

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author’s purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author’s purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<i>A Separate Peace</i>	September	Themes of friendship, jealousy, war, and identity; figurative language; narrative perspective.	Allegory, foreshadowing, internal conflict, archetype, Bildungsroman	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Compare and contrast themes; analyze point of view; write analytical essays.	War—internal and external—reveals the complexity of human nature.	Comparative essay, dialectical journal, character analysis presentation
<i>Anthem</i>	October	Study of individualism and collectivism; dystopian elements and philosophical themes.	Collectivism, individualism, symbolism, motif, tone, dystopia, irony	Delineate and evaluate an argument and specific claims in a text, assessing validity and sufficiency of evidence.	Analyze author’s purpose; evaluate tone and philosophical argument; support claims with evidence.	The pursuit of knowledge and individuality defines human freedom.	Thematic essay, Socratic seminar; creative rewrite of a scene.

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author's purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author's purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<i>Frankenstein</i>	November	Romanticism and Enlightenment context; ethics of creation; characterization and narrative structure.	Romanticism, Prometheus, allusion, hubris, frame narrative, irony, juxtaposition	Choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Develop sustained literary argument; connect literature to historical context.	Human ambition and creation raise moral and existential questions.	Literary analysis essay; Socratic seminar; black-out poem.

Mount Pleasant Central School District

English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author's purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author's purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<i>Macbeth</i>	December-January	Tragic structure; ambition, power, and fate; use of motif, imagery, and soliloquy.	Tragic hero, motif, soliloquy, dramatic irony, fate vs. free will, prophecy	In literary texts, consider how varied aspects of structure create meaning and affect the reader. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Analyze dramatic structure; evaluate character motivation; interpret figurative language.	Unchecked ambition leads to moral corruption and downfall.	Soliloquy performance & analysis; literary essay.
<i>Ethan Frome</i>	February	Realism and naturalism; isolation, duty, and moral conflict; symbolism and setting.	Symbolism, realism, naturalism, irony, frame narrative, motif	Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of word choice on meaning, tone, and mood.	Interpret symbolism; connect literature to social context; craft comparative analysis.	Choices made in isolation define one's moral and emotional fate.	Close reading essay; found poem project; comparative discussion with Romantic texts.

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author’s purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author’s purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.			
<i>Their Eyes Were Watching God</i>	March	Harlem Renaissance context; gender, race, and self-realization; dialect and narrative voice.	Dialect, frame narrative, symbolism, imagery, metaphor, self-actualization	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Analyze cultural and feminist themes; examine dialect and narrative structure.	Identity is forged through struggle, love, and self-expression.	Literary essay; creative monologue;

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author's purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author's purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<i>Cat on a Hot Tin Roof</i>	April	Race, family, and legacy in 1950s America; symbolism and generational conflict.	Symbolism, motif, realism, conflict, monologue, catharsis	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Analyze drama; evaluate relationships and conflict; perform and annotate scenes.	The American Dream and family expectations shape identity and purpose.	Chekhov's Gun project; analytical essay; reflective journal.
<i>Fences</i>	May	Southern Gothic themes; repression, illusion, and truth in modern drama.	Subtext, symbolism, realism, dramatic tension, motif, Southern Gothic	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters,	Interpret stage directions and dialogue; analyze subtext; explore	Illusion and denial prevent genuine human connection.	Scene analysis; character study; dramatic interpretation essay.

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author's purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author's purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				advance the plot, or develop a theme. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	themes of truth vs. illusion.		
<i>Sir Gawain & the Green Knight</i>	June	Medieval romance and chivalric code; symbolism and allegory; translation analysis.	Chivalry, allegory, archetype, symbolism, quest, honor	Choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. Draw evidence from literary or informational texts to support	Analyze epic and allegorical structure; interpret symbolism and medieval values.	Virtue and honor are tested through trials of integrity and courage.	Synthesis performance task.

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author’s purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author’s purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				analysis, reflection, and research.			
Poetry	All year	Study of poetic forms and movements; close reading and original composition.	Meter, rhyme scheme, iambic pentameter, enjambment, imagery, tone, form	Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of word choice on meaning, tone, and mood. Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.	Interpret poetic form; write in varied styles; analyze sound and imagery.	Poetic structure enhances emotional and intellectual resonance.	Poetry portfolio; explication essay; performance reading.



Mount Pleasant Central School District

English 10H, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author's purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author's purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Short Stories	All year	Analysis of diverse short fiction; literary elements and narrative techniques.	Tone, theme, irony, symbolism, motif, foreshadowing, conflict	Determine one or more themes or central ideas in a text and analyze development, including how it emerges and is shaped and refined by specific details. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Close read short fiction; identify literary devices; write analytical responses.	Short fiction distills universal truths through concise storytelling.	Analytical paragraph; creative short story; timed close-reading essay.
YA Literature Book Clubs	October	young adult literature; school as social institution; adolescent identity; silence and voice; bildungsroman.	conformity; resistance; complicity; alienation; silence; voice; agency; identity; power; authority; moral courage; social	10R1: Cite strong textual evidence. 10R2: Determine and analyze themes. 10R3: Analyze character development, conflict, and interaction. 10R6: Analyze point of view and authorial	Close reading; passage analysis; interpretive categorization; literary discussion; question generation; evidence selection; thematic analysis; comparison	Literature reveals how young people struggle to preserve identity, voice, and conscience when confronted by social pressure, institutional power,	Passage-categorization chart; literature circle preparation and participation; thematic evidence log; Socratic seminar preparation and participation;

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District
English 10H, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How does knowledge of the rhetorical situation help readers to identify an author’s purpose? In this class, we will consider literature as a rhetorical transaction, one that enables the reader to identify an author’s purpose through an interpretation of literary techniques. Students will read literary texts ranging from the Middle Ages to contemporary America and representing a variety of character perspectives and experiences. Our main goal is to develop the close reading strategies that transfer across a variety of texts, including imaginative literature and persuasive non-fiction. We emphasize a sensitivity to the nuances of language, the importance of judiciously chosen evidence, and the construction of persuasive arguments. Assessment will be primarily through close reading exercises and performance learning, such as projects or essays, that enable students to interpret literary content through a variety of genres.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			pressure; trauma; marginalization; bystander; conscience; ethical responsibility; institutional culture	choices. 10R8: Analyze and evaluate arguments in nonfiction. 10R9: Compare literary and informational texts. 10W1: Write arguments. 10W9: Draw evidence from literary and informational texts. 10SL1: Participate effectively in collaborative discussions. 10L1-2: Demonstrate command of conventions.	and synthesis; seminar participation; listening and responding; thesis development; literary argument writing; commentary and line of reasoning	silence, conformity, and the moral risks of resistance.	seminar reflection; on-demand literary argument essay