



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 2**

READING

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|--|---|--|---|--|
| <p>RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently.</p> <p>RL.9-10.2 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>RL.9-10.5 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>RL.9-10.6 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>RL.9-10.3 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>Prose Fiction RL.9-10.10, RL.9-10.2, RL.9-10.5, RL.9-10.6</p> <p>Drama RL.9-10.10, RL.9-10.2, RL.9-10.3, RL.9-10.6</p> | <p>Prose Fiction</p> <ul style="list-style-type: none"> • Identify main ideas. • Identify literary conventions. • Predict outcomes. • Summarize main ideas. • Recognize cultural relevance. • Distinguish author from narrator. • Integrate cultural literacy. • Analyze narration critically. <p>Drama</p> <ul style="list-style-type: none"> • Identify main ideas. • Differentiate conventions of drama from other genres. • Predict outcomes. • Summarize main ideas. • Recognize cultural relevance. • Integrate cultural literacy. • Analyze characterization critically. | <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 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</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity 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 2**

READING

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|--|--|--|-------------------|---|
| <p>RL.9-10.1 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>RL.9-10.2 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>RL.9-10.4 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</p> <p>RL.9-10.5 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>RL.9-10.6 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>Poetry RL.9-10.10, RL.9-10.1, RL.9-10.2, RL.9-10.5, RL.9-10.6</p> <p>Literary Terms and Devices RL.9-10.4, RL.9-10.5, RL.9-10.6</p> | <p>Poetry</p> <ul style="list-style-type: none"> • Identify main ideas. • Differentiate conventions of poetry from other genres. • Recognize aural and oral qualities. • Distinguish author from speaker. • Make inferences. • Summarize main ideas. • Recognize cultural relevance. • Integrate cultural literacy. • Analyze voice critically. <p>Literary Terms and Devices</p> <ul style="list-style-type: none"> • Recognize the use of a range of literary terms and devices. • Recognize plot structure. • Construct plot diagrams.* | | <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> |

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READING

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|------------|-----------------------------------|
| <p>RI.9-10.10 Read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently.</p> <p>RI.9-10.1 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>RI.9-10.2 Determine a central idea of a text and analyze 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>RI.9-10.4 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.</p> <p>RI.9-10.6 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>Non-fiction RI.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.6</p> <p>Vocabulary</p> | <p>Non-fiction</p> <ul style="list-style-type: none"> • Identify main ideas. • Identify different sub-genres. • Recognize cultural relevance. • Distinguish author from speaker. • Make inferences. • Summarize main ideas. • Contextualize literary texts within their historical periods. • Identify presentation features.* • Analyze perspective critically.* <p>Vocabulary</p> <ul style="list-style-type: none"> • Recognize words in context. • Identify connotations and denotations of words. | | |

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LANGUAGE

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|--|--|---|--|
| <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and, choosing flexibly from a range of strategies.</p> <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6 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.</p> <p>L.9-10.3 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.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Vocabulary L.9-10.4, L.9-10.5, L.9-10.6</p> <p>Grammar and Usage L.9-10.1, L.9-10.3</p> | <p>Vocabulary</p> <ul style="list-style-type: none"> • Distinguish parts of speech. • Identify connotations and denotations of words. • Distinguish shades of meaning through synonyms and antonyms. <p>Grammar and Usage</p> <ul style="list-style-type: none"> • Apply knowledge of the conventions of standard English usage and grammar when writing and speaking. • Recognize and correct common grammatical errors. • Recognize and correct common usage problems. | <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 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</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity 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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LANGUAGE

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| <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Mechanics L.9-10.2</p> | <p>Mechanics</p> <ul style="list-style-type: none"> • Apply knowledge of language mechanics. (capitalization, punctuation, spelling). • Recognize and correct common mechanical problems. | | |

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WRITING

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|--|---|---|--|
| <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 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>RI.9-10.9 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>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10 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>Literary Terms W.9-10.4, W.9-10.5</p> <p>Analytical Writing RI.9-10.9, W.9-10.1, W.9-10.9, W.9-10.10</p> <p>Persuasive Writing W.9-10.1, W.9-10.10</p> | <p>Literary Terms</p> <ul style="list-style-type: none"> • Apply knowledge of literary elements to written work. <p>Analytical Writing</p> <ul style="list-style-type: none"> • Craft thesis statements. • Develop logical arguments. • Integrate textual evidence. • Utilize MLA format correctly. • Demonstrate critical thinking. <p>Persuasive Writing</p> <ul style="list-style-type: none"> • Articulate a position. • Develop logical arguments. • Justify syntax and diction. • Integrate persuasive strategies and rhetorical devices. • Utilize MLA format correctly. • Demonstrate critical thinking. | <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 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</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity 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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SPEAKING & LISTENING

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|---|---|---|---|--|
| <p>SL.9-10.1 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>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4 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>SL.9-10.2 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>SL.9-10.5 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>Discussion SL.9-10.1, SL.9-10.3</p> <p>Collaboration SL.9-10.1, SL.9-10.3, SL.9-10.4</p> <p>Multimedia/Oral Presentations* SL.9-10.2, SL.9-10.5</p> | <p>Discussion</p> <ul style="list-style-type: none"> • Articulate a clear position. • Acquire active listening skills. • Extrapolate ideas from others. <p>Collaboration</p> <ul style="list-style-type: none"> • Articulate a clear position. • Acquire active listening skills. • Extrapolate ideas from others. • Develop interpersonal skills. <p>Multimedia/Oral Presentations*</p> <ul style="list-style-type: none"> • Develop visual literacy skills. • Integrate 21st century skills. • Utilize technology to enhance presentations. | <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 Quizzes Use of Rubrics Concept Maps Presentations Peer Reviews Group Projects Individual Projects Socratic Method Class participation Exit Slips Conferences Debate</p> | <p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity 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> |