Conflict and Connection

Duration: Ongoing

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Unit Description

Unit 1 explores how conflict shapes identity, relationships, and society while examining the ways people attempt to bridge cultural, political, and personal divides. Through literary and informational texts, students analyze how themes develop through plot, characterization, setting, rhetoric, and historical context. Students engage with diverse perspectives on cultural identity, tolerance, justice, and communication while developing skills in theme analysis, summarizing, paraphrasing, and evidence-based discussion aligned with Arizona ELA standards for reading literature and informational texts.

Students also strengthen writing, speaking, and language skills through argumentative writing, visual analysis, debates, letters, and collaborative discussions. Instruction emphasizes author's purpose, rhetorical analysis, and the role language plays in shaping meaning and perspective. Students learn to analyze how texts communicate universal themes while practicing grammar and vocabulary skills that support academic communication and critical thinking.

Assessments

- HMH Reading Diagnostic - Fall Administration
- HMH Selection Tests
- MUHS.DFA1.10.R.RL.01
- HMH Unit 1 Test

Topic: "The Book of the Dead" short story by Edwidge Danticat

Duration: 5 Day(s)

Topic Overview

In this topic, students analyze how historical and cultural experiences influence identity, relationships, and theme within Danticat's short story. Students examine how plot, setting, and character interactions contribute to themes of memory, trauma, displacement, and connection. Attention is given to the historical context of Haiti and how cultural experiences shape the motivations and perspectives of characters.

Aligned with Arizona ELA standards for literary analysis and theme development, students practice analyzing how authors use literary devices such as oxymoron and symbolism to deepen meaning. Students also engage in writing and visual analysis activities that connect literature to historical understanding while strengthening grammar skills related to noun and verb phrases.

Learning Objectives

Students will analyze the development of theme through characterization, setting, and conflict within the text.

Description: Students will examine how Danticat develops themes related to grief, identity, displacement, and resilience through the experiences of the characters and the cultural context of Haiti. Students will analyze how setting and historical background contribute to the emotional depth of the narrative and support thematic understanding. Through annotation and discussion, students will cite textual evidence to explain how literary elements interact to develop central ideas.

Students will evaluate how cultural and historical context influences interpretation of literary texts.

Description: Students will investigate Haitian history and its connection to the events and perspectives represented in the story. Through research and collaborative discussion, students will analyze how understanding cultural context strengthens comprehension and interpretation of literature. Students will compare their own perspectives with those presented in the text to develop cultural awareness and analytical thinking.

Students will compose analytical and reflective writing supported by textual evidence.

Description: Students will write responses that explain how themes and character experiences connect to broader human experiences. Instruction will emphasize thesis development, textual evidence integration, and organized paragraph structure. Students will revise writing for clarity, coherence, and academic tone while practicing MLA citation conventions.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "By Any Other Name" memoir by Santa Rama Rau

Duration: Ongoing

Topic Overview

This memoir encourages students to examine the relationship between identity, culture, and assimilation. Students analyze how Rau develops her argument about names, colonialism, and belonging through personal experiences and historical context. Emphasis is placed on understanding author's purpose and evaluating how language choices communicate emotional and cultural significance.

Aligned with Arizona ELA standards for informational and literary nonfiction analysis, students participate in argumentative writing and group discussion activities that explore identity and cultural adaptation. Students strengthen analytical reasoning while practicing proper verb tense usage and examining how words from different languages influence English communication and identity.

Learning Objectives

Students will analyze author's purpose and how memoir communicates personal and cultural experiences.

Description: Students will examine how Santa Rama Rau uses personal narrative to explore themes of identity, discrimination, and cultural assimilation. Students will identify how details, tone, and structure reveal the author's perspective and purpose. Instruction will focus on understanding memoir as both personal reflection and social commentary.

Students will analyze historical context and its influence on the experiences within the text.

Description: Students will study the colonial and educational systems represented in the memoir and analyze how societal expectations shape the narrator's experiences. Through discussion and historical connections, students will evaluate how cultural pressures impact identity formation and belonging.

Students will develop argumentative writing using evidence and reasoning.

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Required Course

Description: Students will construct written arguments addressing issues of identity, assimilation, or cultural expectations using textual evidence and logical reasoning. Instruction will emphasize claim development, organization, transitions, and integration of evidence.

Students will strengthen their ability to communicate complex ideas in academic writing.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: "Without Title" poem by Diane Glancy

Duration: 4 Day(s)

Topic Overview

In this topic, students explore themes of cultural change, loss, and identity through poetry. Students analyze how Glancy uses setting, imagery, and symbolism to communicate emotional experiences and cultural displacement. Through close reading and inference-making, students examine how poetic structure and figurative language contribute to thematic development.

Students engage in creative writing and visual representation activities aligned with Arizona ELA standards for poetry analysis and narrative expression. By writing original poems and creating visual collages, students strengthen interpretive and creative communication skills while considering how cultural experiences influence individual perspectives and identities.

Learning Objectives

Students will analyze how setting and imagery contribute to thematic meaning in poetry.

Description: Students will explore how Glancy uses imagery and setting to communicate themes related to cultural identity, displacement, and memory. Students will interpret figurative language and symbolism while considering how poetic structure shapes emotional impact.

Students will make inferences about theme using textual evidence.

Description: Students will practice close reading strategies to identify implied meanings and thematic connections within the poem.

Instruction will focus on interpreting details, symbolism, and tone to support analytical conclusions.

Students will create original writing inspired by thematic and stylistic elements from the text.

Description: Students will compose poetry or reflective writing that incorporates imagery, symbolism, and thematic exploration modeled after the poem. Writing instruction will emphasize descriptive language, voice, and purposeful word choice.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: "What, of This Goldfish, Would You Wish" short story by Etgar Keret

Duration: 4 Day(s)

Topic Overview

This topic examines how cultural background, archetypes, and human desires shape character motivations and relationships. Students analyze how Keret blends realism and fantasy to explore themes of loneliness, communication, and empathy. Attention is given to characterization, tone, and cultural context to determine how authors create meaning and emotional impact.

Aligned with Arizona ELA standards for literary analysis and speaking and listening, students participate in media analysis, fable writing, and comparative discussions of archetypes. Students strengthen inferencing skills while exploring how tone and context clues shape interpretation and audience understanding.

Learning Objectives

Students will analyze character motivations and how they influence plot development.

Description: Students will examine how characters' desires, fears, and decisions shape the progression of the story. Instruction will focus on characterization techniques, internal conflict, and how motivations reveal larger themes about human nature.

Students will analyze how cultural background influences interpretation of literature.

Description: Students will evaluate how cultural perspectives and social expectations impact character behavior and reader understanding.

Through discussion and comparison, students will consider how literature reflects both universal and culture-specific experiences.

Students will compare archetypes and narrative patterns across texts.

Description: Students will identify recurring character archetypes and literary patterns while comparing this story to other works studied in class. Instruction will emphasize synthesis, comparison, and thematic analysis across genres and cultures.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: from "Texas v. Johnson" Court Opinions by William J Brennan and William Rehnquist

Duration: 5 Day(s)

Topic Overview

In this topic, students analyze competing perspectives regarding freedom of speech and symbolic protest through Supreme Court opinions. Students evaluate evidence, constitutional reasoning, and rhetorical techniques used to support opposing interpretations of the First Amendment. Emphasis is placed on analyzing seminal U.S. documents and understanding the relationship between rights, law, and civic responsibility.

Aligned with Arizona ELA standards for informational text analysis and argumentative writing, students compare claims, evidence, and reasoning across texts while participating in discussions of current events and constitutional rights. Students also strengthen language skills through vocabulary study and grammar instruction focused on noun clauses and formal academic discourse.

Learning Objectives

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Required Course

Students will analyze arguments presented in seminal U.S. documents.

Description: Students will examine how Supreme Court justices construct arguments using constitutional interpretation, evidence, and reasoning. Instruction will focus on identifying claims, counterclaims, and persuasive techniques within informational texts.

Students will evaluate evidence and reasoning used to support competing viewpoints.

Description: Students will compare majority and dissenting opinions to determine how evidence and constitutional principles support opposing conclusions. Through discussion and writing, students will evaluate argument effectiveness and credibility.

Students will write comparative analyses using textual evidence.

Description: Students will compose analytical responses comparing how different perspectives address constitutional rights and civic responsibility. Instruction will emphasize organization, transitions, and evidence integration.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Topic: "American Flag Stands for Tolerance" Editorial by Ronald J. Alle

Duration: 4 Day(s)

Topic Overview

This topic asks students to evaluate arguments surrounding patriotism, tolerance, and freedom of expression. Students analyze how rhetorical strategies, diction, and tone shape an editorial's effectiveness and influence audience interpretation. Comparisons are made between Allen's editorial and the Texas v. Johnson opinions to deepen understanding of civic discourse and competing viewpoints.

Aligned with Arizona ELA standards for rhetoric and argumentative writing, students compose letters to the editor, participate in debates, and negotiate perspectives on controversial issues. Instruction emphasizes analyzing connotation, tone, and persuasive language while strengthening students' ability to support claims with evidence and respectful reasoning.

Learning Objectives

Students will evaluate rhetorical appeals within argumentative texts.

Description: Students will analyze how the author uses ethos, pathos, and logos to persuade readers regarding tolerance and freedom of expression. Students will evaluate how rhetoric shapes public opinion and civic dialogue.

Students will compare arguments addressing similar issues.

Description: Students will compare this editorial with the "Texas v. Johnson" opinions to evaluate similarities and differences in reasoning, tone, and purpose. Instruction will emphasize synthesis across informational texts.

Students will participate in evidence-based discussion and debate.

Description: Students will engage in structured discussion and debate regarding freedom of speech, patriotism, and civic values. Instruction will emphasize respectful discourse, listening skills, and evidence-supported claims.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ✚

Unit: The Power of Perception

Duration: Ongoing

Unit Description

Unit 2 examines how perception shapes identity, relationships, and understanding of the world. Through literary and informational texts, students analyze how point of view, perspective, media, and self-image influence behavior and interpretation. Students develop skills in identifying central ideas, supporting details, author's purpose, and rhetorical choices while continuing to strengthen summarizing, paraphrasing, and evidence-based writing aligned with Arizona ELA standards.

Students also deepen their understanding of the writing process with emphasis on drafting, revising, thesis development, paragraph structure, quotation integration, and MLA formatting. Through discussions, media analysis, and analytical writing, students learn how perception can shape truth, identity, and communication in both personal and societal contexts.

Assessments

MUHS.DFA1.10.R.RI.02

24-25.MUHS.10TH GRADE READING BENCHMARK 1

HMH Selection Tests

HMH Unit 2 Test

Topic: "Super Human" Short Story by Nicola Yoon

Duration: 5 Day(s)

Topic Overview

In this topic, students analyze how character motivations and societal expectations influence perceptions of heroism and humanity. Through inferencing and characterization analysis, students evaluate how Yoon develops themes related to identity, responsibility, and empathy. Students examine how archetypes and current events shape audience interpretation of "superhuman" qualities.

Aligned with Arizona ELA standards for literary analysis and speaking and listening, students create public service announcements and engage in collaborative discussions. Students also strengthen understanding of dialect and dialogue while evaluating how language reflects culture, identity, and perspective.

Learning Objectives

Students will make inferences about character motivations and relationships.

Description: Students will analyze how actions, dialogue, and conflict reveal deeper truths about characters and human relationships.

Instruction will focus on inference, empathy, and understanding perspective in fiction.

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Required Course

Students will analyze archetypes and how authors adapt them in modern literature.

Description: Students will identify common archetypes represented in the story and evaluate how the author modernizes or challenges traditional character patterns.

Students will develop persuasive communication through media and writing.

Description: Students will create public-service announcements or persuasive responses connected to themes from the story. Instruction will emphasize audience awareness, organization, and rhetorical effectiveness.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "How Do You See Your Self(ie)?" Informational Text by Sarah Mervosh

Duration: 4 Day(s)

Topic Overview

This topic explores how technology and social media influence self-image and public perception. Students analyze the central idea, author's purpose, and point of view within the informational text while evaluating how media shapes identity and communication. Attention is given to how digital culture affects both individual expression and societal expectations.

Students engage in argumentative speaking and multimedia activities aligned with Arizona ELA standards for informational text analysis and communication. Instruction emphasizes MLA formatting, citation, and proper use of quotations while strengthening grammar skills related to colons and formal writing conventions.

Learning Objectives

Students will identify and analyze central ideas in informational texts.

Description: Students will determine how the author develops ideas about technology, self-image, and social media culture through evidence and explanation. Instruction will focus on identifying supporting details and summarizing complex ideas.

Students will analyze author's purpose and point of view.

Description: Students will evaluate how language choices, tone, and structure communicate the author's perspective regarding selfies and digital identity.

Students will compose argumentative responses supported by evidence.

Description: Students will write argumentative responses about technology and identity using evidence from the text and additional sources. Instruction will emphasize thesis development, organization, and formal style.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "Mirror" Poem by Sylvia Plath

Duration: 4 Day(s)

Topic Overview

In this poetry topic, students examine themes of self-awareness, aging, and identity through Plath's use of figurative language and speaker perspective. Students analyze symbolism, imagery, and tone to determine how the speaker's voice contributes to meaning and emotional impact.

Aligned with Arizona ELA standards for poetry analysis and creative writing, students compose original poems and reflective multimedia responses. Activities encourage students to consider how perception influences personal identity while strengthening analysis of figurative language and poetic structure.

Learning Objectives

Students will analyze speaker perspective and tone in poetry.

Description: Students will examine how the speaker's voice reveals themes related to identity, aging, and self-awareness. Instruction will focus on tone, perspective, and poetic interpretation.

Students will analyze figurative language and symbolism.

Description: Students will interpret metaphors, imagery, and symbolism to determine how poetic devices contribute to meaning and emotional impact.

Students will create original poetry using figurative language techniques.

Description: Students will compose poetry that demonstrates understanding of imagery, symbolism, and tone. Writing instruction will emphasize creativity, descriptive language, and thematic coherence.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "The Night Face Up" Short Story by Julio Cortazar

Duration: 4 Day(s)

Topic Overview

This topic challenges students to analyze perception, reality, and suspense through Cortázar's nonlinear narrative structure. Students make inferences, analyze plot development, and evaluate how shifts in perspective create tension and ambiguity. Emphasis is placed on how authors manipulate structure and detail to influence reader understanding.

Students participate in analytical writing, cultural discussions, and collaborative interpretation activities aligned with Arizona ELA standards for literary analysis. Grammar instruction focuses on absolute phrases while vocabulary study explores denotation and connotation to support close reading and interpretation.

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Learning Objectives

Students will analyze plot structure and shifts in perspective.

Description: Students will examine how Cortázar manipulates narrative structure and perspective to create suspense and challenge reader assumptions. Instruction will focus on nonlinear storytelling and interpretation.

Students will make inferences using textual evidence.

Description: Students will use close reading strategies to infer meaning and analyze ambiguity within the story. Students will support interpretations using textual evidence.

Students will write analytical responses explaining thematic meaning.

Description: Students will develop written analyses exploring themes of reality, identity, and perception. Instruction will emphasize organization, evidence integration, and analytical commentary.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Collaborate and Compare: "The 100-Person Planet"
Infographic & "A Contribution to Statistics" Poem by Wislawa
Szymborska

Duration: 1 Day(s)

Topic Overview

In this collaborative topic, students compare how informational graphics and poetry communicate ideas about humanity, inequality, and perspective. Students analyze how authors and creators use structure, detail, and literary devices to shape understanding of global experiences and social realities.

Aligned with Arizona ELA standards for integrating multiple sources and media analysis, students interpret graphics, compare themes across genres, and create original infographics and advice letters. Students strengthen analytical thinking by synthesizing information from visual and literary texts while considering how data and art shape perception.

Learning Objectives

Students will interpret and analyze information presented visually and textually.

Description: Students will evaluate how infographics and poetry communicate ideas about humanity, inequality, and perspective through different forms of representation.

Students will compare how multiple genres develop similar themes.

Description: Students will analyze how statistics and poetry each shape audience understanding of global issues and human experience.

Students will create informational and analytical media products.

Description: Students will design infographics or analytical presentations that synthesize information and communicate complex ideas effectively.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Hard-Won Liberty

Duration: Ongoing

Unit Description

Unit 3 examines the concept of freedom as both a personal right and a collective responsibility, exploring how individuals and groups fight for liberty across historical, political, and cultural contexts. Through speeches, essays, memoirs, documentaries, and fiction, students analyze how rhetoric, tone, structure, and argument shape messages of justice, equality, and civil rights. Students evaluate seminal texts such as "Letter from Birmingham Jail" and "The Four Freedoms" to understand how authors use rhetorical strategies to persuade audiences and inspire social change.

Aligned with Arizona ELA standards for argumentative and informational reading, students develop skills in rhetorical analysis, synthesis of multiple sources, and evidence-based discussion. Writing instruction emphasizes thesis development, organization, MLA citation, and argument construction. Students also engage in collaborative comparisons of historical and contemporary movements for justice, strengthening their ability to evaluate how language influences civic thought and action.

Assessments

24-25.MUHS.DFA1.10.R.RI.06

24-25.MUHS.10TH GRADE READING BENCHMARK2

HMH Selection Test on Gandhi Readings

HMH Unit 3 Test

Topic: "Letter from Birmingham Jail" Argument by Martin Luther King
Jr.

Duration: Ongoing

Topic Overview

Students examine how Dr. King constructs a powerful argument for civil rights through rhetorical strategies, emotional appeals, and logical reasoning. Emphasis is placed on how tone, structure, and audience shape persuasive effectiveness in a seminal text. Students analyze how historical context and injustice influence the development of argument and message.

Learning Objectives

Students will analyze rhetorical strategies used in argumentative texts.

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Required Course

Description: Students will evaluate how Dr. King uses ethos, pathos, logos, repetition, and parallelism to strengthen his argument for civil rights and justice.

Students will evaluate the relationship between historical context and author purpose.

Description: Students will analyze how the Civil Rights Movement shaped the text and how the text influenced public discourse regarding equality and justice.

Students will compose analytical arguments using textual evidence.

Description: Students will write evidence-based analyses evaluating the effectiveness of King's rhetorical techniques and argument structure.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "The American Embassy" Short Story by Chimamanda Ngozi Adichie

Duration: 5 Day(s)

Topic Overview

Students analyze how character development and narrative structure reveal the immigrant experience and the complexity of identity in a new cultural environment. Focus is placed on how flashback, dialogue, and point of view shape meaning and deepen understanding of belonging and displacement.

Learning Objectives

Students will analyze character development and internal conflict.

Description: Students will examine how the protagonist's experiences reveal themes of grief, fear, and displacement.

Students will analyze flashback structure and its effect on meaning.

Description: Students will evaluate how nonlinear narrative structure deepens emotional impact and reader understanding.

Students will synthesize literary analysis into organized writing.

Description: Students will develop analytical responses that explain how literary elements shape the story's themes and emotional tone.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "The Hawk Can Soar" Memoir by Randi Davenport

Duration: 4 Day(s)

Topic Overview

Students evaluate how diction, syntax, and memoir structure communicate personal growth and perspective. Emphasis is placed on how language choices reflect purpose and how authors use personal narrative to make broader claims about society, identity, and resilience.

Learning Objectives

Students will analyze diction and syntax within memoir writing.

Description: Students will evaluate how sentence structure and word choice shape tone and communicate the author's experiences.

Students will analyze how text structure contributes to meaning.

Description: Students will examine how memoir organization supports themes of resilience, perseverance, and identity.

Students will compose persuasive responses addressing social issues.

Description: Students will write persuasive letters or policy analyses connected to themes from the memoir.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: from "The Four Freedoms" Speech by Franklin D. Roosevelt

Duration: 3 Day(s)

Topic Overview

Students analyze how Roosevelt uses rhetoric to define national values and inspire unity during crisis. Focus is placed on central ideas, purpose, and persuasive structure, along with how historical context shapes meaning and audience response.

Learning Objectives

Students will analyze central ideas in historical speeches.

Description: Students will identify how Roosevelt develops ideas regarding freedom, democracy, and national unity.

Students will evaluate persuasive techniques used in political rhetoric.

Description: Students will examine how repetition, diction, and structure shape audience response and strengthen argument.

Students will compare historical and contemporary perspectives on freedom.

Description: Students will synthesize ideas across texts and historical contexts to evaluate evolving understandings of liberty.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Collaborate and Compare: from "Gandhi: The Rise to Fame" Documentary Film by BBC and from "Letter to Viceroy, Lord Irwin" Argument by Mohandas K. Gandhi

Duration: 5 Day(s)

Topic Overview

Students compare multiple representations of Gandhi's philosophy and activism across documentary and primary source argument.

Emphasis is placed on synthesizing information, analyzing rhetorical strategies, and evaluating how different mediums shape interpretation of historical events and leadership.

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Learning Objectives

Students will analyze arguments across multiple media formats.

Description: Students will compare documentary and written arguments to evaluate how medium influences communication and persuasion.

Students will evaluate rhetorical strategies used to advocate for social change.

Description: Students will identify how Gandhi's rhetoric promotes nonviolence, resistance, and moral responsibility.

Students will synthesize information from multiple sources.

Description: Students will integrate evidence from documentary film and informational text into analytical writing and discussion.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Research Essay

Duration: Ongoing

Unit Description

Unit 3 provides students with a culminating research experience in which they develop and defend an evidence-based argument on a complex issue related to literature, society, ethics, or contemporary life. Students engage in the full research process, including topic selection, question development, source evaluation, note-taking, synthesis of ideas, and MLA-formatted writing. Emphasis is placed on critical thinking, credibility of sources, and logical reasoning.

Aligned with Arizona ELA standards for research writing, students produce a formal research essay that demonstrates mastery of argument structure, integration of evidence, and academic voice. Students also develop presentation skills by communicating findings to an audience and defending their claims through discussion. This unit prepares students for college-level research expectations by emphasizing clarity, coherence, academic integrity, and persuasive communication grounded in credible evidence.

Topic: Research Essay Unit Overview (Ongoing Topic)

Duration: Ongoing

Topic Overview

Students engage in an extended research process to develop a formal argumentative essay supported by credible, scholarly sources.

Emphasis is placed on developing a focused thesis, synthesizing information from multiple texts, and maintaining academic integrity through proper MLA citation.

Students refine research skills including source evaluation, note-taking, organization, and argument development. Writing instruction focuses on structure, coherence, and logical reasoning, while speaking and listening activities support presentation and defense of research findings. This unit culminates in a polished research paper that demonstrates mastery of academic writing expectations aligned with Arizona ELA standards.

Learning Objectives

Students will conduct research using credible and relevant sources.

Description: Students will evaluate source credibility, synthesize information, and gather evidence to support a focused research question.

Students will develop an argumentative thesis supported by evidence.

Description: Students will construct a clear, arguable thesis and organize claims logically within a formal academic essay.

Students will revise and present polished academic writing.

Description: Students will revise drafts through peer review and teacher feedback while applying MLA formatting and academic conventions. Students will present research findings through formal speaking opportunities.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Reckless Ambition | The Tragedy of Macbeth

Duration: Ongoing

Unit Description

Unit 4 explores the dangers of unchecked ambition and moral corruption through the study of Shakespeare's The Tragedy of Macbeth.

Students analyze how ambition, power, guilt, and fate drive characters toward tragic consequences while examining how Shakespeare uses dramatic structure, symbolism, soliloquy, and figurative language to develop theme. Students also compare modern and historical interpretations of the play through film, graphic adaptations, and critical analysis.

Aligned with Arizona ELA standards for drama, literary analysis, and argumentative writing, students engage in close reading, annotation, and Socratic discussion to interpret complex texts. Writing instruction focuses on literary analysis essays supported by textual evidence and MLA formatting. Students strengthen their ability to analyze theme development, evaluate multiple interpretations, and understand how authors shape meaning across different media formats.

Assessments

24-25.MUHS.DFA2.10.R.RL.02

HMH Unit 4 Test

Literary Analysis Essay - analyze themes in Macbeth

MUHS GRADE 10 READING BENCHMARK 3

Topic: "The Tragedy of Macbeth" Drama by William Shakespeare

Duration: 17 Day(s)

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Required Course

Topic Overview

Students analyze how Shakespeare develops themes of ambition, guilt, power, and fate through dramatic structure and language. Focus is placed on soliloquies, symbolism, characterization, and the progression of tragedy. Students interpret how language reveals internal conflict and moral decline.

Learning Objectives

Students will analyze how Shakespeare develops themes through characterization and plot.

Description: Students will examine how ambition, guilt, and power shape the tragic downfall of Macbeth and Lady Macbeth.

Students will interpret figurative language and symbolism in drama.

Description: Students will analyze how imagery, symbolism, and soliloquies reveal internal conflict and thematic meaning.

Students will participate in collaborative dramatic interpretation.

Description: Students will engage in discussion, performance, and analysis activities that strengthen comprehension of Shakespearean language and dramatic structure.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: from Macbeth - Film by Rupert Goold

Duration: 4 Day(s)

Topic Overview

Students evaluate how cinematic choices such as setting, lighting, sound, and performance interpret Shakespeare's original text. Emphasis is placed on comparing how meaning shifts across dramatic and film media while maintaining thematic consistency.

Learning Objectives

Students will analyze media representations of literary texts.

Description: Students will evaluate how cinematic techniques influence audience interpretation of Shakespeare's drama.

Students will compare textual and visual interpretations.

Description: Students will identify similarities and differences between the play and film adaptation.

Students will critique adaptation choices using evidence.

Description: Students will support claims regarding adaptation effectiveness through analytical discussion and writing.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Collaborate and Compare: from "Manga Shakespeare: Macbeth" Graphic Novel by Robert Deas and Richard Appinganesi and "Shakespeare and Samurai (and Robot Ninjas?) Book Review by Caitlin Perry

Duration: 4 Day(s)

Topic Overview

Students compare adaptations of Shakespeare's text across graphic and critical interpretations. Focus is placed on visual storytelling, adaptation choices, and how genre influences audience understanding of theme and character.

Learning Objectives

Students will analyze visual storytelling techniques.

Description: Students will evaluate how graphic novels communicate character, setting, and conflict differently than traditional drama.

Students will compare themes across genres.

Description: Students will synthesize how adaptation choices shape thematic interpretation.

Students will develop comparative analytical writing.

Description: Students will compose structured responses comparing multiple versions of Macbeth.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Literary Analysis Essay

Duration: 15 Day(s)

Topic Overview

Students synthesize textual evidence to develop an argumentative literary analysis focused on theme development in Shakespeare's tragedy. Emphasis is placed on thesis construction, organization, MLA formatting, and analytical writing grounded in evidence.

Learning Objectives

Students will develop argumentative literary thesis statements.

Description: Students will construct clear analytical claims regarding theme and character development.

Students will integrate textual evidence effectively.

Description: Students will embed quotations and commentary to support literary analysis.

Students will revise writing for clarity and organization.

Description: Students will strengthen essays through peer review, revision, and editing processes.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Forces of Change

Duration: Ongoing

10 English (Completed Draft 2025-2026)

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit

Required Course

Unit Description

Unit 5 investigates how change—scientific, historical, social, and emotional—impacts individuals and societies. Through diverse texts including fiction, journalism, poetry, science writing, and memoir, students analyze how authors present transformation, conflict, and consequence. Students explore how tone, structure, and author's purpose shape meaning in texts that address war, illness, innovation, and social upheaval.

Aligned with Arizona ELA standards for informational and literary text analysis, students develop skills in evaluating argument, analyzing point of view, and synthesizing ideas across multiple genres. Writing instruction emphasizes analytical writing, research-based discussion, and multimedia response. Students strengthen their ability to compare themes across genres while evaluating how language reflects and responds to change in the world.

Assessments

MUHS.DFA2.R.RI.06

Topic: "A Sound of Thunder" Short Story by Ray Bradbury

Duration: 5 Day(s)

Topic Overview

Students analyze how cause-and-effect structure and science fiction elements develop themes of consequence and change. Focus is placed on plot structure, inference, and how small actions can create large-scale impact.

Learning Objectives

Students will analyze cause-and-effect relationships in science fiction.

Description: Students will examine how Bradbury develops themes of consequence and responsibility through plot and setting.

Students will analyze inference and prediction within narrative texts.

Description: Students will evaluate how details and foreshadowing shape reader understanding.

Students will compose creative and analytical responses.

Description: Students will write narratives and analyses exploring consequences of decisions and technological advancement.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: "The Bombing of Black Wall Street" Feature Article by Allison Keyes

Duration: 4 Day(s)

Topic Overview

Students examine how informational text uses tone, structure, and historical detail to communicate injustice and its long-term effects. Emphasis is placed on evaluating evidence and analyzing how history is presented in journalistic writing.

Learning Objectives

Students will analyze development of ideas in informational text.

Description: Students will examine how historical evidence and organization communicate injustice and social impact.

Students will evaluate tone and word choice.

Description: Students will analyze how language choices influence emotional response and author purpose.

Students will conduct historical research and synthesis.

Description: Students will research related historical events and synthesize information into presentations and analytical writing.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: from "The Fever: Malaria and Humankind" Science Writing by Sonia Shah

Duration: 4 Day(s)

Topic Overview

Students analyze how scientific writing explains complex systems through structure, audience awareness, and clarity. Focus is placed on informational text features and how authors communicate scientific and global issues effectively.

Learning Objectives

Students will analyze informational text structure.

Description: Students will evaluate how scientific writing organizes information to explain complex ideas.

Students will analyze author purpose and audience.

Description: Students will determine how authors communicate scientific information to broad audiences.

Students will communicate procedural and analytical information.

Description: Students will create brochures, flowcharts, and written analyses demonstrating comprehension of scientific processes.

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚡

Topic: "The War Works Hard" Poem by Dunya Mikhail

Duration: 4 Day(s)

Topic Overview

Students interpret how poetry uses irony, imagery, and tone to critique war and its consequences. Emphasis is placed on figurative language and how poets convey complex social commentary through condensed language.

Learning Objectives

10 English (Completed Draft 2025-2026)

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit

Required Course

Students will analyze satire and irony in poetry.

Description: Students will examine how poetic techniques critique war and human suffering.

Students will interpret figurative language and imagery.

Description: Students will analyze how imagery and symbolism shape meaning and emotional impact.

Students will participate in collaborative discussion about conflict and ethics.

Description: Students will discuss how literature reflects social and political realities while practicing evidence-based discussion skills.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Collaborate and Compare: from "Rivers and Rides"
Documentary Film by Thomas Riedelsheimer and "Sonnets to
Orpheus, Part Two, XII" Poem by Rainer Maria Rilke

Duration: 5 Day(s)

Topic Overview

Students compare how film and poetry represent themes of motion, change, and human experience. Focus is placed on synthesizing across genres and analyzing how different media shape emotional and thematic interpretation.

Learning Objectives

Students will compare themes across poetry and film.

Description: Students will analyze how visual and written media communicate emotional and thematic meaning.

Students will analyze media techniques and artistic choices.

Description: Students will evaluate how structure, pacing, imagery, and sound influence audience interpretation.

Students will synthesize ideas through collaborative writing.

Description: Students will compose collaborative essays connecting themes across genres and media.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "When Breath Becomes Air" novel by Paul Kalanithi

Duration: 15 Day(s)

Topic Overview

Students analyze how memoir explores mortality, identity, and purpose through reflective narrative structure. Emphasis is placed on theme development, tone, and how personal experience connects to universal human questions.

Learning Objectives

Students will analyze memoir structure and theme.

Description: Students will examine how Kalanithi develops themes related to mortality, purpose, and identity.

Students will evaluate tone and reflective writing techniques.

Description: Students will analyze how tone and reflection shape reader understanding and emotional engagement.

Students will compose reflective analytical writing.

Description: Students will connect themes from the memoir to broader human experiences through evidence-based writing.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Our Place in Nature

Duration: Ongoing

Unit Description

Unit 7 examines the relationship between humans and the natural world, exploring how literature and informational texts represent environmental responsibility, scientific advancement, and human impact on nature. Through short stories, arguments, poetry, advertisements, and comparative texts, students analyze how authors use symbolism, narrative structure, tone, and rhetorical techniques to communicate ideas about ecology, ethics, and survival.

Aligned with Arizona ELA standards for reading literature and informational texts, students strengthen skills in analyzing theme, evaluating argument, and interpreting multiple perspectives. Writing instruction focuses on synthesis, argumentation, and media analysis through collaborative projects and research-based tasks. Students develop critical thinking about humanity's role in shaping and preserving the environment while refining their academic writing and discussion skills.

Topic: "The Great Silence" Short Story by Ted Chiang

Duration: 4 Day(s)

Topic Overview

Students analyze how speculative fiction explores communication, extinction, and humanity's place in the universe. Focus is placed on narrative perspective, symbolism, and thematic development.

Learning Objectives

Students will analyze point of view and narrative structure.

Description: Students will examine how perspective shapes understanding of humanity and communication.

Students will analyze symbolism and thematic meaning.

Description: Students will interpret how symbolism communicates themes related to extinction, empathy, and isolation.

Students will create analytical and creative responses.

Description: Students will develop presentations and writing that synthesize ideas about communication and environmental responsibility.

10 English (Completed Draft 2025-2026)

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit

Required Course

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "Find Your Park" Public Service Advertisement by National Park Service

Duration: 3 Day(s)

Topic Overview

Students evaluate how advertising uses rhetorical strategies, imagery, and emotional appeal to promote environmental awareness. Emphasis is placed on media literacy and persuasive techniques.

Learning Objectives

Students will analyze persuasive techniques in media.

Description: Students will evaluate how advertising uses visual and rhetorical strategies to influence audiences.

Students will evaluate purpose and audience.

Description: Students will determine how media creators tailor messages for specific audiences.

Students will create persuasive media products.

Description: Students will design advertisements or campaigns promoting environmental awareness.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "Night Garden" Short Story by Shruti Swamy

Duration: 4 Day(s)

Topic Overview

Students analyze how imagery, pacing, and figurative language develop atmosphere and theme. Focus is placed on how narrative structure influences tension and meaning.

Learning Objectives

Students will analyze pacing and tension in fiction.

Description: Students will examine how narrative pacing shapes mood and suspense.

Students will analyze figurative language.

Description: Students will interpret imagery and symbolism to determine thematic meaning.

Students will compose literary analysis responses.

Description: Students will write analytical essays explaining how literary devices shape reader interpretation.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: "Can Genetic Engineering Solve the Problem We Created?"
Argument by Sarah Zhang

Duration: 4 Day(s)

Topic Overview

Students evaluate how argument writing presents scientific and ethical issues. Emphasis is placed on claims, evidence, reasoning, and counterarguments related to biotechnology and environmental responsibility.

Learning Objectives

Students will evaluate argument structure and reasoning.

Description: Students will analyze claims, counterclaims, and evidence within scientific argument writing.

Students will analyze ethical issues in informational texts.

Description: Students will evaluate ethical implications of biotechnology and environmental responsibility.

Students will participate in collaborative debate and discussion.

Description: Students will develop evidence-based arguments and respond thoughtfully to opposing viewpoints.

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Collaborate and Compare: "The Seventh Man" Short Story by Haruki Murakami and "carry" a Porm by Linda Hogan

Duration: 9 Day(s)

Topic Overview

Students compare how literature expresses trauma, memory, and human connection to nature. Focus is placed on symbolism, theme, and cross-genre interpretation through poetry and prose.

Learning Objectives

Students will analyze symbolism and theme across genres.

Description: Students will compare how prose and poetry represent trauma, healing, and human relationships with nature.

Students will analyze figurative language and narrative techniques.

Description: Students will evaluate how imagery and structure shape emotional impact and thematic meaning.

Students will synthesize ideas through multimedia and analytical projects.

Description: Students will create podcasts, presentations, or analytical essays integrating ideas from multiple texts.

Priority Learning Objective = ★

✚

10 English (Completed Draft 2025-2026)

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit

Required Course

Learning Objectives linked to Essential Standard =