



## 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*

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**READING**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Content</b>                                                                                             | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Gospel Values &amp; Faith Connections</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>RL.9-10.10</b><br/>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently.</p> <p><b>RL.9-10.2</b><br/>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><b>RL.9-10.3</b><br/>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><b>RL.9-10.5</b><br/>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><b>RL.9-10.6</b><br/>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p><b>Fiction: Short Stories and Novels</b><br/>RL.9-10.10, RL.9-10.2, RI.9-10.3, RL.9-10.5, RL.9-10.6</p> | <p><b>Fiction: Short Stories and Novels</b></p> <ul style="list-style-type: none"> <li>• Identify plot elements, point of view, and setting.</li> <li>• Analyze characterization narrative style, symbolism, irony, theme, foreshadowing, and motifs.</li> <li>• Connect common elements of fiction from various stories.</li> <li>• Connect the beliefs and actions of the subject or author to Gospel values.</li> </ul> | <p>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.</p> <p>Tests<br/>Quizzes<br/>Portfolios<br/>Use of Rubrics<br/>Concept Maps<br/>Presentations<br/>Peer Reviews<br/>Group Projects<br/>Individual Projects<br/>Essays on Topical Issues<br/>Creative Writing Assignments<br/>Socratic Method<br/>Class participation<br/>Exit Slips<br/>Writing Workshop<br/>Conferences<br/>Debate</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b><br/>Community<br/>Compassion<br/>Faith in God<br/>Forgiveness<br/>Hope<br/>Justice<br/>Love<br/>Peace<br/>Respect for Life<br/>Service<br/>Simplicity<br/>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p> |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**READING**

| Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Content                                                            | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment | Gospel Values & Faith Connections                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>RL.9-10.1</b><br/>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><b>RL.9-10.2</b><br/>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><b>RL.9-10.4</b><br/>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><b>L.9-10.5</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p><b>Poetry</b><br/>RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.5</p> | <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Identify figurative language, sound devices, form, and speaker.</li> <li>• Compare and contrast speaker, form, theme, and poetic devices in multiple selections.</li> <li>• Analyze how form contributes to meaning.</li> <li>• Analyze how poetic devices contribute to meaning, voice, and tone.</li> <li>• Connect the beliefs and actions of the subject or author to Gospel values.</li> </ul> |            | <p>Relate the themes present in literature to the human experience in light of Catholic Christian values.</p> <p>Identify and analyze religious symbolism and allusions to sacred text.</p> <p>Use the Bible as literature.</p> <p>Explore allusions to biblical characters and stories.</p> <p>When applicable, identify and analyze the impact Catholic faith has on an author's craft.</p> |



**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**READING**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Content</b>                                    | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
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| <p><b>RI.9-10.4</b><br/>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><b>RI.9-10.6</b><br/>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RL.9-10.10</b><br/>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently.</p> <p><b>RL.9-10.6</b><br/>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p><b>Mythology</b><br/>RL.9-10.10, RI.9-10.6</p> | <p>author's bias.</p> <ul style="list-style-type: none"> <li>• Connect the author's experience to personal experience.</li> <li>• Connect the beliefs and actions of the subject or author to Gospel values.</li> </ul> <p><b>Mythology</b></p> <ul style="list-style-type: none"> <li>• Identify epic conventions.</li> <li>• Analyze how the stories reflect the values of the society that produced it.</li> <li>• Connect values of the myth to personal experience and to Gospel values.</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**LANGUAGE**

| Standards                                                                                                                                                                                                                                                                       | Content                                      | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Gospel Values & Faith Connections                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>L.9-10.1</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.2</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p><b>Grammar</b><br/>L.9-10.1, L.9-10.2</p> | <p><b>Grammar</b><br/><i>Parts of Speech</i></p> <ul style="list-style-type: none"> <li>Identify the function of each word within a sentence.</li> </ul> <p><i>Sentence Construction</i></p> <ul style="list-style-type: none"> <li>Identify and reproduce sentences of each type.</li> <li>Distinguish between a sentence and a fragment.</li> <li>Correct fragments and run-ons.</li> </ul> <p><i>Agreement</i></p> <ul style="list-style-type: none"> <li>Produce sentences that demonstrate the correct use of subject-verb agreement and pronoun-antecedent agreement.</li> </ul> <p><i>Punctuation and Capitalization</i></p> <ul style="list-style-type: none"> <li>Correctly punctuate sentences.</li> <li>Recognize the correct words to be capitalized.</li> </ul> | <p>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.</p> <p>Tests<br/>Quizzes<br/>Portfolios<br/>Use of Rubrics<br/>Concept Maps<br/>Presentations<br/>Peer Reviews<br/>Group Projects<br/>Individual Projects<br/>Essays on Topical Issues<br/>Creative Writing Assignments<br/>Socratic Method<br/>Class participation<br/>Exit Slips<br/>Writing Workshop<br/>Conferences<br/>Debate</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b><br/>Community<br/>Compassion<br/>Faith in God<br/>Forgiveness<br/>Hope<br/>Justice<br/>Love<br/>Peace<br/>Respect for Life<br/>Service<br/>Simplicity<br/>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p> |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**LANGUAGE**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Content</b>                                                | <b>Skills</b>                                                                                                                                                                                                                                                                                | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
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| <p><b>L.9-10.4</b><br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.9-10.5</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.9-10.6</b><br/>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.</p> | <p><b>Vocabulary</b><br/>L.9-10.4, L.9-10.5,<br/>L.9-10.6</p> | <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Analyze prefix, suffix, and roots of the target words.</li> <li>• Recognize word families.</li> <li>• Determine word meaning through context clues.</li> <li>• Incorporate sophisticated vocabulary in writing.</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Content</b>                                                                                                                                                                                   | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Gospel Values &amp; Faith Connections</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>W.9-10.4</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b><br/>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><b>W.9-10.6</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.10</b><br/>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><b>W.9-10.1</b><br/>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p><b>The Writing Process</b><br/>W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10</p> <p><b>Persuasive/ Argumentative, Analytical Writing</b><br/>W.9-10.1, W.9-10.9, W.9-10.4, W.9-10.5, W.9-10.10,</p> | <p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing for a variety of purposes and audiences.</li> <li>• Utilize the steps of the writing process to develop and strengthen writing.</li> </ul> <p><b>Persuasive/ Argumentative, Analytical Writing</b></p> <ul style="list-style-type: none"> <li>• Introduce precise claims.</li> <li>• Distinguish claims from alternate or opposing claims.</li> <li>• Create an organization that establishes clear relationships among claims, counterclaims and reasons.</li> <li>• Develop claims and counterclaims fairly.</li> <li>• Cite evidence for claims and counter-claims.</li> </ul> | <p>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.</p> <p>Tests<br/>Quizzes<br/>Portfolios<br/>Use of Rubrics<br/>Concept Maps<br/>Presentations<br/>Peer Reviews<br/>Group Projects<br/>Individual Projects<br/>Essays on Topical Issues<br/>Creative Writing Assignments<br/>Socratic Method<br/>Class participation<br/>Exit Slips<br/>Writing Workshop<br/>Conferences<br/>Debate</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b><br/>Community<br/>Compassion<br/>Faith in God<br/>Forgiveness<br/>Hope<br/>Justice<br/>Love<br/>Peace<br/>Respect for Life<br/>Service<br/>Simplicity<br/>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p> |

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Curriculum Map for High School English 1**

**WRITING**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Content</b> | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
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| <p>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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>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>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.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.9-10.9</b><br/>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |                | <ul style="list-style-type: none"> <li>• Analyze the strengths and limitations of the claims and counter claims presented.</li> <li>• Create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence.</li> <li>• Establish and maintain a formal style and objective tone while writing.</li> <li>• Attend to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                                              |
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| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Content</b>                                                                | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
| <p><b>W.9-10.2</b><br/>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>a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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>c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and</p> | <p><b>Expository Writing</b><br/>W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.10,</p> | <p><b>Expository Writing</b></p> <ul style="list-style-type: none"> <li>• Introduce and develop a topic.</li> <li>• Organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>• Utilize formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful.</li> <li>• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information.</li> <li>• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**WRITING**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Content</b>                                                                           | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
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| <p>supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.9-10.3</b><br/>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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 progression of experiences or events.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>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><b>Narrative and Creative Writing</b><br/>W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.10</p> | <p>concepts.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>Narrative and Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Present a problem, situation, or observation.</li> <li>• Establish point(s) of view.</li> <li>• Introduce a narrator and/or characters.</li> <li>• Create a smooth progression of experiences or events.</li> <li>• Use narrative techniques, such as</li> </ul> |                   |                                              |

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Curriculum Map for High School English 1**

**WRITING**

| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Content</b>                                                             | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
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| <p>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.9-10.7</b><br/>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><b>Research Process</b><br/>W.9-10.7, W.9-10.8, W.9-10.9, L.9-10.3a</p> | <p>dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to sequence events.</li> <li>• Use appropriate and precise words and phrases, telling details, and sensory language to convey experiences, events, setting, and/or characters.</li> <li>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p><b>Research Process</b></p> <ul style="list-style-type: none"> <li>• Conduct research to answer a question or solve a problem.</li> <li>• Determine the</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                                              |
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| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Content</b> | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Assessment</b> | <b>Gospel Values &amp; Faith Connections</b> |
| <p><b>W.9-10.8</b><br/>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><b>W.9-10.9</b><br/>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>L.9-10.3a</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> |                | <p>appropriate scope of inquiry.</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple authoritative print and digital sources.</li> <li>• Assess the usefulness and credibility of each source in answering the research question.</li> <li>• Use advanced searches effectively.</li> <li>• Synthesize information from multiple sources.</li> <li>• Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.</li> <li>• Follow a standard format for citation.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> |                   |                                              |

**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**SPEAKING & LISTENING**

| Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Content                                              | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment                                                                                                                                                                                                                                                                                                                                                                                                     | Gospel Values & Faith Connections                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>SL.9-10.1</b><br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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>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>c) 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>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and,</p> | <p><b>Collaborative Discussion</b><br/>SL.9-10.1</p> | <p><b>Collaborative Discussion</b></p> <ul style="list-style-type: none"> <li>• Participate effectively in a range of collaborative discussions.</li> <li>• Express ideas clearly and persuasively.</li> <li>• Build on ideas and presented by others.</li> <li>• Refer to evidence from texts and other research on the topic or issue being discussed.</li> <li>• Identify and comply with rules and procedures for collaborative discussion.</li> <li>• Pose and respond to questions relating to the topic of discussion.</li> <li>• Incorporate others into the discussion.</li> <li>• Verify or challenge ideas and conclusions.</li> </ul> | <p>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.</p> <p>Tests<br/>Quizzes<br/>Portfolios<br/>Use of Rubrics<br/>Concept Maps<br/>Presentations<br/>Peer Reviews<br/>Group Projects<br/>Individual Projects<br/>Socratic Method<br/>Class participation<br/>Exit Slips<br/>Debate</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b><br/>Community<br/>Compassion<br/>Faith in God<br/>Forgiveness<br/>Hope<br/>Justice<br/>Love<br/>Peace<br/>Respect for Life<br/>Service<br/>Simplicity<br/>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p> |



**Archdiocese of Newark Catholic Schools  
Curriculum Map for High School English 1**

**SPEAKING & LISTENING**

| Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Content                                                              | Skills                                                                                                                                                                                                                                                                                                                                                                    | Assessment | Gospel Values & Faith Connections |
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| <p><b>SL.9-10.4</b><br/>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><b>SL.9-10.5</b><br/>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><b>SL.9-10.6</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p><b>Oral Presentations</b><br/>SL.9-10.4, SL.9-10.5, SL.9-10.6</p> | <p>accuracy of information presented in a visual format.</p> <p><b>Oral Presentations</b></p> <ul style="list-style-type: none"> <li>• Present information, clearly, concisely, and logically.</li> <li>• Make strategic use of digital media in presentations.</li> <li>• Adapt speech to context and task.</li> <li>• Demonstrate command of formal English.</li> </ul> |            |                                   |