Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:
♦ utilizing their own particular strengths and teaching style
♦ addressing the varying learning needs of their students
♦ determining the order in which the content and skills are presented within a marking period
♦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

English Language Arts Curriculum Maps
The high school English curriculum maps are divided into the four strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

July 2015

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Curriculum Map for High School English 3

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.11-12.1 & RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.11-12.2 & RI.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy	**Literary Analysis** RL.11-12.1, RI.11-12.1, RL.11-12.2, RI.11-12.2, RL.11-12.3, RI.11-12.3 RI.11-12.8, RL.11-12.10, RI.11-12.10 *Literature* o *Poetry* o *Drama* o *Short Story* o *Novel* o *Essay* o *Oral Tradition* *Nonfiction* o *Memoir* o *Essay* o *Political Documents* o *Political Satire* o *Personal Narrative* o *Historical Narrative*	**Literary Analysis** • Analyze, interpret, and respond to significant writings of literature. • Appreciate how seminal works of literature reveal characteristics that have come to be linked to specific cultures. • Connect the literature studied to its historical, social and cultural context.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Portfolios Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects Essays on Topical Issues Creative Writing Assignments Socratic Method Class Participation Exit Slips Writing Workshop Conferences Debate	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

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READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.11-12.10 & RI.11-12.10 Read and comprehend literature, including stories, dramas, and poems, and literary nonfiction in the grades 11-CCR text complexity band proficiently.	**Literary Periods and Movements** RL.11-12.2, RL.11-12.3, RL.11-12.6, RI.11-12.8, RL.11-12.9, RL.11-12.10	**Literary Periods and Movements** Identify characteristics of the literary periods and movements associated with each piece of literature.		Relate the themes present in literature to the human experience in light of Catholic Christian values.
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).				Identify and analyze religious symbolism and allusions to sacred text.
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	**Literary Terms** RL.11-12.2, RL.11-12.9, RI.11-12.9	**Literary Terms** Use the canon of literary terms in order to understand and analyze literature from different periods and genres.		Use the Bible as literature. Explore allusions to biblical characters and stories.
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				When applicable, identify and analyze the impact Catholic faith has on an author's craft.
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	**Theme** RL.11-12.2, RL.11-12.6, RL.11-12.9	**Theme** Relate the themes present in literature to the human experience in light of Catholic Christian values.		
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific				

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**Author's Craft** RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9 **Digital Literacy** RL.11-12.7, RL.11-12.8	**Author's Craft** • Analyze the craft of the authors and recognize their contribution to the development of literature. • Recognize and employ rhetorical strategies. • Compare and contrast literary works to draw conclusions about purpose and style. **Digital Literacy** • Integrate technology in order to enhance research techniques, comprehension, and synthesis of varying viewpoints and the presentation of information.		

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LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Grammar** L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5 **Vocabulary** L.11-12.4, L.11-12.5, L.11-12.6	**Grammar** • Recall and apply rules of formal grammar, usage and sentence structure. • Recognize and eliminate wordy or awkward constructions from one's writing. **Vocabulary** • Utilize a variety of strategies to determine or clarify word meaning. • Define and accurately use general academic, and content specific words.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Portfolios Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects Essays on Topical Issues Creative Writing Assignments Socratic Method Class Participation Exit Slips Writing Workshop Conferences Debate	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	**Style & Mechanics** W.11-12.4, W.11-12.5 **Types of Writing** o Persuasive Essay o Analytical Essay o Research Paper o Reflection Paper o Short Answer o College Essay/Personal Statement * W.11-12.4, W.11-12.5, W.11-12.1, W.11-12.9	**Style & Mechanics** • Recall guidelines for structuring an essay's introductory, body and concluding paragraphs and apply these principles to an analytical essay. • Utilize a variety of sentence structures and strong word choice for more advanced essays. **Types of Writing** • Demonstrate mastery of the analytical essay. • Identify and appreciate the effect of structural and rhetorical devices in persuasive writing. • Master the components of both writing and delivering an effective persuasive speech. * • Construct a well-crafted persuasive	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Portfolios Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects Essays on Topical Issues Creative Writing Assignments Socratic Method Class Participation Exit Slips Writing Workshop Conferences Debate	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

WRITING

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c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e) Provide a concluding statement or section that follows from and supports the argument presented. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Paragraph Writing** W.11-12.4, W.11-12.5, W.11-12.10 **Writing Process** W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10	speech that employs a variety of rhetorical devices.* **Paragraph Writing** • Construct paragraphs that contain effective topic sentences, logical order of thoughts, linkage among sentences, convincing development and support of the paragraph's main idea. • Respond to a writing prompt. **Writing Process** • Utilize a writing process, including: ○ Thesis Development ○ Organization ○ Revision ○ Research		

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WRITING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	***Research Paper** W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7. W.11-12.8, W.11-12.10 **Formatting** W.11-12.8	***Research Paper**: • Identify a workable topic. • Identify varied and valid sources. • Effectively compile and organize information. • Move from topic to thesis. • Construct an effective outline. • Write a rough draft. • Revise the draft and refine sources if necessary. • Provide proper documentation throughout the paper. • Compile a "Works Cited" page. • Self-edit the final paper. **Formatting** • Use MLA format for in-text and source citations.		

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SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL.11-12.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**Collaborative Discussion** SL.11-12.1, SL.11-12.3 **Presentations/Public Speaking** SL.11-12.2, SL.12-12.3, SL.11-12.4, SL.11-12.5, Sl.11-12.6	**Collaborative Discussion** • Participate effectively in a range of collaborative discussions. • Express ideas clearly. • Respond to and build upon ideas expressed by others. **Presentations/Public Speaking** • Construct a well-crafted oral presentation that employs a variety of rhetorical devices. • Integrate technology in order to enhance research techniques, comprehension, synthesis of varying viewpoints and the presentation of information. • Develop a multi-media interpretive presentation.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Portfolios Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects Socratic Method Class Participation Exit Slips Conferences Debate	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

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SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		• Master the components of both writing and delivering an effective oral presentation. *		