

*Unatego Central School District
ELA Curriculum Map*

Month <u>September</u>	Reading, Writing, Listening and Speaking		Grade Level <u>11</u>
CONTENT	SKILLS	ASSESSMENTS	
Presentation Skills	Students will learn and demonstrate appropriate public speaking skills: Eye contact Voice (tone and pitch) Body Language	Outside Reading Presentations assessed with rubric	
Vocabulary Suggested Text: Vocabulary For the College Bound Level C (Ongoing throughout the year)	Students will identify word meaning through context clues and etymology.	Short answer homework assignments and quizzes	
Transitions -to connect -to contrast -to give an example of -to repeat -to put in order of time -to put in order of importance -to specify place -to show cause and effect -to emphasize -to summarize	Students will use transitions to exhibit logical and coherent structure in writing	Classwork practice assignment and writing assignments	

- ELA Standard 1: Language for Information and Understanding**
- ELA Standard 2: Language for Literary Response and Expression**
- ELA Standard 3: Language for Critical Analysis and Evaluation**
- ELA Standard 4: Language for Social Interaction**

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Language	Students will eliminate vague and overused words from their writing, learning to use sophisticated, precise, and engaging language.	Classwork practice assignment and writing assignments.
Introductions and Conclusions	Students will compose interesting and engaging introductions and conclusions for essays using a variety of techniques (asking a question, startling fact, historical background, analogy...)	Written introductions and conclusions.
Thesis Statements	Students will compose thesis statements to direct the shape and direction of their essays.	Written thesis statements.
Purpose: Persuasive Essay vs. Informative Essay	Students will identify the purpose of essay writing from the task (directions). Students will understand the differences between persuasive essay writing (using an appropriate and convincing tone) and informative essay writing.	Written introductions and essays.
Audience and Purpose	Students will understand the connection between a writer's purpose and audience.	Written introductions.
Task 1 for Regents Exam	Listening and writing for information	Short response Extended response

- ELA Standard 1: Language for Information and Understanding**
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Outside Reading (Summer)	Demonstrate effective communication skills	Bookshare evaluation
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Month <u>October/November</u>	Grade Level <u>Eleventh</u>
Reading, Writing, Listening and Speaking	

CONTENT	SKILLS	ASSESSMENTS
<p><u>Listening For Information</u> -Listening for main ideas -Identifying supporting details</p>	<p>Students will learn to listen for key information according to the task. (main ideas, supporting details, names, dates...)</p> <p>Students will learn the necessary skills for note taking while listening to a speech or report. (abbreviations, key words and phrases)</p> <p>Students will organize these notes according to the assigned task.</p> <p>Students will compose an essay based on their notes and the assigned task.</p>	<p>Essay – Task 1 of the English Regents, evaluated with the Regents rubric.</p>
<p>Drama (Suggested Text – <i>A Streetcar Named Desire</i>) -Genre (vocabulary: stage, scenery, actors, director, script, rehearse, perform, audience)</p>	<p>Students will understand the impact of drama during the twentieth century.</p>	<p>Discussion</p> <p>Open ended questions</p>

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Month <u>December</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p>The effect of time period within literature (Suggested text: <u>Of Mice and Men</u>) The Great Depression -Migrant workers -The American Dream</p> <p>Key Concepts: Racism Tolerance Loneliness Inferior treatment of women Friendship Sacrifice</p> <p><u>Literary Elements</u> Figurative Language Theme Characterization Setting Conflict Symbolism Foreshadowing Irony</p>	<p>Students will understand how the setting provides the framework for a work of literature.</p> <p>Students will comprehend and reflect on various universal themes, problems, and issues. They will relate and analyze the effect of these to real life situations.</p> <p>Students will identify literary elements in a novel, how these elements help to shape the structure of the novel.</p> <p>Students will explain how the author’s use of literary devices affects meaning.</p>	<p>Journal Writing – responses to literature</p> <p>Discussion</p> <p>Small group and large group activities to identify issues</p> <p>Quizzes</p> <p>Unit Test</p> <p>Critical Lens essay – to be evaluated with Regents rubric</p>

- ELA Standard 1: Language for Information and Understanding**
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<p>Critical Lens</p>	<p>Students will learn to interpret a general quotation about life or literature.</p> <p>Students will compose a unified essay (governed by the interpretation of the critical lens statement) analyzing how the critical lens relates to two works of literature, using literary elements to support the analysis.</p> <ul style="list-style-type: none"> -paraphrase and explain quotation -show how texts support or disprove the quotation -use appropriate details from the texts to demonstrate the connections to the lens -use knowledge of literary elements to support the analysis 	<p>Short writing assignments (interpreting the critical lens statements)</p> <p>Task 4 of the Regents, to be evaluated using the Regents rubric</p>
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Month <u>January</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p><u>Genres of Literature:</u> *Fiction (realistic, fantasy, historical, contemporary, science, mystery, folktale) *Non-fiction (biography, autobiography, memoir, essay) *Poetry (Sonnet, blank verse, free verse)</p>	<p>Students will identify different genres of literature considering the structure and the use of literary elements.</p> <p>Students will examine the meaning and purpose of short pieces of literature.</p>	<p>Class activities and quizzes – multiple choice and open ended questions.</p>

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<p>Literary Elements:</p> <p>Figurative language Tone Point of View Setting Conflict Contrast Mood Diction Dialogue</p>	<p>Students will explain how the author’s use of literary devices affects meaning.</p>	<p>Open ended response questions.</p>
<p>Predictions and Inferences</p>	<p>Students will make predictions and inferences in order to achieve meaningful understanding of literature.</p>	<p>Multiple choice and open ended response questions.</p>
<p>Logical Connections -Synthesis -Connecting information to existing knowledge and experiences</p>	<p>Students will synthesize information from multiple pieces of literature in order to make connections between the pieces.</p>	<p>Multiple choice and open ended response questions.</p>
<p>Controlling Idea</p>	<p>Students will infer a controlling idea – a single statement that sums up what two passages (different genres, different authors) say about a given topic.</p>	<p>Component Retesting – multiple choice and constructed response questions that demonstrate mastery of controlling idea.</p>
<p>Unified Essay</p>	<p>Students will compose a unified essay (governed by a controlling idea) on the specific topic, supporting with references to the text, literary devices, quotations, and</p>	<p>Regents essay – Task 3, to be evaluated with the Regents rubric.</p>

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	paraphrases.	
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Month <u>February/March</u>	Grade Level <u>Eleventh</u>
Reading, Writing, Listening and Speaking	

CONTENT	SKILLS	ASSESSMENTS
<p>Conflict Resolution in Short Stories</p> <p>Personal Conflicts</p> <p>Suggested text: <u>Athletic Shorts</u></p>	<p>Students will relate short stories to personal experiences by reflecting on conflicts in their own lives.</p> <p>Students will understand the significance of resolving conflicts peacefully.</p> <p>Students will identify the effects of destructive actions.</p> <p>Identify the advantages of constructive actions.</p>	<p>Role Playing</p> <p>Discussion</p>
<p>Personal Response Narrative (Using personal experiences to write a story)</p>	<p>Students will compose a personal response narrative in which they address the following:</p> <ul style="list-style-type: none"> -particular point of view -make and support a point -use precise detail -use vivid verbs -use structure of short story including plot, 	<p>Personal Response Narrative</p>

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	characters, conflict, resolution, dialogue	
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Month <u>April</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p>Drama</p> <p>Shakespeare Theatre:</p> <ul style="list-style-type: none"> *Globe Theatre *All live productions *All men actors *Little scenery *Limited costumes *Prime source of entertainment <p>Suggested text: <i>A Midsummer Night's Dream</i></p> <p>Tragedy Review/ Introduction to Comedy (Vocabulary: tragedy, tragic hero,</p>	<p>Students will understand the differences in lifestyles between today and Shakespeare's era (cultural, economic, technological, medical, educational...)</p> <p>Students will understand the significance of theatre in Shakespeare's era (1590's-1616).</p> <p>Students will understand the limits on productions, yet still recognize the popularity and success of these performances.</p> <p>Students will understand the impact Shakespeare had on live performances and theatre.</p> <p>Students will understand the elements of a tragic play (tragic hero) and be introduced to the elements of comedy.</p>	<p>Globe Theatre projects (assessed with rubric)</p> <p>Performances (assessed with rubric)</p> <p>Discussion</p> <p>Journal responses</p> <p>Quizzes, Unit Test</p>

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<p>comedy, pun, farce, humor)</p> <p>Contrast</p> <p>Key Concepts: “Play within a play” Magic Difficulty of love Mythology</p>	<p>Students will understand how Shakespeare used contrast to create memorable characters and a complicated plotline.</p> <p>Students will identify how Shakespeare used these concepts to create a plot, conflict, characters, and humor.</p>	
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Month <u>May/June</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p><u>The Effect of Setting Within Literature</u> *The effect of Southern life on inhabitants</p> <p>*The Great Depression (economy) (fictional and non-fictional accounts)</p> <p>*Traditional Southern Values</p>	<p>Students will understand how the setting provides the framework for a work of literature.</p> <p>Students will understand how dramatically the Great Depression affected people and families.</p> <p>Students will be able to contrast two different</p>	<p>Discussion</p> <p>Role Playing</p> <p>Interviews</p> <p>Compare and contrast essay (assessed with</p>

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<p>* “Growing Up a Lady”</p> <p>*Civil Rights *Scottsboro Trials</p> <p>*Tolerant vs. Intolerant Behavior -racism -sexism -ageism -prejudice -stereotypes</p> <p>*Urban myths</p> <p>Key Concepts: Compassion Loneliness Courage Friendship Innocence Growing Up</p> <p>Literary Elements: Theme Characterization Setting</p>	<p>time periods, the 1930’s and the present.</p> <p>Students will understand how the traditional Southern values differ from the lifestyles and customs they are familiar with.</p> <p>Students will be able to make historical connections between actual events and literature.</p> <p>Students will learn to identify intolerant behavior and the negative outcomes of such behavior.</p> <p>Students will identify the Urban Myths of the novel and from their own lives.</p> <p>Students will comprehend and reflect on various universal themes, problems, and issues. They will relate and analyze the effect of these to real life situations.</p> <p>Students will recognize the different types of courage and expand on just the denotative definition that they are familiar with.</p> <p>Students will identify literary elements in a novel, how these elements help to shape the structure of the novel.</p>	<p>rubric)</p> <p>Journal entries</p> <p>Study guides</p> <p>Quizzes</p> <p>Unit Test</p>
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Symbolism Foreshadowing Dialect Flashback Suggested Text: <u>To Kill A Mockingbird</u>		
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Month <u>September</u>	Reading, Writing, Listening and Speaking		Grade Level <u>11</u>
CONTENT	SKILLS	ASSESSMENTS	
Presentation Skills	Students will learn and demonstrate appropriate public speaking skills: Eye contact Voice (tone and pitch) Body Language	Outside Reading Presentations assessed with rubric	
Vocabulary Suggested Text: Vocabulary For the College Bound Level C (Ongoing throughout the year)	Students will identify word meaning through context clues and etymology.	Short answer homework assignments and quizzes	
Transitions -to connect -to contrast -to give an example of -to repeat -to put in order of time -to put in order of importance -to specify place -to show cause and effect -to emphasize -to summarize	Students will use transitions to exhibit logical and coherent structure in writing	Classwork practice assignment and writing assignments	

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Introductions and Conclusions	Students will compose interesting and engaging introductions and conclusions for essays using a variety of techniques (asking a question, startling fact, historical background, analogy...)	Written introductions and conclusions.
Thesis Statements	Students will compose thesis statements to direct the shape and direction of their essays.	Written thesis statements.
Purpose: Persuasive Essay vs. Informative Essay	Students will identify the purpose of essay writing from the task (directions). Students will understand the differences between persuasive essay writing (using an appropriate and convincing tone) and informative essay writing.	Written introductions and essays.
Audience and Purpose	Students will understand the connection between a writer's purpose and audience.	Written introductions.
Task 1 for Regents Exam	Listening and writing for information	Short response Extended response

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Outside Reading (Summer)	Demonstrate effective communication skills	Bookshare evaluation
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Month <u>October/November</u>	Grade Level <u>Eleventh</u>
Reading, Writing, Listening and Speaking	

CONTENT	SKILLS	ASSESSMENTS
<p><u>Listening For Information</u> -Listening for main ideas -Identifying supporting details</p>	<p>Students will learn to listen for key information according to the task. (main ideas, supporting details, names, dates...)</p> <p>Students will learn the necessary skills for note taking while listening to a speech or report. (abbreviations, key words and phrases)</p> <p>Students will organize these notes according to the assigned task.</p> <p>Students will compose an essay based on their notes and the assigned task.</p>	<p>Essay – Task 1 of the English Regents, evaluated with the Regents rubric.</p>
<p>Drama (Suggested Text – <i>A Streetcar Named Desire</i>) -Genre (vocabulary: stage, scenery, actors, director, script, rehearse, perform, audience)</p>	<p>Students will understand the impact of drama during the twentieth century.</p>	<p>Discussion</p> <p>Open ended questions</p>

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Month <u>December</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p>The effect of time period within literature (Suggested text: <u>Of Mice and Men</u>) The Great Depression -Migrant workers -The American Dream</p> <p>Key Concepts: Racism Tolerance Loneliness Inferior treatment of women Friendship Sacrifice</p> <p><u>Literary Elements</u> Figurative Language Theme Characterization Setting Conflict Symbolism Foreshadowing Irony</p>	<p>Students will understand how the setting provides the framework for a work of literature.</p> <p>Students will comprehend and reflect on various universal themes, problems, and issues. They will relate and analyze the effect of these to real life situations.</p> <p>Students will identify literary elements in a novel, how these elements help to shape the structure of the novel.</p> <p>Students will explain how the author’s use of literary devices affects meaning.</p>	<p>Journal Writing – responses to literature</p> <p>Discussion</p> <p>Small group and large group activities to identify issues</p> <p>Quizzes</p> <p>Unit Test</p> <p>Critical Lens essay – to be evaluated with Regents rubric</p>

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<p>Critical Lens</p>	<p>Students will learn to interpret a general quotation about life or literature.</p> <p>Students will compose a unified essay (governed by the interpretation of the critical lens statement) analyzing how the critical lens relates to two works of literature, using literary elements to support the analysis.</p> <ul style="list-style-type: none"> -paraphrase and explain quotation -show how texts support or disprove the quotation -use appropriate details from the texts to demonstrate the connections to the lens -use knowledge of literary elements to support the analysis 	<p>Short writing assignments (interpreting the critical lens statements)</p> <p>Task 4 of the Regents, to be evaluated using the Regents rubric</p>
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Month <u>January</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p><u>Genres of Literature:</u> *Fiction (realistic, fantasy, historical, contemporary, science, mystery, folktale) *Non-fiction (biography, autobiography, memoir, essay) *Poetry (Sonnet, blank verse, free verse)</p>	<p>Students will identify different genres of literature considering the structure and the use of literary elements.</p> <p>Students will examine the meaning and purpose of short pieces of literature.</p>	<p>Class activities and quizzes – multiple choice and open ended questions.</p>

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<p>Literary Elements:</p> <p>Figurative language Tone Point of View Setting Conflict Contrast Mood Diction Dialogue</p>	<p>Students will explain how the author’s use of literary devices affects meaning.</p>	<p>Open ended response questions.</p>
<p>Predictions and Inferences</p>	<p>Students will make predictions and inferences in order to achieve meaningful understanding of literature.</p>	<p>Multiple choice and open ended response questions.</p>
<p>Logical Connections -Synthesis -Connecting information to existing knowledge and experiences</p>	<p>Students will synthesize information from multiple pieces of literature in order to make connections between the pieces.</p>	<p>Multiple choice and open ended response questions.</p>
<p>Controlling Idea</p>	<p>Students will infer a controlling idea – a single statement that sums up what two passages (different genres, different authors) say about a given topic.</p>	<p>Component Retesting – multiple choice and constructed response questions that demonstrate mastery of controlling idea.</p>
<p>Unified Essay</p>	<p>Students will compose a unified essay (governed by a controlling idea) on the specific topic, supporting with references to the text, literary devices, quotations, and</p>	<p>Regents essay – Task 3, to be evaluated with the Regents rubric.</p>

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	paraphrases.	
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Month <u>February/March</u>	Grade Level <u>Eleventh</u>
Reading, Writing, Listening and Speaking	

CONTENT	SKILLS	ASSESSMENTS
<p>Conflict Resolution in Short Stories</p> <p>Personal Conflicts</p> <p>Suggested text: <u>Athletic Shorts</u></p>	<p>Students will relate short stories to personal experiences by reflecting on conflicts in their own lives.</p> <p>Students will understand the significance of resolving conflicts peacefully.</p> <p>Students will identify the effects of destructive actions.</p> <p>Identify the advantages of constructive actions.</p>	<p>Role Playing</p> <p>Discussion</p>
<p>Personal Response Narrative (Using personal experiences to write a story)</p>	<p>Students will compose a personal response narrative in which they address the following:</p> <ul style="list-style-type: none"> -particular point of view -make and support a point -use precise detail -use vivid verbs -use structure of short story including plot, 	<p>Personal Response Narrative</p>

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	characters, conflict, resolution, dialogue	
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Month <u>April</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p>Drama</p> <p>Shakespeare Theatre: *Globe Theatre *All live productions *All men actors *Little scenery *Limited costumes *Prime source of entertainment</p> <p>Suggested text: <i>A Midsummer Night's Dream</i></p> <p>Tragedy Review/ Introduction to Comedy (Vocabulary: tragedy, tragic hero,</p>	<p>Students will understand the differences in lifestyles between today and Shakespeare's era (cultural, economic, technological, medical, educational...)</p> <p>Students will understand the significance of theatre in Shakespeare's era (1590's-1616).</p> <p>Students will understand the limits on productions, yet still recognize the popularity and success of these performances.</p> <p>Students will understand the impact Shakespeare had on live performances and theatre.</p> <p>Students will understand the elements of a tragic play (tragic hero) and be introduced to the elements of comedy.</p>	<p>Globe Theatre projects (assessed with rubric)</p> <p>Performances (assessed with rubric)</p> <p>Discussion</p> <p>Journal responses</p> <p>Quizzes, Unit Test</p>

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<p>comedy, pun, farce, humor)</p> <p>Contrast</p> <p>Key Concepts: “Play within a play” Magic Difficulty of love Mythology</p>	<p>Students will understand how Shakespeare used contrast to create memorable characters and a complicated plotline.</p> <p>Students will identify how Shakespeare used these concepts to create a plot, conflict, characters, and humor.</p>	
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Month <u>May/June</u>	Reading, Writing, Listening and Speaking	Grade Level <u>Eleventh</u>
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CONTENT	SKILLS	ASSESSMENTS
<p><u>The Effect of Setting Within Literature</u> *The effect of Southern life on inhabitants</p> <p>*The Great Depression (economy) (fictional and non-fictional accounts)</p> <p>*Traditional Southern Values</p>	<p>Students will understand how the setting provides the framework for a work of literature.</p> <p>Students will understand how dramatically the Great Depression affected people and families.</p> <p>Students will be able to contrast two different</p>	<p>Discussion</p> <p>Role Playing</p> <p>Interviews</p> <p>Compare and contrast essay (assessed with</p>

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<p>* “Growing Up a Lady”</p> <p>*Civil Rights *Scottsboro Trials</p> <p>*Tolerant vs. Intolerant Behavior -racism -sexism -ageism -prejudice -stereotypes</p> <p>*Urban myths</p> <p>Key Concepts: Compassion Loneliness Courage Friendship Innocence Growing Up</p> <p>Literary Elements: Theme Characterization Setting</p>	<p>time periods, the 1930’s and the present.</p> <p>Students will understand how the traditional Southern values differ from the lifestyles and customs they are familiar with.</p> <p>Students will be able to make historical connections between actual events and literature.</p> <p>Students will learn to identify intolerant behavior and the negative outcomes of such behavior.</p> <p>Students will identify the Urban Myths of the novel and from their own lives.</p> <p>Students will comprehend and reflect on various universal themes, problems, and issues. They will relate and analyze the effect of these to real life situations.</p> <p>Students will recognize the different types of courage and expand on just the denotative definition that they are familiar with.</p> <p>Students will identify literary elements in a novel, how these elements help to shape the structure of the novel.</p>	<p>rubric)</p> <p>Journal entries</p> <p>Study guides</p> <p>Quizzes</p> <p>Unit Test</p>
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Symbolism Foreshadowing Dialect Flashback Suggested Text: <u>To Kill A Mockingbird</u>		
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