

***Note: All teachers should give a syllabus at BTSN and post on their google classroom. It should be a ‘user friendly’/non jargon-y version of this document with important course policies.**

Make a copy of this to complete your curriculum map and place it here, with your name, course and the year in the title. This should inform and be informed by the [‘Planning with Competency in Mind’ Framework](#).

Course: English

Teacher(s): Rediker Appleweis

EQs for the year (The critical questions and tensions to explore across the year):*How does literature reflect and impact the world around us?*

Big Ideas for the year (The Big Takeaways & Concepts and Genres grounding the exploration across the year):

Literature grows out of particular historical, political, and cultural contexts and lived experiences.

Authors convey specific messages in both fiction and nonfiction through intentional choices. These truths are often reflective of their contexts and lived experiences.

Readers bring particular perspectives to literature that influence their interpretations.

Learning Outcomes for the year:

SEMESTER 1

RHC- READING COMPREHENSION: I can comprehend the texts accurately and thoroughly, picking up on smaller details and larger more complex ideas that demonstrate sufficient understanding of the reading

2 TA- TEXTUAL ANALYSIS: I can create meaningful and interesting interpretation as demonstrated through the selection of relevant evidence and/offer thoughtful interaction with the text by zooming in on specific words, phrases, and author's craft

TA- EVIDENCE: I can evaluate and provide only the most relevant and precise evidence from a text to support my argument

I-CLAIM: I can develop and qualify a claim/thesis/argument statement based on the interpretation of evidence that answers how, why, or so what?

DOT- ELABORATION I can interpret evidence to provide a complex analysis of the text which grapples with the craft, significance and how that contributes to deeper meaning

DOT/ CRITICALITY: I can contribute ideas that demonstrate that I have given thought to the topic beyond basic completion by creating meaningful intention and connections and/or applying my understanding of systems of power between literature and the world

S, S+C- STRUCTURE: I can craft well-organized writing that leads my reader through my ideas intentionally and is appropriate for the task, purpose, and audience

S,S+C- FEEDBACK/NUTS AND BOLTS: I can use feedback from my peers and teachers to revise, edit, and structure my work.

WH I can meet deadlines and/or come to an agreement with my teachers in advance when I need an extension.

SEMESTER 2

See above and

CREATIVE WRITING: I can explore my own experiences through intentional, creative writing and craft choices to ultimately develop my own writing style.

| Unit Essential Question/s & Unit time frame <i>Notes:</i> <i>-No more than three EQs.</i> | Key Topics, domain vocab & or content standards <i>Notes:</i> <i>- A brainstorm of what is ‘covered’ in this unit and</i> | <u>Enduring Understandings:</u> Content Big Ideas & Cross Cutting Concepts <i>Notes:</i> <i>- See Department Content</i> | <u>Learning Outcomes:</u> -Pull from Learning Outcomes 2023-2024 | <u>Summative Checkpoints:</u> | <u>Formative checkpoints & key learning assignments/moments</u> | <u>Resources, Trips, Speakers, Texts</u> |
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| <p><i>-EQ's should be visible in room.</i> <i>-EQs should each be launched and touched upon throughout unit.</i> <i>-EQs should capture the 'stickiest' Ideas and Outcomes of the unit.</i></p> | <p><i>a drop box for applicable outcomes.</i></p> | <p><i>or Genre spirals; Common Core Standards that articulate content; Discipline specific standards like NGSS.</i> <i>- This column should give larger context for the content listed in previous column.</i></p> | | | | |
| <p>SHORT STORIES</p> <p>What is the relationship between power and "otherness"?</p> <p>What intentional choices do authors make in order to communicate a message to the world?</p> | <p>Short story bootcamp;</p> <ul style="list-style-type: none"> - Paraphrasing and chunking - Intentional choices made by authors (style moves) - Evidence selection - Elaboration - Characterization - Tone/ Mood - Perception + POV - Themes - Historical nonfiction connections/ context - Claim/ theory - Windows and Mirrors - Comparative analysis - Structure - Historical allusion - Intended impact/ genre analysis | <ul style="list-style-type: none"> ● Examine and explore the basic and more complex elements of a short story/ fictional text ● Build writing and reading stamina ● Work collaboratively on different projects and discussions ● Develop creative thinking skills and then apply them to discussion and writing pieces. ● Create annotation styles for themselves that are helpful and push their thinking. | <ul style="list-style-type: none"> - RC - TA - EI - Ev - C - S - DOT - DOT/CR - WH | <ul style="list-style-type: none"> ➤ Analysis Paragraphs ➤ Allusion Paragraphs ➤ Mock Trial (TTH) ➤ ST Finalized Claim ➤ Comparative Analysis Mini Essay ➤ Ungraded project | <ul style="list-style-type: none"> ➤ Paraphrasing EDY ➤ TALES chart ➤ Analyzing Style in Girl ➤ Nonfiction claim 1 ➤ In class discussions ➤ Blood ➤ Exit tickets | <ul style="list-style-type: none"> ➤ Gift of the Magi (anchor/ diagnostic) ➤ Popular Mechanics (anchor/ diagnostic) ➤ "Everyday Use" Alice Walker ➤ The Use of Force- William Carlos Williams ➤ The Answer is No - Naguib Mafouz ➤ Medusa Wore Red ➤ The Space Traders ➤ The Tell Tale Heart |

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| | | <ul style="list-style-type: none"> ● Explore themes, author's purpose, and narration styles. ● Craft and defend initial claims <p>CC: RL 9-10.1-3; RL 9-10.5; RL 9-10.7; RL.9-10.10; W 9-10.1-2; W 9-10.4-5; W 9-10.9; W 9-10.10; SL 9-10.1; SL 9-10.4; L 9-10.1; L 9-10.4; L 9-10.6</p> | | | | |
| <p>RHETORICAL APPEAL/ ARGUMENT</p> <p>What makes for a persuasive argument and how can those tools be employed to change the world?</p> | <p>Nonfiction reading and research Rhetorical Appeals Claim Evidence selection Elaboration Context (intro and conclusion) Responsible citation Visual interpretation/ style Discussion Evaluation of sources Counterclaim</p> | <ul style="list-style-type: none"> ● Practice reading and writing stamina ● Employ strategies to facilitate comprehension of complex texts ● Summarize reading thoughtfully and accurately ● Use discussion to raise questions, test theories, and absorb various | <ul style="list-style-type: none"> - RC - EV - EI - TA - DOT - WH <p>Cond Crit</p> <ul style="list-style-type: none"> - RC - C - Ev - EI - S - DOT - WH - F | <ul style="list-style-type: none"> ➤ Rhetorical appeal Mini Essay ➤ Unbiased Summaries/ Annotated Bib (2 formative, one selected for summative) ➤ Condition Criticality essay ➤ Social commentary project | <ul style="list-style-type: none"> ➤ Discussion ➤ Exit tickets ➤ Notes structure check ➤ Claim draft ➤ Unbiased summaries (2) | <ul style="list-style-type: none"> ➤ 13th Documentary ➤ Nonfiction sources of their choosing |

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| | | <p>perspectives</p> <ul style="list-style-type: none">● Use writing to track multiple perspectives● Develop and revise claims● Select the best evidence in support of one's claim● Elaborate to help readers see the relevance and significance of evidence and arguments● Draft introductions and conclusions that engage readers and provide necessary context● Understand how images and sound convey messages in visual media.● Elevate analysis and writing through ongoing process of | | | | |
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| | | <p>revision and peer review.</p> <ul style="list-style-type: none"> ● Evaluate sources, considering author's bias and message ● Anticipate counterarguments and address them proactively <p>CC: RI.9-10.1-3 RI.9-10.6; RI.9-10.8-9; W.9-10.1-2; W.9-10.4-5; W.9-10.9-10; SL.9-10.1 ; SL.9-10.4; L.9-10.1; L.9-10.4; L.9-10.6</p> | | | | |
| <p>POETRY Empowered voices, and Intentional choices: How does poetry contribute to a deeper understanding of ourselves, society, and the human condition?</p> | <p>Annotation Close reading Discussion Revision of theories Selection of evidence Elaboration Creative writing Critical lenses: feminist, Marxist, racial equity Devices: juxtaposition, imagery, repetition,</p> | <ul style="list-style-type: none"> ➤ Identify use of literary devices and the impact on readers ➤ Develop interpretations of author's message in complex poetry ➤ Elaborate on specific details in support of literary claims ➤ Read poems closely, multiple | <ul style="list-style-type: none"> - RC - C - CW - TA - DOT | <p>Raven Analysis Theory (final) Poetry Portfolios</p> | <p>Theory drafts Exit tickets In class analysis In class discussion</p> | <p>Nikki Giovanni Ross Gay Edgar Allan Poe Elizabeth Acevedo Teresa Mei Chuc Terrance Hayes Edna St. Vincent Millay Tim Seibold Sharon Olds June Jordan Joseph Legaspi Martin Espada</p> |

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| | hyperbole | <p>times, in order to interpret them through various critical lenses</p> <ul style="list-style-type: none"> ➤ Practice the use of figurative language in a process of ongoing creative writing and revision ➤ Articulate the purpose of one's own stylistic choices when composing creative writing <p>CC RL.9-10.1; RL.9-10.4-6; RL.9-10.9-10; RI.9-10.7; RI.9-10.9; W.9-10.3-5; W.9-10.7; W.9-10.9-10.D SL.9-10.1; SL.9-10.3; SL.9-10.6; L.9-10.3; L.9-10.5</p> | | | | Slam Poetry |
| <p>LORD OF THE FLIES</p> <p>Power, fear, and morality- How can literature serve as an allegory for society?</p> | <p>Literary analysis Annotation Discussion Motif/ themes Symbolism Social Psychology Historical Connections Synthesis</p> | <p>- Participate in discussion of a complex text in order to reflect concrete understanding as well as to enhance /</p> | <p>- RC - C - TA - S - F - Ev - EI - DOT - WH</p> | <p>3rd Analysis paragraph Discussion Lord of the Flies Synthesis essay</p> | <p>Reading comprehension quizzes 2 analysis paragraphs In class discussion</p> | <p>Lord of the Flies Nonfiction sources</p> |

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| | | <p>challenge interpretations</p> <ul style="list-style-type: none">- Develop theories and claims in response to symbols and motifs in the text- Contextualize reading within history- Draw connections between events within and outside of the text- Develop and define nuanced claims to synthesize life and literature with appropriate evidence selection and analysis- Participate in collaborative discussion and debate surrounding thematic interpretation | | | | |
| | | <p>CC RL.9-10.1-5;</p> | | | | |

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| | | RL.9-10.7; RL.9-10.9-10; RI.9-10.2-6; RI.9-10.8; RI.9-10.10; W.9-10.2; W.9-10.4-10 SL.9-10.1-2; SL.9-10.4-6; L.9-10.4-6 | | | | |
| AUTOETHNOGRAPHY Making Research Meaningful: How can we research our own experiences in order to uncover their relationship to wider cultural, political, and social concepts? | Structure Characterization Motif / Symbolism Critical Lens Cultural identity Social construct Research Narrative writing Reflection Revision | <ul style="list-style-type: none"> ● Use one's own experience as a text and a piece of literature ● Reflect on experience as research ● Contextualize these experiences within larger social frameworks ● Creatively integrate literary elements studied within one's own writing ● Defend stylistic choices for particular impact on the reader ● Draw | <ul style="list-style-type: none"> - CW - DOT - TA | Autoethnography Reflection | Drafts of vignettes | |

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| | | <p>conclusions about identity through the process of reflection and storytelling.</p> <ul style="list-style-type: none">● Exercise peer review in order to further the effectiveness of their own writing.● Study mentor texts (published, student, teacher) to gain inspiration and experiment with form. | | | | |
| | | <p>CC RL.9-10.2-5; RI.9-10.1-2; RI.9-10.4-5; RI.9-10.10; W.9-10.3-8; W.9-10.10; SL.9-10.1; SL.9-10.5; L.9-10.1-3; L.9-10.5</p> | | | | |
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