

*Unatego Central School District  
ELA Curriculum Map*

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| Month <u>September</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
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| <b>CONTENT</b>   | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |
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| <p style="text-align: center;"><b><u>Introduction of course theme</u></b><br/>Man’s inherent nature</p> <p><b>The critical lens quote that will guide our study of literature this year:</b></p> <p>“It is the responsibility of the writer to expose our many grievous faults and to hold up to the light our dark and dangerous dreams for the purpose of improvement.” John Steinbeck</p> <p><b>Guiding question for the year:</b></p> <p>What can literature teach us about human nature?</p> <p><b>Guiding questions for the short story unit:</b></p> <p>What is character?<br/>How do choices reveal character?<br/>How do caregivers influence values?<br/>Why do common memories bring people together?<br/>What problems can result from lack of communication?<br/>Which character traits seem to inhibit</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters, and theme.</p> <p>Students will compose journal entries to demonstrate text world connections</p> <p>Students will read and analyze a variety of short stories for the purpose of interpretation and discussion.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See character project rubric</p> <p>See opinion essay rubric<br/>See descriptive essay rubric</p> <p>See book project rubric</p> |

- ELA Standard 1: Language for Information and Understanding**
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| <p>happiness and success?<br/>How can revenge be a powerful motivator?</p> <p><b>Key Concepts:</b></p> <p>Genre: fiction, science fiction</p> <p>Elements of a short story:<br/>Setting, character, characterization, plot, point of view, theme</p> <p>Lit terms introduced/ reviewed in addition to those listed above: suspense, foreshadowing, personification, simile, diction, symbol, allusion</p> <p>Development of the short story<br/>How to read a short story<br/>Methods of characterization<br/>Character contrast as a way to determine theme<br/>Using incidents to reveal character<br/>The importance of titles<br/>Unreliable narrator<br/>Mob mentality<br/>Describing place<br/>Creating a dominant impression<br/>The five paragraph essay<br/>Supporting an opinion<br/>Analyzing setting<br/>Analyzing point of view</p> | <p>Students will answer recall questions about literary terms.</p> <p>Students will compose paragraphs using detail to describe a place</p> <p>Students will compose two paragraphs using the same scene to exhibit the importance of point of view and creating a dominant impression</p> <p>Students will compose an opinion essay</p> <p>Students will compose analysis essays: setting and point of view</p> <p>Students will edit their own work and practice peer editing</p> <p>Students will use standard English, and will write in compound complex sentences using varied sentence structure.</p> |  |
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| <p><b>Each quarter:</b> outside reading</p> <p>Students read and respond to grade-level appropriate works of literature and conduct in-depth analyses of the themes of these works.</p>   | <p>Students read and understand grade-level-appropriate material in addition to regular classroom reading</p> <p>Students read and respond to grade-level appropriate works of literature and conduct in-depth analyses of the themes of these works.</p>   |  |
| <p><b>Ongoing throughout the year:</b></p> <p><b>Vocabulary:</b> stems from Greek and Latin which are used in English vocabulary</p> <p>Greek stems as clues to determine meaning</p> <p>Synonym/ antonym</p> <p>Suffixes</p> <p>Context clues</p> <p>Inferring meaning</p> | <p>Students will apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.</p> <p>Demonstrate the relationship between Greek, Latin, and Anglo-Saxon roots and modern terminology through projects such as using pictures to illustrate the meanings.</p> <p>Discuss specialized vocabulary encountered in texts</p> <p>Students will enrich their vocabularies and improve their understanding of texts through vocabulary lessons created for use with each text/ unit</p> |  |

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| Month <u>October</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
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| <b>CONTENT</b>  | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |
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| <p><u>The short story continued:</u></p> <p><b>Guiding questions/ ideas for the October portion of the short story unit:</b></p> <p><u>Determining theme:</u><br/>How do authors use stories to communicate insights into life?</p> <p>What is plot?<br/>What is point of view?<br/>How does point of view affect the understanding of characters and events?<br/>How would stories be different if the point of view changed?<br/>How does one's background affect one's interpretation?<br/>Setbacks as life altering events:<br/>What can be learned about how we handle setbacks?<br/>The struggle to assimilate:<br/>How does one assimilate without losing one's identity?<br/>How does one create a sense of balance in one's life?<br/>Attitude as a choice</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will analyze a wide variety of stories for theme</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will question the text and the author to infer theme and synthesize prior concepts from past unit material.</p> <p>Students will answer recall questions about plot, characters, and theme.</p> <p>Students will apply their knowledge of plot as they read relating it to character and theme.</p> <p>Students will compose journal entries to demonstrate text world connections</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Lit terms exam</p> <p>See comparison contrast essay rubric<br/>See character analysis essay rubric<br/>See theme analysis essay rubric<br/>See sensory essay rubric</p> <p>See book oral book project rubric</p> <p>Projects: See autobiography rubric</p> |

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| <p><b>Key Concepts:</b></p> <p>Genre: Non fiction biography, autobiography, essay</p> <p>Types of conflict: internal external</p> <p>Lit terms introduced/ reviewed: falling action, rising action, style, exposition, tone, imagery, dialect, metaphor, dialogue, protagonist, antagonist, structure, stereotype, flashback, irony, narrator</p> <p>Independence –vs- safety<br/>The structure of plot<br/>Figurative language<br/>Using figures of speech<br/>Using simile and metaphor<br/>Writing about an incident<br/>Analyzing character<br/>Writing dialogue<br/>Using the senses in writing<br/>Writing explanations<br/>Surprise endings<br/>Prewriting<br/>Writing<br/>Revising<br/>Peer editing<br/>Performing dialogue</p> | <p>Students will read and analyze a variety of short stories for the purpose of interpretation and discussion.</p> <p>Students will answer recall questions about literary terms.</p> <p>Students will compose paragraphs using detail to describe a place</p> <p>Students will re-write the same incident from a very different point of view</p> <p>Students will compose a comparison contrast essay using character</p> <p>Students will compose analysis essays: character, theme</p> <p>Students will compose short conversational pieces to practice dialogue and dialect.</p> <p>Students will compose a sensory essay</p> <p>Students will edit their own work and practice peer editing</p> <p>Students will use standard English, and will write in compound complex sentences using varied sentence structure.</p> |  |
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| <p><b>Public peaking</b> (<u>ongoing</u>)</p> <p>Voice quality/ volume<br/>Enthusiasm<br/>Pace<br/>Presence<br/>Eye contact<br/>posture</p> | <p>Students will speak in front of the class to demonstrate their understanding of the elements of successful public speaking:</p> |  |
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| Month <u>November</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT   | SKILLS  | ASSESSMENTS   |
|---|---|---|
| <p>The nature of poetry</p> <p><b>Guiding questions/ themes:</b></p> <p>What can we learn from poetry?<br/>Does poetry have the power to intensify life?<br/>The art of words<br/>The transformative power of the imagination<br/>Nature and the development of the individual<br/>The assertion of the self<br/>The connection between self and sight<br/>The inevitability of death</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will analyze a wide variety of poems for theme</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will question the text and the author to infer theme and synthesize prior concepts from past unit material.</p> | <p>Discussion responses</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Poetic devices exam</p> |

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| <p>The virtues of perseverance and optimism</p> <p>What is form?<br/>How might form reveal theme?<br/>What is tone?<br/>How is the tone conveyed through form, word choice, and images?<br/>What is imagery?<br/>What is figurative language?<br/>The senses: How does the loss of one sense alter another?</p> <p><b>Key Concepts:</b></p> <p>Genre: poetry</p> <p>Lit terms and poetic devices introduced/<br/>reviewed: rhythm, rhyme, speaker, stanza, repetition, quatrain, rhyme scheme, ballad, meter, free verse, alliteration, consonance, assonance, personification, refrain, lyric</p> <p>Community vs isolation<br/>The fusion of sound and sense<br/>Inductive and deductive reasoning<br/>Concrete vs abstract<br/>Connotative vs denotative meaning<br/>Analyzing form and meaning<br/>Haiku<br/>Analyzing and using figurative language<br/>Evaluating achievement of purpose</p> | <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will compose journal entries to demonstrate text world connections</p> <p>Students will read and analyze a variety of poems for the purpose of interpretation and discussion.</p> <p>Students will apply knowledge of literary terms and poetic devices as they read</p> <p>Students will compose poems using the senses</p> <p>Students will model poetic form to create their own unique works</p> <p>Students will compose a theme analysis essay</p> <p>Students will describe an emotion using an inanimate object to practice figurative language.</p> <p>Students will create an thematic anthology of poems in which they will provide analysis of each poem and identify poetic devices and</p> | <p>Daily poetry warm ups</p> <p>See theme analysis essay rubric</p> <p>Projects: See anthology rubric</p> |
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|  | <p>form in each poem</p> <p>Students will create in their own poetry startling comparisons, ironic contrasts, and vivid images.</p> <p>Students will compose original haiku</p> |  |
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| Month <u>December</u>  |  | Grade Level <u>10</u>  |  |
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| <b>Reading, Writing, Listening and Speaking</b>  |  |  |  |
| CONTENT  | SKILLS   | ASSESSMENTS  |  |
| <p>Suggested texts: <i>Beowulf</i></p> <p><b><u>Guiding questions/ concepts:</u></b></p> <p>The power of stories<br/>Tensions between heroic code and other value systems<br/>The difference between a good warrior and a good king</p> <p><u>Themes explored:</u><br/>(Man’s inhumanity to man, the pain of isolation, art as falsehood, good vs. evil)</p> <p>Literary elements reviewed: symbol, motif, archetype, imagery, irony</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>* <u>to persuade</u> by selecting and organizing</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Projects: See Epic rubric</p> |  |

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| <p><u>Key concepts:</u></p> <p>Genre: epic/ heroic poetry, meta fiction</p> <p>Rationalization vs. emotion</p> <p>The oral tradition</p> <p>Hero</p> <p> kennings</p> <p>The evolution of language</p> <p>Anglo Saxon culture, values and artistry</p> <p>Tragedy</p> <p>Tragic hero</p> <p>Analysis of author's assumptions and beliefs</p> | <p>relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>*to express personal ideas by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will analyze the characters in the texts to infer meaning</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will compose an original epic poem to demonstrate their understanding of the hero, tragedy, and the tragic hero.</p> |  |
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| <b>CONTENT</b>   | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |                       |
| <p><b><u>The Novel</u></b></p> <p>Human nature: is man inherently good or evil?</p> <p>Masks as freedom from identity/social conscience</p> <p>Masks as universal symbols of resistance to oppression</p> <p>Suggested texts: <u>Lord of the Flies</u> and <u>Adventures of Huckleberry Finn</u></p> <p>Allegory<br/>Symbolism<br/>Theme<br/>Microcosm<br/>Setting<br/>Satire<br/>Metaphor</p> <p><u>Themes explored:</u><br/>(man’s inhumanity to man, power which is not earned is abused, loss of identity, loss of innocence, survival of the fittest,</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> <p>*<u>to express personal ideas</u> by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will interpret the allegorical meanings of a novel by connecting the individual symbols to the allegorical representation.</p> <p>Students will analyze the symbolism of the novel to reveal how these symbols dictate the</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See book project</p> <p>See metaphor project</p> |                       |

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| <p>evil is inherent in the human mind)</p> <p><u>Key concepts:</u><br/>Othering<br/>Civilization/ what does it mean to be civilized?<br/>Reason –vs- impulse<br/>How symbols work together to demonstrate theme<br/>Satire<br/>Dichotomy<br/>Stereotypes<br/>Racism<br/>Reader response criticism<br/>Short story genre and necessary elements</p> | <p>themes.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will compose an original short story including believable characters, plot, rising action, climax, and resolution.</p> <p>Students will edit their own work</p> <p>Students will write in compound complex sentences using varied sentence structure.</p> |  |
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| Month <u>February</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT  | SKILLS  | ASSESSMENTS   |
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| <p>Human nature: The duality of man: the fine line between oppressor and oppressed</p> <p>Universal truth:<br/>Indifference perpetuates oppression</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> |

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| <p>Suggested texts: <u>Night and Light from the Yellow Star</u></p> <p>Genre: memoir non-fiction<br/>Symbolism<br/>Theme<br/>irony<br/>metaphor<br/>simile<br/>connotation<br/>denotation<br/>review of previously learned literary elements prior to critical lens preparation.</p> <p>Holocaust timeline, causes, contributors</p> <p><u>Themes explored:</u><br/>(man’s inhumanity to man, power which is not earned is abused, loss of identity, loss of innocence, loss of faith, survival of the fittest, evil is inherent in the human mind)</p> <p><u>Key concepts:</u></p> <p>The power of first person accounts<br/>Duality of man<br/>Critical lens essay writing<br/>Dangers of prejudice, stereotyping, propaganda<br/>The power of hope<br/>Man’s resiliency</p> | <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>*<u>to express personal ideas</u> by writing journal entries.</p> <p>*Students will demonstrate their ability to apply knowledge of literary terms and their ability to respond to literature by composing a critical lens essay.</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will apply their understanding of connotative association to derive meaning beyond a denotative level.</p> <p>Students will analyze the symbolism of the novel to reveal how these symbols dictate the themes.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> | <p>Journal writing</p> <p>Unit Exam</p> <p>See visual project</p> <p>Critical lens essay</p> |
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|  | <p>Students will edit their own work</p> <p>Students will write in compound complex sentences using varied sentence structure.</p> |  |
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| Month <u>March</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT   | SKILLS  | ASSESSMENTS  |
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| <p>Suggested texts: <u>Man the Myth -Maker</u>, <u>Heroes from Mount Olympus</u></p> <p><b><u>Guiding questions/ concepts:</u></b><br/>           The human race and the quest for civilized society- how this vision (expressed through literature) carries us through dehumanizing powers which threaten to hold us back.<br/>           By creating gods, how does man create myth?<br/>           What power does myth-making give man?<br/>           What are the qualities of Gods and Goddesses?<br/>           How does myth explain nature?<br/>           How does myth explain human nature?<br/>           Why do myths endure?<br/>           How do myths provide comfort?</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>           * <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Projects: See myth rubric</p> |

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| <p><u>Themes explored:</u><br/>(Man's inhumanity to man, loss of innocence/ the death of childhood, the humanization of nature, man's vices as man's downfall, man's fall into enlightenment/realization or darkness )</p> <p>Literary elements reviewed: symbol, motif, archetype, imagery, irony, metaphor,</p> <p><u>Key concepts:</u></p> <p>Genre: Mythology</p> <p>Man's journey<br/>Man's relationship to the divine order<br/>The power of the imagination- anything is possible<br/>Myth<br/>Hero/ tragic hero<br/>Nature's imagery and symbolic representations<br/>Metamorphoses<br/>Natural seasons/ human seasons</p> | <p><u>*to express personal ideas</u> by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will analyze the characters in the texts to infer meaning</p> <p>Students will make text to student/ text to world/ text to text connections through poetry composition</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will create their own poems in which they demonstrate their understanding of man's seasons and nature's imagery and symbolism.</p> <p>Students will create their own myths</p> |  |
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| CONTENT  | SKILLS   | ASSESSMENTS   |
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| <p><b>Drama</b></p> <p><u>Suggested texts:</u> <i>Macbeth</i> and <i>Orpheus</i></p> <p><u>Guiding questions/ concepts:</u></p> <p>The corrupting power of unchecked ambition<br/>Ambition as motivation for evil<br/>Sorrow as motivation<br/>How characters reveal human strengths and weaknesses: the importance of realizing this timeless quality to become involved in the reading<br/>What is drama?</p> <p><u>Themes explored:</u><br/>(Man’s inhumanity to man, power which is not earned is abused, everything in life has a price, evil is inherent in the human mind, the connection between masculinity and cruelty, what comes around goes around, words/ looks may be deceiving, fair is foul and foul is fair)</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> <p>*<u>to express personal ideas</u> by infusing personal views into their essay</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will synthesize prior concepts and infer themes from prior units</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See performance rubric</p> <p>See character analysis essay rubric</p> <p>Project: See art/ literature project rubric</p> |

- ELA Standard 1: Language for Information and Understanding
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| <p><u>Key concepts:</u></p> <p>Foil character (revisited)<br/> Fate vs. free will<br/> Kingship vs. tyranny<br/> The relationship between cruelty and masculinity<br/> The elements of drama<br/> Drama in performance<br/> The purpose of the narrator<br/> Comic relief<br/> Tragedy<br/> Review of tragic hero<br/> Rhetorical questions<br/> Shakespeare biography review<br/> Elizabethan times: culture/ values<br/> Patron effect on content<br/> Soliloquy<br/> Iambic pentameter<br/> Sonnet<br/> Parallelism</p> | <p>Students will compare and contrast the ambitions of the protagonists in the plays to modern day leaders to make text to world connections.</p> <p>Students will compose modern versions of scenarios from the plays to make text to world and text to student connections.</p> <p>Students will analyze the symbolism of the plays to reveal how these symbols dictate the themes.</p> <p>Students will analyze their reading for form and structure.</p> <p>Students will stage and act out specific scenes from the plays</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will create a project connecting act and literature</p> <p>Students will compose a character analysis</p> |  |
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Month June

Grade Level 10

**Reading, Writing, Listening and Speaking**

| <b>CONTENT</b>  | <b>SKILLS</b>   | <b>ASSESSMENTS</b>   |
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| <p><b>Philosophy/ the novel continued</b></p> <p><u>Suggested texts:</u> <i>The Stranger</i> <i>A Man said to the universe</i></p> <p><u>Guiding questions/ concepts:</u></p> <p>What is philosophy?<br/>           What is existentialism?<br/>           What is the absurdist philosophy?<br/>           Is it possible for something to happen without a reason?<br/>           Do we prosecute character or crime?</p> <p>The novel or essay as an illustration of an author's world view<br/>           The relationship between author biography and theme<br/>           The concept of an irrational universe<br/>           Man's right to a fair trial<br/>           The human desire to identify or create rational structure and meaning in their lives<br/>           Death as the great equalizer of men<br/>           The value of justice and human dignity<br/>           Do we prosecute character or crime?</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>           * <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>           *<u>to express personal ideas</u> by infusing personal views into their essay</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will synthesize prior concepts and infer themes from prior units</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See character analysis essay rubric</p> <p>Project: See mock trial rubric/ performance rubric</p> |

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| <p>Moral bewilderment following war</p> <p><u>Themes explored:</u><br/><b>As related to the absurdist philosophy</b></p> <p>The meaninglessness of human life<br/>The importance of the physical world<br/>Man’s inhumanity to man<br/>The irrationality of the universe<br/>Man’s dignity in the face of an indifferent universe</p> <p><u>Key concepts:</u></p> <p><u>Genre:</u> existentialist novel crime drama</p> <p>The absurdist philosophy<br/>Rational vs. irrational<br/>physical vs. the emotional<br/>Subjective vs. objective<br/>Immoral/moral/amoral<br/>Political journalism<br/>Paradox<br/>Character enlightenment<br/>Human rights relating to crime<br/>The elements of the Mock trial<br/>Writing a script<br/>The roles of those involved in a trial:<br/>Prosecuting and defense attorneys, the judge, bailiff, and defendant.</p> | <p>Students will examine the plot of the novel to trace the development of the philosophy .throughout the text</p> <p>Students will study related topics to make text to world and text to student connections</p> <p>Students will analyze the author’s biography to make connections to the novel’s themes</p> <p>Students will enrich their vocabularies and improve their understanding of the novel through vocabulary lessons created for use with this novel.</p> <p>Students will analyze the symbolism of the plays to reveal how these symbols dictate the themes.</p> <p>Students will demonstrate their knowledge and understanding of the plot and characters as they relate to the author’s theme development through discussion, and written assignments.</p> <p>Students will Compose journal entries to demonstrate text to world and student to text connections</p> <p>Students will compose a script for and perform a mock trial</p> <p>Students will compose a character analysis</p> |  |
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| Month <u>September</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
|------------------------|--|-----------------------|

| <b>CONTENT</b>   | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |
|--|--|---|
| <p style="text-align: center;"><b><u>Introduction of course theme</u></b><br/>Man’s inherent nature</p> <p><b>The critical lens quote that will guide our study of literature this year:</b></p> <p>“It is the responsibility of the writer to expose our many grievous faults and to hold up to the light our dark and dangerous dreams for the purpose of improvement.” John Steinbeck</p> <p><b>Guiding question for the year:</b></p> <p>What can literature teach us about human nature?</p> <p><b>Guiding questions for the short story unit:</b></p> <p>What is character?<br/>How do choices reveal character?<br/>How do caregivers influence values?<br/>Why do common memories bring people together?<br/>What problems can result from lack of communication?<br/>Which character traits seem to inhibit</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters, and theme.</p> <p>Students will compose journal entries to demonstrate text world connections</p> <p>Students will read and analyze a variety of short stories for the purpose of interpretation and discussion.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See character project rubric</p> <p>See opinion essay rubric<br/>See descriptive essay rubric</p> <p>See book project rubric</p> |

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| <p>happiness and success?<br/>How can revenge be a powerful motivator?</p> <p><b>Key Concepts:</b></p> <p>Genre: fiction, science fiction</p> <p>Elements of a short story:<br/>Setting, character, characterization, plot, point of view, theme</p> <p>Lit terms introduced/ reviewed in addition to those listed above: suspense, foreshadowing, personification, simile, diction, symbol, allusion</p> <p>Development of the short story<br/>How to read a short story<br/>Methods of characterization<br/>Character contrast as a way to determine theme<br/>Using incidents to reveal character<br/>The importance of titles<br/>Unreliable narrator<br/>Mob mentality<br/>Describing place<br/>Creating a dominant impression<br/>The five paragraph essay<br/>Supporting an opinion<br/>Analyzing setting<br/>Analyzing point of view</p> | <p>Students will answer recall questions about literary terms.</p> <p>Students will compose paragraphs using detail to describe a place</p> <p>Students will compose two paragraphs using the same scene to exhibit the importance of point of view and creating a dominant impression</p> <p>Students will compose an opinion essay</p> <p>Students will compose analysis essays: setting and point of view</p> <p>Students will edit their own work and practice peer editing</p> <p>Students will use standard English, and will write in compound complex sentences using varied sentence structure.</p> |  |
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| <p><b>Each quarter:</b> outside reading</p> <p>Students read and respond to grade-level appropriate works of literature and conduct in-depth analyses of the themes of these works.</p>   | <p>Students read and understand grade-level-appropriate material in addition to regular classroom reading</p> <p>Students read and respond to grade-level appropriate works of literature and conduct in-depth analyses of the themes of these works.</p>   |  |
| <p><b>Ongoing throughout the year:</b></p> <p><b>Vocabulary:</b> stems from Greek and Latin which are used in English vocabulary</p> <p>Greek stems as clues to determine meaning</p> <p>Synonym/ antonym</p> <p>Suffixes</p> <p>Context clues</p> <p>Inferring meaning</p> | <p>Students will apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.</p> <p>Demonstrate the relationship between Greek, Latin, and Anglo-Saxon roots and modern terminology through projects such as using pictures to illustrate the meanings.</p> <p>Discuss specialized vocabulary encountered in texts</p> <p>Students will enrich their vocabularies and improve their understanding of texts through vocabulary lessons created for use with each text/ unit</p> |  |

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| Month <u>October</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT   | SKILLS   | ASSESSMENTS   |
|---|--|---|
| <p><u>The short story continued:</u></p> <p><b>Guiding questions/ ideas for the October portion of the short story unit:</b></p> <p><u>Determining theme:</u><br/>How do authors use stories to communicate insights into life?</p> <p>What is plot?<br/>What is point of view?<br/>How does point of view affect the understanding of characters and events?<br/>How would stories be different if the point of view changed?<br/>How does one's background affect one's interpretation?<br/>Setbacks as life altering events:<br/>What can be learned about how we handle setbacks?<br/>The struggle to assimilate:<br/>How does one assimilate without losing one's identity?<br/>How does one create a sense of balance in one's life?<br/>Attitude as a choice</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will analyze a wide variety of stories for theme</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will question the text and the author to infer theme and synthesize prior concepts from past unit material.</p> <p>Students will answer recall questions about plot, characters, and theme.</p> <p>Students will apply their knowledge of plot as they read relating it to character and theme.</p> <p>Students will compose journal entries to demonstrate text world connections</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Lit terms exam</p> <p>See comparison contrast essay rubric<br/>See character analysis essay rubric<br/>See theme analysis essay rubric<br/>See sensory essay rubric</p> <p>See book oral book project rubric</p> <p>Projects: See autobiography rubric</p> |

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| <p><b>Key Concepts:</b></p> <p>Genre: Non fiction biography, autobiography, essay</p> <p>Types of conflict: internal external</p> <p>Lit terms introduced/ reviewed: falling action, rising action, style, exposition, tone, imagery, dialect, metaphor, dialogue, protagonist, antagonist, structure, stereotype, flashback, irony, narrator</p> <p>Independence –vs- safety<br/>The structure of plot<br/>Figurative language<br/>Using figures of speech<br/>Using simile and metaphor<br/>Writing about an incident<br/>Analyzing character<br/>Writing dialogue<br/>Using the senses in writing<br/>Writing explanations<br/>Surprise endings<br/>Prewriting<br/>Writing<br/>Revising<br/>Peer editing<br/>Performing dialogue</p> | <p>Students will read and analyze a variety of short stories for the purpose of interpretation and discussion.</p> <p>Students will answer recall questions about literary terms.</p> <p>Students will compose paragraphs using detail to describe a place</p> <p>Students will re-write the same incident from a very different point of view</p> <p>Students will compose a comparison contrast essay using character</p> <p>Students will compose analysis essays: character, theme</p> <p>Students will compose short conversational pieces to practice dialogue and dialect.</p> <p>Students will compose a sensory essay</p> <p>Students will edit their own work and practice peer editing</p> <p>Students will use standard English, and will write in compound complex sentences using varied sentence structure.</p> |  |
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- ELA Standard 1: Language for Information and Understanding**
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| <p><b>Public peaking</b> (<u>ongoing</u>)</p> <p>Voice quality/ volume<br/>Enthusiasm<br/>Pace<br/>Presence<br/>Eye contact<br/>posture</p> | <p>Students will speak in front of the class to demonstrate their understanding of the elements of successful public speaking:</p> |  |
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| Month <u>November</u> | <b>Reading, Writing, Listening, and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT   | SKILLS  | ASSESSMENTS   |
|---|---|---|
| <p>The nature of poetry</p> <p><b>Guiding questions/ themes:</b></p> <p>What can we learn from poetry?<br/>Does poetry have the power to intensify life?<br/>The art of words<br/>The transformative power of the imagination<br/>Nature and the development of the individual<br/>The assertion of the self<br/>The connection between self and sight<br/>The inevitability of death</p> | <p>Students will demonstrate their understanding of their texts on four levels: Factual, interpretive, critical, and personal by answering a variety of questions derived from the stories studied.</p> <p>Students will analyze a wide variety of poems for theme</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will question the text and the author to infer theme and synthesize prior concepts from past unit material.</p> | <p>Discussion responses</p> <p>Daily reading quizzes</p> <p>Vocabulary quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Poetic devices exam</p> |

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| <p>The virtues of perseverance and optimism</p> <p>What is form?<br/>How might form reveal theme?<br/>What is tone?<br/>How is the tone conveyed through form, word choice, and images?<br/>What is imagery?<br/>What is figurative language?<br/>The senses: How does the loss of one sense alter another?</p> <p><b>Key Concepts:</b></p> <p>Genre: poetry</p> <p>Lit terms and poetic devices introduced/<br/>reviewed: rhythm, rhyme, speaker, stanza, repetition, quatrain, rhyme scheme, ballad, meter, free verse, alliteration, consonance, assonance, personification, refrain, lyric</p> <p>Community vs isolation<br/>The fusion of sound and sense<br/>Inductive and deductive reasoning<br/>Concrete vs abstract<br/>Connotative vs denotative meaning<br/>Analyzing form and meaning<br/>Haiku<br/>Analyzing and using figurative language<br/>Evaluating achievement of purpose</p> | <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will compose journal entries to demonstrate text world connections</p> <p>Students will read and analyze a variety of poems for the purpose of interpretation and discussion.</p> <p>Students will apply knowledge of literary terms and poetic devices as they read</p> <p>Students will compose poems using the senses</p> <p>Students will model poetic form to create their own unique works</p> <p>Students will compose a theme analysis essay</p> <p>Students will describe an emotion using an inanimate object to practice figurative language.</p> <p>Students will create an thematic anthology of poems in which they will provide analysis of each poem and identify poetic devices and</p> | <p>Daily poetry warm ups</p> <p>See theme analysis essay rubric</p> <p>Projects: See anthology rubric</p> |
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|  | <p>form in each poem</p> <p>Students will create in their own poetry startling comparisons, ironic contrasts, and vivid images.</p> <p>Students will compose original haiku</p> |  |
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| Month <u>December</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
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| CONTENT  | SKILLS   | ASSESSMENTS  |
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| <p>Suggested texts: <i>Beowulf</i></p> <p><b><u>Guiding questions/ concepts:</u></b></p> <p>The power of stories<br/>Tensions between heroic code and other value systems<br/>The difference between a good warrior and a good king</p> <p><u>Themes explored:</u><br/>(Man’s inhumanity to man, the pain of isolation, art as falsehood, good vs. evil)</p> <p>Literary elements reviewed: symbol, motif, archetype, imagery, irony</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>* <u>to persuade</u> by selecting and organizing</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Projects: See Epic rubric</p> |

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| <p><u>Key concepts:</u></p> <p>Genre: epic/ heroic poetry, meta fiction</p> <p>Rationalization vs. emotion</p> <p>The oral tradition</p> <p>Hero</p> <p> kennings</p> <p>The evolution of language</p> <p>Anglo Saxon culture, values and artistry</p> <p>Tragedy</p> <p>Tragic hero</p> <p>Analysis of author's assumptions and beliefs</p> | <p>relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>*to express personal ideas by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will analyze the characters in the texts to infer meaning</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will compose an original epic poem to demonstrate their understanding of the hero, tragedy, and the tragic hero.</p> |  |
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| Month <u>January</u>   | <b>Reading, Writing, Listening and Speaking</b>  |   | Grade Level <u>10</u> |
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| <b>CONTENT</b>   | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |                       |
| <p><b><u>The Novel</u></b></p> <p>Human nature: is man inherently good or evil?</p> <p>Masks as freedom from identity/social conscience</p> <p>Masks as universal symbols of resistance to oppression</p> <p>Suggested texts: <u>Lord of the Flies</u> and <u>Adventures of Huckleberry Finn</u></p> <p>Allegory<br/>Symbolism<br/>Theme<br/>Microcosm<br/>Setting<br/>Satire<br/>Metaphor</p> <p><u>Themes explored:</u><br/>(man’s inhumanity to man, power which is not earned is abused, loss of identity, loss of innocence, survival of the fittest,</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> <p>*<u>to express personal ideas</u> by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will interpret the allegorical meanings of a novel by connecting the individual symbols to the allegorical representation.</p> <p>Students will analyze the symbolism of the novel to reveal how these symbols dictate the</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See book project</p> <p>See metaphor project</p> |                       |

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| <p>evil is inherent in the human mind)</p> <p><u>Key concepts:</u><br/>           Othering<br/>           Civilization/ what does it mean to be civilized?<br/>           Reason –vs- impulse<br/>           How symbols work together to demonstrate theme<br/>           Satire<br/>           Dichotomy<br/>           Stereotypes<br/>           Racism<br/>           Reader response criticism<br/>           Short story genre and necessary elements</p> | <p>themes.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will compose an original short story including believable characters, plot, rising action, climax, and resolution.</p> <p>Students will edit their own work</p> <p>Students will write in compound complex sentences using varied sentence structure.</p> |  |
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| Month <u>February</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
|-----------------------|---|-----------------------|

| CONTENT   | SKILLS  | ASSESSMENTS   |
|---|---|---|
| <p>Human nature: The duality of man: the fine line between oppressor and oppressed</p> <p>Universal truth:<br/>           Indifference perpetuates oppression</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> |

- ELA Standard 1: Language for Information and Understanding**
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| <p>Suggested texts: <u>Night and Light from the Yellow Star</u></p> <p>Genre: memoir non-fiction<br/>Symbolism<br/>Theme<br/>irony<br/>metaphor<br/>simile<br/>connotation<br/>denotation<br/>review of previously learned literary elements prior to critical lens preparation.</p> <p>Holocaust timeline, causes, contributors</p> <p><u>Themes explored:</u><br/>(man’s inhumanity to man, power which is not earned is abused, loss of identity, loss of innocence, loss of faith, survival of the fittest, evil is inherent in the human mind)</p> <p><u>Key concepts:</u></p> <p>The power of first person accounts<br/>Duality of man<br/>Critical lens essay writing<br/>Dangers of prejudice, stereotyping, propaganda<br/>The power of hope<br/>Man’s resiliency</p> | <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>*<u>to express personal ideas</u> by writing journal entries.</p> <p>*Students will demonstrate their ability to apply knowledge of literary terms and their ability to respond to literature by composing a critical lens essay.</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will apply their understanding of connotative association to derive meaning beyond a denotative level.</p> <p>Students will analyze the symbolism of the novel to reveal how these symbols dictate the themes.</p> <p>Students will make text to student/ text to world/ text to text connections</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> | <p>Journal writing</p> <p>Unit Exam</p> <p>See visual project</p> <p>Critical lens essay</p> |
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|  | <p>Students will edit their own work</p> <p>Students will write in compound complex sentences using varied sentence structure.</p> |  |
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| Month <u>March</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
|--------------------|---|-----------------------|

| CONTENT   | SKILLS  | ASSESSMENTS  |
|---|---|--|
| <p>Suggested texts: <u>Man the Myth -Maker</u>, <u>Heroes from Mount Olympus</u></p> <p><b><u>Guiding questions/ concepts:</u></b><br/>           The human race and the quest for civilized society- how this vision (expressed through literature) carries us through dehumanizing powers which threaten to hold us back.<br/>           By creating gods, how does man create myth?<br/>           What power does myth-making give man?<br/>           What are the qualities of Gods and Goddesses?<br/>           How does myth explain nature?<br/>           How does myth explain human nature?<br/>           Why do myths endure?<br/>           How do myths provide comfort?</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>           * <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>Projects: See myth rubric</p> |

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| <p><u>Themes explored:</u><br/>(Man's inhumanity to man, loss of innocence/ the death of childhood, the humanization of nature, man's vices as man's downfall, man's fall into enlightenment/realization or darkness )</p> <p>Literary elements reviewed: symbol, motif, archetype, imagery, irony, metaphor,</p> <p><u>Key concepts:</u></p> <p>Genre: Mythology</p> <p>Man's journey<br/>Man's relationship to the divine order<br/>The power of the imagination- anything is possible<br/>Myth<br/>Hero/ tragic hero<br/>Nature's imagery and symbolic representations<br/>Metamorphoses<br/>Natural seasons/ human seasons</p> | <p><u>*to express personal ideas</u> by writing a personal essay</p> <p>Students will synthesize prior concepts and infer themes from prior unit</p> <p>Students will analyze the characters in the texts to infer meaning</p> <p>Students will make text to student/ text to world/ text to text connections through poetry composition</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will create their own poems in which they demonstrate their understanding of man's seasons and nature's imagery and symbolism.</p> <p>Students will create their own myths</p> |  |
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| Month <u>April /May</u> | <b>Reading, Writing, Listening and Speaking</b> | Grade Level <u>10</u> |
|-------------------------|---|-----------------------|

| <b>CONTENT</b>   | <b>SKILLS</b>  | <b>ASSESSMENTS</b>  |
|--|--|---|
| <p><b>Drama</b></p> <p><u>Suggested texts:</u> <i>Macbeth</i> and <i>Orpheus</i></p> <p><u>Guiding questions/ concepts:</u></p> <p>The corrupting power of unchecked ambition<br/>Ambition as motivation for evil<br/>Sorrow as motivation<br/>How characters reveal human strengths and weaknesses: the importance of realizing this timeless quality to become involved in the reading<br/>What is drama?</p> <p><u>Themes explored:</u><br/>(Man’s inhumanity to man, power which is not earned is abused, everything in life has a price, evil is inherent in the human mind, the connection between masculinity and cruelty, what comes around goes around, words/ looks may be deceiving, fair is foul and foul is fair)</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.</p> <p>* <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.</p> <p>*<u>to express personal ideas</u> by infusing personal views into their essay</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will synthesize prior concepts and infer themes from prior units</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See performance rubric</p> <p>See character analysis essay rubric</p> <p>Project: See art/ literature project rubric</p> |

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| <p><u>Key concepts:</u></p> <p>Foil character (revisited)<br/> Fate vs. free will<br/> Kingship vs. tyranny<br/> The relationship between cruelty and masculinity<br/> The elements of drama<br/> Drama in performance<br/> The purpose of the narrator<br/> Comic relief<br/> Tragedy<br/> Review of tragic hero<br/> Rhetorical questions<br/> Shakespeare biography review<br/> Elizabethan times: culture/ values<br/> Patron effect on content<br/> Soliloquy<br/> Iambic pentameter<br/> Sonnet<br/> Parallelism</p> | <p>Students will compare and contrast the ambitions of the protagonists in the plays to modern day leaders to make text to world connections.</p> <p>Students will compose modern versions of scenarios from the plays to make text to world and text to student connections.</p> <p>Students will analyze the symbolism of the plays to reveal how these symbols dictate the themes.</p> <p>Students will analyze their reading for form and structure.</p> <p>Students will stage and act out specific scenes from the plays</p> <p>Students will answer recall questions about plot, characters and theme.</p> <p>Compose journal entries to demonstrate text world connections</p> <p>Students will create a project connecting act and literature</p> <p>Students will compose a character analysis</p> |  |
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Month June

Grade Level 10

**Reading, Writing, Listening and Speaking**

| <b>CONTENT</b>  | <b>SKILLS</b>   | <b>ASSESSMENTS</b>   |
|---|---|--|
| <p><b>Philosophy/ the novel continued</b></p> <p><u>Suggested texts:</u> <i>The Stranger</i> <i>A Man said to the universe</i></p> <p><u>Guiding questions/ concepts:</u></p> <p>What is philosophy?<br/>           What is existentialism?<br/>           What is the absurdist philosophy?<br/>           Is it possible for something to happen without a reason?<br/>           Do we prosecute character or crime?</p> <p>The novel or essay as an illustration of an author's world view<br/>           The relationship between author biography and theme<br/>           The concept of an irrational universe<br/>           Man's right to a fair trial<br/>           The human desire to identify or create rational structure and meaning in their lives<br/>           Death as the great equalizer of men<br/>           The value of justice and human dignity<br/>           Do we prosecute character or crime?</p> | <p>*Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal through informal writing, essay writing, and discussion.</p> <p>* Students will demonstrate the ability to write effectively <u>to inform</u> by developing and organizing facts to convey information.<br/>           * <u>to persuade</u> by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.<br/>           *<u>to express personal ideas</u> by infusing personal views into their essay</p> <p>Students will answer three types of questions: <u>recall</u> to test memory of details, <u>interpretive</u> to help understand complex meanings, and <u>critical thinking</u> to evaluate selections and explore connections between the selection and their lives</p> <p>Students will synthesize prior concepts and infer themes from prior units</p> | <p>Discussion responses</p> <p>Study guide questions</p> <p>Daily reading quizzes</p> <p>Group work</p> <p>Journal writing</p> <p>Unit Exam</p> <p>See character analysis essay rubric</p> <p>Project: See mock trial rubric/ performance rubric</p> |

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| <p>Moral bewilderment following war</p> <p><u>Themes explored:</u><br/><b>As related to the absurdist philosophy</b></p> <p>The meaninglessness of human life<br/>The importance of the physical world<br/>Man’s inhumanity to man<br/>The irrationality of the universe<br/>Man’s dignity in the face of an indifferent universe</p> <p><u>Key concepts:</u></p> <p><u>Genre:</u> existentialist novel crime drama</p> <p>The absurdist philosophy<br/>Rational vs. irrational<br/>physical vs. the emotional<br/>Subjective vs. objective<br/>Immoral/moral/amoral<br/>Political journalism<br/>Paradox<br/>Character enlightenment<br/>Human rights relating to crime<br/>The elements of the Mock trial<br/>Writing a script<br/>The roles of those involved in a trial:<br/>Prosecuting and defense attorneys, the judge, bailiff, and defendant.</p> | <p>Students will examine the plot of the novel to trace the development of the philosophy .throughout the text</p> <p>Students will study related topics to make text to world and text to student connections</p> <p>Students will analyze the author’s biography to make connections to the novel’s themes</p> <p>Students will enrich their vocabularies and improve their understanding of the novel through vocabulary lessons created for use with this novel.</p> <p>Students will analyze the symbolism of the plays to reveal how these symbols dictate the themes.</p> <p>Students will demonstrate their knowledge and understanding of the plot and characters as they relate to the author’s theme development through discussion, and written assignments.</p> <p>Students will Compose journal entries to demonstrate text to world and student to text connections</p> <p>Students will compose a script for and perform a mock trial</p> <p>Students will compose a character analysis</p> |  |
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