



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 4**

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>RL.11-12.1/RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RL.11-12.2 & RI.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Textual Evidence RL.11-12.1/RI.11-12.1</p> <p>Literary Devices RL.11-12.4, RI.11-12.4</p> <p>Theme RL.11-12.2, RI.11-12.2</p> <p>Reading Comprehension RL.11-12.2/RI.11-12.2, RL.11-12.10 /RI.11-12.10</p>	<p>Textual Evidence</p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says and/or does not say. <p>Literary Devices</p> <ul style="list-style-type: none"> Define and apply: figurative language, tone, diction, syntax, linear plot structure, etc. <p>Theme</p> <ul style="list-style-type: none"> Determine a theme(s) or central idea(s) of a text(s) and analyze in detail. <p>Reading Comprehension</p> <ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text. 	<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>

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

READING

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<p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Author's Choices and Purpose RL.11-12.3, RL.11-12.5 RL.11-12.6, RI.11-12.3, RI.11-12.5, RI.11-12.6</p> <p>Context RL.11-12.1/RI.11-12.1, RI.11-12.3</p>	<p>Author's Choices and Purpose</p> <ul style="list-style-type: none"> • Analyze the impact of specific word choices on meaning and tone. • Analyze an author's choices concerning how to structure specific parts of a text. • Analyze author's use of satire, sarcasm, etc. • Analyze and evaluate the effectiveness of the structure an author uses. <p>Context</p> <ul style="list-style-type: none"> • Analyze historical events, cultural backgrounds, etc. of a text. 		<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 4**

READING

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<p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.10 /RI.11-12.10 Read and comprehend literature, including stories, dramas, and poems, in the high end of and literary non-fiction the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the rang</p> <p>RI.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RI.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Literary Theory RL.11-12.7, RI.11-12.9</p>	<p>Literary Theory</p> <ul style="list-style-type: none"> Evaluate and analyze examples of literary theory such as archetypes, criticism, etc. 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

LANGUAGE

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<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>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, its etymology, or its standard usage.</p> <p>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>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</p>	<p>Vocabulary L.11-12.4, L.11-12.6</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases. • Use context to determine the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase. • Acquire and use accurately general 	<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>

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

LANGUAGE

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<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.</p>	<p>Figurative Language L.11-12.5</p>	<p>academic and domain-specific words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>Figurative Language</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

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<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Conventions of Standard English L.11-12.1, L.11-12.2</p>	<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting reference sources as needed. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 		

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Curriculum Map for High School English 4**

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<p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a) Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Style, Diction, and Syntax L.11-12.3</p>	<p>Style, Diction, and Syntax</p> <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts. • Apply knowledge of language to make effective choices for meaning or style. • Apply knowledge of language to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references for guidance as needed. • Apply an understanding of syntax to the study of complex texts when reading. 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

WRITING

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<p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Writing Process W.11-12.5</p> <p>Note Taking W.11-12.2a</p>	<p>Writing Process</p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose and audience. <p>Note Taking</p> <ul style="list-style-type: none"> • Organize complex ideas, concepts, and information for a variety of purposes. • Employ strategies including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia inserts when useful to aiding comprehension. 	<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 4**

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<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</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</p>	<p>Formal Writing W.11-12.1, W.11-12.2b, W.12-12.2d, W.11-12.2e, W.11-12.2f</p>	<p>Formal Writing</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Develop argument thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to said argument. • Use words, phrases, and clauses as well as varied syntax to: <ul style="list-style-type: none"> ○ link the major sections of the text ○ create cohesion ○ clarify the relationships between the parts of the argument. • Use precise language, domain-specific 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

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<p>supports the argument presented.</p> <p>W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.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>W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Writing for a Purpose W.11-12.4</p>	<p>vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which one is writing. • Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing for a Purpose</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>W.11-12.3 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</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>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Creative Writing W.11-12.3</p>	<p>Creative Writing</p> <ul style="list-style-type: none"> • Write creative narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence. • Engage and orient the reader by: <ul style="list-style-type: none"> ○ setting out a problem, situation or observation and its significance ○ establishing one or multiple point(s) of view ○ introducing a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

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<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>Research Writing W.11-12.7, W.11-12.8, W.11-12.9</p>	<p>develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone, outcome, and point. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <p>Research Writing</p> <ul style="list-style-type: none"> • 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. 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		<ul style="list-style-type: none"> • Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. • Utilize a standard format for citation. • Draw evidence from literary or 		

**Archdiocese of Newark Catholic Schools
Curriculum Map for High School English 4**

WRITING

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<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Collaborative Writing W.11-12.6</p>	<p>informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Demonstrate the ability to follow formatting conventions and guidelines in preparing a research project. <p>Collaborative Writing</p> <ul style="list-style-type: none"> • Use a variety of means and processes to produce, publish, and update individual or shared writing products. 		

**Roman Catholic Archdiocese of Newark
Curriculum Map for High School English 4**

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.5 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Collaborative Discussion SL.11-12.1</p> <p>Multi Media Communication SL.11-12.5</p> <p>Oral Presentations SL.11-12.4</p>	<p>Collaborative Discussion</p> <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions with diverse partners. Establish clear goals and deadlines for collaborative projects, and delineate individual roles. <p>Multi-Media Communication</p> <ul style="list-style-type: none"> Integrate digital media into presentations to enhance understanding of findings, reasoning, and evidence. <p>Oral Presentation</p> <ul style="list-style-type: none"> Present information, findings, and supporting evidence, conveying a clear and distinct perspective. 	<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 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>

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Curriculum Map for High School English 4**

SPEAKING & LISTENING

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<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Personal Communication SL.11-12.6</p>	<p>Personal Communication</p> <ul style="list-style-type: none"> Adapt speech to a variety of contexts (i.e., interviews, speaking with teachers) and tasks, demonstrating a command of formal English. 		