

ELA II Curriculum Map 2025-2026					
Unit	Standard/Learning Target NYS CCLS ELA 9-12	Program Materials/Resources	Vocabulary	Assessments	Writing
<p><b>Q1 (Sept.-Nov.)</b> <b>Unit 1: Otherness</b></p> <p>Classic Literature: The American Novel Core Text: <i>To Kill a Mockingbird</i> (Harper Lee 1960)</p> <p>Short Stories /Essays/Excerpts</p> <ul style="list-style-type: none"> <li>• “Credo: What I Believe” (Neil Gaiman 2015)</li> <li>• “A White Heron” (Sarah Orne Jewett 1886)</li> <li>• <i>Accountable: The True Story of a Racist Social Media Account and the Teenagers Whose Lives It Changed</i> (Dashka Slater 2023) - excerpts</li> <li>• <i>Just Mercy</i> (Bryan Stevenson 2014) - excerpts</li> </ul> <p>Paired Read: <i>The Body</i> (Stephen King)</p>	<p><i>How do our experiences promote moral growth? Who comprises our moral universe? What is my identity? How do I influence my society? How does my society influence me? What is a bildungsroman? What does it mean to lose childhood innocence?</i></p> <ul style="list-style-type: none"> <li>• Read for comprehension: literal and critical.</li> <li>• Construct identity maps.</li> <li>• Construct moral universes.</li> <li>• Identify historical context.</li> <li>• Identify symbolism.</li> <li>• Identify foreshadowing.</li> <li>• Identify societal conflicts.</li> <li>• Identify perspective.</li> <li>• Construct literary analysis.</li> <li>• Read to identify a central idea</li> <li>• Read to identify a writing strategy that supports development of a central idea.</li> <li>• Identify author’s use of realistic language to characterize and underscore setting</li> </ul> <p>NEXT GENERATION ELA STDS Reading: Literature/Informational R.1,R.2,R.3,R.4,R.6,R.9 Writing:</p>	<p><i>To Kill a Mockingbird</i>, (2010 Ed.) <i>Facing History &amp; Ourselves:</i> <i>Teaching To Kill a Mockingbird</i> <a href="https://www.facinghistory.org/resource-library/teaching-mockingbird-0">https://www.facinghistory.org/resource-library/teaching-mockingbird-0</a></p> <p>I-pads <i>OneNote</i> MS TEAMS</p> <p>Supplemental Texts: Films: <i>To Kill a Mockingbird</i> (1963, Robert Mulligen) <i>The Help</i> (2011, Tate Taylor) <i>Twelve Angry Men</i> (1957 Sidney Lumet) <i>Stand by Me</i> (1986, Rob Reiner)</p> <p>Videos: <i>Facing History and Ourselves</i>, “The Origins of Lynching Culture in the United States,” (2022) and “How Stereotypes Affect Us and What We Can Do” (2022)</p> <p>Poems: <i>To Kill a Mockingbird:</i></p> <ul style="list-style-type: none"> <li>• “Strange Fruit” (Lewis Allan)</li> </ul>	<p>Tier 3: characterization protagonist antagonist conflict setting point-of-view connotative denotative theme foreshadowing plot sequence literal figurative symbolism central Idea theme metaphor simile personification allusion irony satire</p> <p>Tier 2: scapegoat mob justice lynch eugenics segregation socio-economic Jim Crow Code switching Hypocrisy moral</p>	<ul style="list-style-type: none"> <li>• Daily formative assessments: quizzes, journal writing, argumental writing, bellringer activities</li> <li>• Reader Response Journaling</li> <li>• Constructed responses to literature</li> <li>• Constructed responses to informational text</li> <li>• Discussion responses</li> <li>• Literal/Critical comprehension activities</li> <li>• Comprehension Quizzes</li> <li>• Imbedded vocabulary/grammar activities</li> <li>• Informational text analysis</li> <li>• Poetry analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Literary analysis essay - Theme or Symbol</li> <li>• Connecting Themes Across Texts</li> <li>• Critical Lens essay</li> <li>• Central Idea Response</li> <li>• Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short response</li> </ul>

	<p>W.1,W.2,W.4,W.5  <b>Speaking/Learning:</b>  SL.1  <b>Knowledge of Language:</b>  L.3,L.4,L.5,L.6  <b>Reading:</b>  <b>Literature/Informational</b>  R.1,R.2,R.3,R.4,R.6,R.9  <b>Presentation of</b>  <b>Knowledge/Ideas:</b>  SL.4,SL.5,SL.6</p>	<ul style="list-style-type: none"> <li>• “Fire and Ice” (Robert Frost)</li> <li>• “We Wear the Mask” (Paul Laurence Dunbar)</li> <li>• “Sympathy” (Paul Laurence Dunbar)</li> <li>• “On Turning Ten” (Billy Collins)</li> <li>• “If We Must Die” (Claude McKay)</li> <li>• “Caged Bird” (Maya Angelou)</li> </ul> <p><b><i>The Body</i></b>  "Us Two" by A. A. Milne  "Second Star To The Right – A Poem About Losing Childhood Innocence (Peter Pan)" by an unnamed poet  "Still I Rise" by Maya Angelou</p> <p><b>Informational Text pairings</b>  <i>Common Lit.org:</i></p> <ul style="list-style-type: none"> <li>• “From Slaves to Sharecroppers” (Leigh Dekle)</li> <li>• “Scottsboro Boys” (Jessica McBirney)</li> <li>• Ida Wells Speech on Lynching (NEWSOLA)</li> <li>• “Is Racism an Illness?” (<i>Time Magazine</i>, Noliwe M. Rooks, 2012)</li> <li>• “Excerpt from Southern Horrors: Lynch Laws in all its Phases” (Ida B. Wells)</li> <li>• "Letter from a Birmingham Jail" (Martin Luther King Jr., 1963)</li> <li>• “Being Well Born” George William Hunter 1926)</li> </ul>			
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<p><b>Q2 (Dec.-Jan.)</b>  <b>Unit 2: Writing Lab: Argumentative Writing</b></p> <p>Students read various primary and secondary sources to inform their position on a societal issue.</p>	<p><i>How does research inform our position on a societal issue? How do I determine if a source is credible? How do I persuasively argue a position using ethos, logos and pathos?</i></p> <ul style="list-style-type: none"> <li>• Conduct research on a societal issue.</li> <li>• Identify credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Research-based text set</li> <li>• I-pads</li> <li>• Folders</li> <li>• Highlighters</li> <li>• Notebook</li> <li>• Delineating Argument Charts</li> <li>• Laptops or I-pads</li> <li>• PowerPoint Lesson Slides</li> <li>• Grading Rubric</li> </ul>	<p><b>Tier 3:</b>  perspective claim  text-based evidence  argument  premise  counterclaim  logic  implication  societal issue  citation, in-text  citation</p>	<ul style="list-style-type: none"> <li>• Daily formative assessments: : quizzes, journal writing, do now/bellringer activities</li> <li>• Constructed responses to informational text</li> <li>• Deconstruction of scholarly research to extract premises</li> <li>• Discussion responses</li> </ul>	<ul style="list-style-type: none"> <li>• Constructed responses to informational text</li> <li>• Deconstruction of scholarly research to extract premises</li> <li>• Discussion responses</li> <li>• Daily drafts of argument essay, chunked into essay sections</li> <li>• Daily feedback; one-on-one conferences.</li> <li>• Revision/Editing</li> <li>• Summative Assessment:</li> </ul>

	<ul style="list-style-type: none"> <li>• Formulate a research-based position.</li> <li>• Construct an argumentative essay.</li> <li>• Delineate an argument.</li> <li>• Analyze political cartoons that address societal issue.</li> </ul> <p>NEXT GENERATION ELA STDS.  <b>Reading: Informational</b>  R.1,R.2,R.3,R.4,R.5,R.6  <b>Integration of Knowledge/Ideas</b>  R.7,R.8,R.9  <b>Writing/Text Types</b>  W.1  <b>Speaking/Learning:</b>  SL.1  <b>Knowledge of Language:</b>  L.3  <b>Vocabulary Acquisition/Use</b>  L.4,L.5,L.6</p>	<ul style="list-style-type: none"> <li>• MS TEAMS</li> <li>• Noodle Tools</li> <li>• GALE database</li> <li>• New York Times</li> <li>• CRAAP Scorecards</li> </ul>	<b>Tier 2</b> credible relevant database ethos pathos logos evidence convey implication		5-paragraph argumentative Essay and portfolio
<p><b>Q3 (Feb.-Mar.)</b>  <b>Unit 3: Non-Conformity</b></p> <p>Contemporary American Non-Fiction Novel  <i>Into the Wild</i> (Jon Krakauer)</p>	<p><i>What is our place in society? What is the measure of a successful life? When is civil disobedience appropriate? When is knowledge dangerous? What is the relationship between nature and humankind? What does it take to be a survivor?</i></p> <ul style="list-style-type: none"> <li>• Read for comprehension: literal and critical</li> <li>• Define Naturalism, Transcendentalism</li> <li>• Connect epigraphs to chapter contents/subtext.</li> <li>• Make connections across texts.</li> </ul>	<p><i>Into the Wild</i> – class set</p> <ul style="list-style-type: none"> <li>• Reading Response Journal</li> <li>• informational videos: “Naturalism” (study.com)</li> <li>• “Transcendentalism” schmoop.com</li> <li>• “John Muir” (study.com)</li> <li>• I-pads</li> <li>• PowerPoint Lesson Slides</li> <li>• Notebook</li> <li>• MS TEAMS</li> </ul> <p><b>Supplemental Texts</b>  Movie <i>Into the Wild</i> (Sean Penn)  Essay excerpt “On the Duty Civil Disobedience” (Henry David Thoreau)</p>	<b>Tier 3:</b> Characterization Conflict Setting Point-of-view Connotative Denotative Theme Foreshadowing Plot Sequence Literal Figurative Metacognitive Irony Satire Perspective Symbolism Epigraph Non-Fiction	<ul style="list-style-type: none"> <li>• Daily formative assessments: quizzes, journal writing, argumental writing, bellringer activities</li> <li>• Reader Response Journaling</li> <li>• Constructed responses to literature</li> <li>• Constructed responses to informational text</li> <li>• Discussion responses</li> <li>• Literal/Critical comprehension activities</li> <li>• Chapter Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short response</li> <li>• Summative Unit Assessment: persuasive essay</li> </ul>

	<ul style="list-style-type: none"> <li>Identify a central idea.</li> </ul> <p>NEXT GENERATION ELA STDS.</p> <p><b>Reading:</b> Literature/Informational R.1,R.2,R.3,R.4,R.6,R.9</p> <p><b>Writing:</b> W.1,W.2,W.4,W.5</p> <p><b>Speaking/Learning:</b> SL.1</p> <p><b>Presentation of Knowledge/Ideas:</b> SL.4, SL.5, SL.6</p> <p><b>Knowledge of Language:</b> L.3, L.4, L.5, L.6</p>	<p><b>Transcendentalism poems:</b> “The Soul Selects Her Own Society” and “Some Keep the Sabbath Going to Church”(Emily Dickinson)</p> <p>Songs: “Guaranteed” (Eddie Vedder, <i>Guaranteed</i>) Song: “Live Like You Were Dyin’” (Tim McGraw) “Curriculum Vitae” (Lisel Mueller) “Society” (Eddie Vedder, <i>Guaranteed</i>)</p> <p><i>Deep Survival</i> -Chapters 1-4 excerpts</p> <p><b>Short Stories:</b> “To Build a Fire” (Jack London) “Survivor Type” (Stephen King short story) “The Open Boat” (Stephen Crane) “Bear Meat” (Primo Levi 2007)</p> <p><b>Whole Class Paired Novel</b> <i>The Call of the Wild</i> (Jack London, 1903)</p> <p><b>Paired Novels for Independent Reading</b> <i>Endurance</i> (Alfred Lansing 1959) <i>Alone</i> (Marie E. Byrd 1966) <i>Wild</i> (Cheryl Strayed, 2012)</p>	<p>Tier 2: resilience, resilient civil perspective self- actualization</p>	<ul style="list-style-type: none"> <li>Imbedded vocabulary/grammar activities</li> </ul>	
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<p><b>Unit 3: Writing Lab: Literary Analysis – Writing the Central Idea Response</b></p>	<p><i>How do I identify a central idea? How do I identify the writing strategy used by an author to develop the central idea? How do I support my analysis? How do I construct a central ideal analysis essay?</i></p> <ul style="list-style-type: none"> <li>• Identify a central idea</li> <li>• Distinguish central idea from theme</li> <li>• Identify a writing strategy</li> <li>• Identify author’s purpose for using that writing strategy to develop a central idea</li> <li>• Develop Support w/relevant</li> <li>• Write a literary analysis essay</li> </ul> <p>Next Generation Reading Literary Texts R.1,R.2,R.3,R.4,R.5,R.6 Integration of Knowledge/Ideas R.7,R.8,R.9 Writing/Text Types W.1 Knowledge of Language: L.3 Vocabulary Acquisition/Use L.4,L.5,L.6</p>	<p>Various essays, short stories, passages, ELA Regents exams. To include:</p> <ul style="list-style-type: none"> <li>• “The Sniper” (short story, Liam O’Flaherty)</li> <li>• “Wilderness” (poem, Carl Sandburg)</li> <li>• “The Old Man Under the Bridge” (short story, Ernest Hemingway)</li> <li>• <i>The Good Earth</i> excerpt (8/25 ELA Regents)</li> <li>• <i>The Call of the Wild</i> (Jack London)</li> </ul>	<p><b>Tier 3:</b> Central idea Theme Writing strategy</p>	<ul style="list-style-type: none"> <li>• Daily formative assessments: quizzes, journal writing, argumental writing, bellringer activities</li> <li>• Constructed responses to literature</li> </ul>	<ul style="list-style-type: none"> <li>• Central Idea Response</li> </ul>
<p><b>Q4 (April-May)</b> <b>Unit 4:</b>  Drama through Film  <i>Antigone</i> (Sophocles, Sophie Deraspe (2019), Yorgos Javellas (1961))</p>	<p><i>Antigone: Is personal conviction above the law?</i> <i>The Taming of the Shrew: What are the effects of patriarchy on societal expectations for women?</i> <i>The Crucible: How does societal fear impact mass hysteria?</i></p>	<p>Class set <i>Antigone</i> Class set <i>The Taming of the Shrew</i> Class set <i>The Crucible</i> PowerPoint Lesson Slides I-pads Film adaptations <i>Notebook</i> MS TEAMS</p>	<p><b>Tier 3</b> Act Scene Drama Play characterization protagonist antagonist conflict</p>	<ul style="list-style-type: none"> <li>• Daily formative assessments: : quizzes, journal writing, argumental writing, bellringer activities</li> <li>• Reader Response Journal writing</li> <li>• Constructed responses to literature</li> </ul>	<ul style="list-style-type: none"> <li>• Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative</li> <li>• Argumentative paragraphs</li> <li>• short response</li> <li>• Summative Unit Assessment: Critical Lens essay</li> </ul>

<p><i>The Taming of the Shrew</i> (Franco Zeffirelli, 1967)</p> <p><i>10 Things I Hate about You</i> (1999, Gil Junger)</p> <p><i>McLintock!</i> (Arthur V. McLaglen, 1963)</p> <p><i>The Crucible</i> (Arthur Miller, Nicholas Hytner (1996))</p>	<ul style="list-style-type: none"> <li>Identify elements of drama.</li> <li>Identify themes across texts.</li> <li>Analysis of film adaptations.</li> </ul> <p>Next Generation Reading: Literature/Informational R.1,R.2,R.3,R.4,R.6,R.9</p> <p>Writing: W.1,W.2,W.4,W.5</p> <p>Speaking/Learning: SL.1</p> <p>Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6</p> <p>Knowledge of Language: L.3, L.4, L.5, L.6</p>	<p>Supplemental Texts:</p> <p>Video: “Salem Witch Trials” “Transcendentalism” (YouTube)</p> <p><i>The Twilight Zone</i>: “The Monsters on Maple Street”</p> <p>Drama Pairings: <i>Commonlit.org</i></p> <p>Poems: “Ode to a Grecian Urn” “The Taming of the Shrew- Induction” (Gary Soto)</p> <p>Informational Text: “On Tragedy,” “Greek Society” “McCarthyism”</p>	<p>setting point-of-view connotative denotative theme foreshadowing plot sequence literal figurative symbolism irony (dramatic) central idea theme metaphor simile personification allusion catastrophe sonnet soliloquy aside Freytag’s Structure</p> <p>Tier 2: chorus catharsis deus ex machina tragedy prophet Puritans Puritanism mass hysteria shrew</p>	<ul style="list-style-type: none"> <li>Constructed responses to informational text</li> <li>Discussion responses</li> <li>Literal/Critical comprehension activities</li> </ul>	
<p>Q4 (June) ELA II Regents Review</p>	<p><i>What test-taking strategies will ensure my success?</i></p> <p><i>What components of the argument essay are critical for me to address? How do I decide on a central idea and writing strategy? How do I</i></p>	<p>Notebook I-Pads Highlighters Copies of previous Common Core Regents exams</p>	<p>Tier 3 argument writing Strategy central idea</p> <p>Tier 2: convey</p>	<ul style="list-style-type: none"> <li>Daily formative assessments</li> <li>Demonstrate comprehension of passages using MC questions.</li> </ul>	<ul style="list-style-type: none"> <li>Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short response</li> </ul>

	<p><i>structure the central idea response?</i></p> <ul style="list-style-type: none"> <li>• Students will engage in a structured review in preparation for June ELA Regents exam. <ul style="list-style-type: none"> <li>• Multiple choice strategies.</li> <li>• Review task words frequented in MC questions.</li> <li>• Review qualifiers frequented in MC questions</li> <li>•</li> <li>• Identify key components in sample argumentative essays</li> <li>• Score and justify argumentative sample essays.</li> <li>• Identify key components of the central idea response in sample responses.</li> <li>• Score and justify sample responses.</li> <li>• Review overall exam strategies.</li> </ul> </li> </ul>		<p>suggest serve inform clarify illustrate</p>	<ul style="list-style-type: none"> <li>• Identify elements of a fully developed argumentative essay</li> <li>• Identify elements of a fully developed central idea response.</li> </ul>	
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