

BHS Curriculum Map

English I

Marking Period:	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
Units:	The Art of Storytelling	The Role of Tragedy	The Value of the Journey	The Impact of Dreams
Content Standards:	<p>CC.9-10.R.L.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.L.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.9-10.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.9-10.W.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth</p>	<p>CC.9-10.R.L.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>CC.9-10.R.L.8 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CC.9-10.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.9-10.W.2</p>	<p>CC.9-10.R.L.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.e Establish and maintain a formal style and objective tone while attending</p>	<p>CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.9-10.R.L.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC.9-10.R.L.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>CC.9-10.W.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among</p>

<p>progression of experiences or events.</p> <p>CC.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CC.9-10.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CC.9-10.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.9-10.SL.1.a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.c</p>	<p>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.</p> <p>CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.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.</p> <p>CC.9-10.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add</p>	<p>to the norms and conventions of the discipline in which they are writing</p> <p>CC.9-10.W.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.</p> <p>CC.9-10.W.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.</p> <p>CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.9-10.L.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</p>	<p>claim(s), counterclaims, reasons, and evidence.</p> <p>CC.9-10.W.1.c Use words, phrases, and clauses 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.</p> <p>CC.9-10.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.1.d Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and</p>
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	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>interest.</p>	<p>Level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>reasoning presented.</p> <p>CC.9-10.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p> <p>CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>
<p>Skills:</p>	<ul style="list-style-type: none"> Select and organize relevant information from text to summarize the key points that convey the writer's theme. Practice effective techniques of highlighting and annotating text. Accurately identify examples of story structure as well as voice, tone, and figurative language in text and provide explanations about how these techniques satisfy author purpose. Practice the narrative techniques of dialogue, description, figurative language, and plot development. 	<ul style="list-style-type: none"> Find information in a printed text. Select the most important information to include in a news report. Use a variety of reference sources to find word meanings. Develop foundational skills in making valid claims and counterclaims Develop a basic vocabulary and use it to critique film clips. Develop knowledge of basic artistic terminology and apply it to visual representations of literature. Develop an understanding of how to construct a claim and counterclaim to supply evidence for each side 	<ul style="list-style-type: none"> Acquire knowledge about and identify the traits of an epic hero. Acquire knowledge on Greek gods and goddesses. Acquire knowledge on and identify the qualities of chivalry. Demonstrate facility with elements of a formal essay in response to direct instruction about the writing process. Identify the elements of a myth and describe how these aspects contribute to the purpose of the story. Emphasize the correct use of parenthetical citations. 	<ul style="list-style-type: none"> Make strong choices of textual examples to represent insightful observations about characters. Differentiate between explicit and implicit conclusions. Develop an understanding for various methods of characterization used by writers. Develop effective strategies for taking notes. Demonstrate an ability to collaborate with classmates to create a cohesive presentation. Develop an understanding of rhetorical structures for argument. Use appropriate format for a letter.

	<ul style="list-style-type: none"> Identify and analyze literary techniques that an author uses that contribute to the meaning and appeal of texts. Reference works of art to identify mood and tone in a vignette and a personal experience. Practice reflection techniques orally and in writing with a partner or in small groups. Collaborate to arrive at a common understanding of what constitutes strong discussion questions and responses. Emphasize the correct use of capitalization and punctuation in all writing. 	<ul style="list-style-type: none"> while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Emphasize the correct use of subject-verb agreement and commas. 		<ul style="list-style-type: none"> Practice connecting specific textual examples to thematic ideas. Using effective strategies for selecting information including web site and database evaluation and using a print index and proper MLA citation. Grammar as appropriate to a persuasive letter. <p>Honors:</p> <ul style="list-style-type: none"> Use formal debate structure effectively.
<p>Academic Vocabulary:</p>	<p>Autobiography Characterization Chronological order Diction Figurative language Memoir Mood Narrative Personal/autobiographical Essay Plot structure Setting Symbol Theme Tone Vignette Voice</p>	<p>Aside Blank verse Claim/counter claim Classical allusions Comedy Dialogue Evidence Foil Greek chorus Heroic couplet Iambic pentameter Irony: dramatic, situation, verbal Monologue Protagonist Soliloquy Tragedy Tragic flaw Tragic hero</p>	<p>Epic hero Epic simile Epic poem Epithet Invocation Oral tradition Tragic hero</p>	<p>Analyze Authoritative Concise Explicit Evaluate Fallacious Reasoning Implicit Infer Reasoning Rhetoric</p>
<p>Essential Questions:</p>	<ul style="list-style-type: none"> Why are stories told? 	<ul style="list-style-type: none"> What lessons can be learned from experiencing tragedy in literature? 	<ul style="list-style-type: none"> How do characters grow as a result of their journey? 	<ul style="list-style-type: none"> How are dreams shaped by culture?

	<ul style="list-style-type: none"> How are stories told effectively? 	<ul style="list-style-type: none"> What elements are included in a tragedy? 	<ul style="list-style-type: none"> How do choices effect the journey's outcome? 	
<p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Text-based questions that ask students to objectively summarize and discuss the important elements and details of thematic development. (Honors students create interpretive, analytical, synthesis, and evaluative questions about unit texts.) 	<ul style="list-style-type: none"> Use text-based excerpts to assign and justify blame for tragic outcomes. Examine Baz Luhrman's and Franco Zeffirelli's film renditions of "the balcony scene" of <i>Romeo and Juliet</i> Compare dialogue, setting, development of character. Research an Elizabethan topic and participate in a jigsaw discussion about Elizabethan culture and history. Draw parallels between <i>Romeo and Juliet</i> and "Pyramus and Thisbe" and comment on how Shakespeare transformed the myth. Matrix representing the tragic elements present in unit texts. Distinctions are made between Shakespearean and modern tragic elements. Use the matrix to write a response answering the unit essential question: What lessons can be learned from experiencing tragedy in literature? Research and publish an article which focuses on a topic during the Elizabethan time period. (Honors) <p>Summative:</p> <ul style="list-style-type: none"> Develop claim(s) and counterclaims that assign blame to the tragic outcome of <i>Romeo and Juliet</i> 	<p>Formative:</p> <ul style="list-style-type: none"> Research a Greek god or goddess and create a wiki/post information on class wiki as a reference for working with the <i>Odyssey</i>. <i>Odyssey</i> response sheet that focuses on qualities of the epic hero, values of the society, and the impact of text structure. <p>Summative:</p> <ul style="list-style-type: none"> Write a persuasive essay analyzing the heroic qualities of a contemporary hero. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <p>Honors (additional)</p> <ul style="list-style-type: none"> Write an essay discussing the impact of character's decisions on the outcome of their journey. 	<ul style="list-style-type: none"> What role do dreams play in an individual's life? <p>Formative:</p> <ul style="list-style-type: none"> Graphic organizers that ask students to provide strong and thorough textual examples to make explicit and inferred determinations about how characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Work collaboratively to research selected topics from the Great Depression and Civil Rights eras and present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. T-chart showing delineation and evaluation of the argument and specific claims in seminal U.S. documents, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning <p>Summative:</p> <ul style="list-style-type: none"> Persuasive letter to Board of Education detailing why <i>Of Mice and Men</i> or <i>A Raisin in the Sun</i> should or should not be in the curriculum. Students must address cultural significances, historical facts, thematic connections, and unit essential questions as part of their 	
<ul style="list-style-type: none"> Complete a graphic organizer showing a close study of voice, tone, and figurative language in <i>House on Mango Street</i>. Use narrative techniques in creating a vignette and: <ul style="list-style-type: none"> Write a vignette using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Present how a work of art represents a vignette and submit a written works cited. (Honors writes a corresponding one page essay explaining the connection and correctly uses MLA citations). Preparation and participation in text-based discussions 				

	<ul style="list-style-type: none"> Analyze the details emphasized about a unit topic told in at least two different mediums. Objectively summarize and explain the important elements and details of thematic development in <i>Speak</i>. <p>Summative:</p> <ul style="list-style-type: none"> Review written work from the unit and write a formal reflection that is used to identify writing goals for the year. Fishbowl discussion that uses excerpts from all unit texts to answer the essential questions. <p>Honors (additional)</p> <ul style="list-style-type: none"> Review written work from the unit and write a formal reflection that is used to identify writing goals for the year. Fishbowl discussion that extend and/or challenge student interpretations of all unit texts. Research an article from a primary source of someone who had similar experiences to the character from your selected independent reading 	<p>Honors (additional)</p> <ul style="list-style-type: none"> Develop claim(s) and counterclaims that assign blame to the tragic outcome of <i>Romeo and Juliet</i> and present during a class debate. 		<p>argument.</p> <p>Honors (additional)</p> <ul style="list-style-type: none"> Debate about whether <i>A Raisin in the Sun</i> or <i>A Secret Life of Bees</i> is a stronger representation of the Civil Rights culture. Students must address cultural significances, historical facts, thematic connections, and unit essential questions as part of their argument.
Curriculum Resources:	Academic	Academic	Academic	Academic

	<p><i>Speak</i> by Laurie R. King Selections from <i>House on Mango Street</i> by Sandra Cisneros “Li Chang’s Million” by Henry Felsen Poems that feature the narrative voice Selected works of art Honors (additional) <i>The Pearl</i> by John Steinbeck “All Things Bright and Beautiful” textbook excerpt by James Herriot Choice of autobiography: <i>I Know Why the Caged Bird Sings</i> by Maya Angelo <i>Chinese Cinderella</i> by Adeline Yen Mah <i>Farewell to Manzanar</i> by Jeanne Wakasuki Houston</p>	<p>“The Cask of Amontillado” by Edgar Allan Poe “Button, Button” by Richard Matheson <i>Oedipus the King</i> by Sophocles <i>Romeo and Juliet</i> by William Shakespeare Definitions of Tragedy: Shakespearean and Modern “I Measure Every Grief I Meet” by Emily Dickinson and other poetry connected to tragic themes “Life’s Tragedy” by Paul Laurence Dunbar Honors (additional) Independent reading selection related to essential questions Aristotle’s definition of tragedy</p>	<p>“Pow! Bam! Superhero Groups Clash In an Epic Battle of Good vs. Good” by Ashby Jones “The Man in the Water” by Roger Rosenblatt <i>The Odyssey</i> by Homer <i>Night</i> by Elie Wiesel Poetry and Informational Texts connected to ideas about heroism <i>CNN Heroes</i> Essays Honors (additional) Expanded reading of <i>The Odyssey</i> Excerpts from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p>	<p><i>Of Mice and Men</i> by John Steinbeck <i>A Raisin in the Sun</i> by Lorraine Hansberry JFK Radio and Television Report to the American People on Civil Rights (06/11/1963) “The Scholarship Jacket” by Marta Salina “I Have a Dream” speech by Martin Luther King, Jr. “Everybody Knows Toby” by Daniel Garza Dream sequence poems by Langston Hughes Honors (additional) <i>The Secret Life of Bees</i> by Sue Monk Kidd Choice: <i>When I Was Puerto Rican</i> by Esmeralda Santiago <i>Glass Castle</i> Jeanne <i>Run Anne Parchet</i> <i>Breath, Eyes, Memory</i> Edwidge Danticat <i>Of Mice and Men</i> - e-text <i>A Raisin in the Sun</i> e-text iPad</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> Writing Center Orientation Noodle Tools Orientation in LMC iPad <ul style="list-style-type: none"> Use of Voicethread app Use of Paperport notes Collaborative Discussion 	<ul style="list-style-type: none"> LMC research and orientation to academic databases iPad <ul style="list-style-type: none"> Student selected application for use to collaborate and share information during jigsaw discussion 	<ul style="list-style-type: none"> Noodle Tools note cards iPad <ul style="list-style-type: none"> Greek gods and goddesses e-text and research 	

