Curriculum Map Template

Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum encompasses instruction, assessment, and professional learning.
- Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.
- The district's model for High-Quality Instruction involves intentionally engineering environments where agency is cultivated through actionable feedback, a growth mindset, and developmental relationships among all learners.
- Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

MPS High Quality Instruction (HQI)
MPS Vision of the Learner
Developmental Relationships Framework

MPS Academic Expectations
MPS Curriculum Revision Cycle

Draft Date: 8/23/2019   **Systemic Implementation** *(Years 3-7):*   **Anticipated Review Year (Year 1):**

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MPS Curriculum Revision Calendar

At a Glance

Unit Titles	Length of Unit
● UNIT 1: Characteristics of the Individual	9 weeks
● UNIT 2: Creative Expression of the Individual	9 weeks
● UNIT 3: The Purpose of the Individual	9 weeks
● UNIT 4: The Individual's Responsibility to Society	9 weeks

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Unit Title	UNIT 1: Characteristics of the Individual	Length of Unit	9 weeks

As we delve into the essence of an individual, we seek to understand what distinguishes someone as unique. In this unit, we utilize short stories as a medium to examine how authors intricately craft characters and convey important messages through their writing. To accomplish this objective, students will embark on studies of various authors, such as Ray Bradbury and Edgar Allan Poe. This exploration will shed light on the real-world influences that shape an author's writing choices.

Big Ideas / Enduring Understanding(s)
● Students should understand that an author's life experiences can significantly shape their work. By delving into an author's life, it often becomes evident how their past, personal convictions, and values reflect in their characters and storylines.   ● Students should be able to identify story elements such as perspectives, characters, and settings in an author's work that could reflect their unique experiences and values.

Essential Questions	● How can the study of an author's life provide a deeper understanding of the characters and situations they create in their stories? ● What elements in an author's work can provide insight into their unique personality or experiences? ● How do authors use their individual life experiences to communicate key messages in their works?
Standards	● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (e.g., those with multiple or conflicting motivations) ● 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).

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	• 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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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. • 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.		
Key Vocabulary	• Compare/Contrast • Author Study • Motif • Theme	• Plot • Setting • Characterization • Character Motivation • Conflict • Plot • Perspective	• Claim • Evidence • Reasoning/rationale • Transitions • Citations/ MLA Format

Key Vocabulary (continued):
- Transcribe
- Connect
- Visualize
- Question
- Predict
- Summarize
- Analyze
- Identify
- Evaluate

Critical Content *Students will KNOW...*	Key Skills: *Students will be able to (DO)...*
• How an author's background affects their writing • Multiple reading strategies to help comprehend, track, and analyze texts.	#1 Students will be able to evaluate how an author's personal journey and cultural context can shape and inform their literary decisions.

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● How story elements come together to create the theme of a text.	#2 Students will be able to produce clear and coherent writing pieces that are developed, organized, and sufficiently supported with evidence from a text. #3 Students will be able to implement reading strategies in order to comprehend, interpret, and analyze various types and levels of text #4 Students will be able to interpret the theme and purpose of a text by analyzing story elements

Evidence of Learning:
(Student learning will be measured by . . .)
	○ Analysis & Synthesis Writing Students will identify a story's theme and support that understanding with an examination of a story element.
	○ Book Clubs (short story clubs) will provide students with opportunities for discussion, reflection, and rationale, both in speaking and writing.
	  ○ Students will use graphic organizers to help organize and structure their thoughts for book clubs.
	  ○ Students will discuss, debate, and collaborate with peers.

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Unit Title	UNIT 2: Creative Expression of the Individual	Length of Unit	9 weeks

In this unit, we extend our understanding of individual expression by studying poetic forms. Through a distinct analysis of poetry and novels written in verse form, we seek to understand how poets convey complex messages through artistic elements of language. Students will study pieces from a variety of poetic movements and poets, including modern poetry and classic forms of poetry that have stood the test of time. Study in this unit will expand the aspects of style begun in Unit 1 and will continue to encourage students to understand how poets are influenced by the world in which they live.

Essential Questions	- Why should one read poetry? - What can an author communicate through poetry? - In communicating with others, how do we use literal and figurative language to write, speak, and present effectively? - How does poetry contribute to our understanding of self, others, and the world? - How does the use of voice empower an individual? - How does reading shape our writing? How does writing shape our reading? - How can an effective writer prove his/her personal interpretations of a given poem using analytical techniques and contextual evidence? - How do literary devices and poetic techniques help the reader visualize text and enhance our appreciation of the work? - How can one interpret a poem and can there be more than one interpretation of a given work?
Standards	*Reading Standards 9-10:* - 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. - 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). *Writing Standards 9-10* - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

	- 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. - Draw evidence from literary or informational texts to support analysis, reflection, and research. *Speaking & Listening Standards 9-10:* - 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. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. - 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. *Language Standards 9-10:* - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - 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. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Key Vocabulary	Verse, prose, stanza, line, speaker, persona, diction, syntax, symbol, style, tone, sound, enjambment, end rhyme, internal rhyme, slant rhyme, rhyme scheme, alliteration, assonance, consonance, dissonance, onomatopoeia, rhythm, meter, simile, metaphor, hyperbole, personification, allusion, sonnet, villanelle, free verse, haiku

Critical Content *Students will KNOW...*	Key Skills: *Students will be able to (DO)...*
- Poetry has importance for both readers and writers. - Poetry, like other forms of literature, may require reading strategies to help us come up with our own meaning. - The speaker and poet are not always the same. - Poetic, sound, and figurative devices used to make meaning. - Poems exist in various forms and for various purposes.	- Value human, cultural and natural diversity. - Analyze a variety of poetic forms. - Recognize a variety of literary features. - Validate understanding through textual references supporting multiple interpretations.

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● Poetic style changes and evolves.	● Apply strategies for determining meaning of vocabulary in context. ● Explain personal and/or world connections to themes in literature. ● Evaluate the impact of language as related to audience and purpose.

Evidence of Learning: *(Student learning will be measured by . . .)*	● Writing Poetry (using opening lines from an existing poem and begin developing one's own piece) ● Writing About Poetry (Analysis of complex poetic meaning, reading and observing, annotating poetry, development of thesis statement about poetry, argumentative writing about author's purpose)

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Unit Title	UNIT 3: The Purpose of the Individual	Length of Unit	9 weeks
In this unit, students will examine the concepts of awareness of others, respect and empathy through the experiences of characters in historical fiction texts and memoirs. As readers and writers, they will explore personal accountability and evaluate the obligations individuals have had toward society during different historical eras.			

Essential Questions	• What is the relationship between morality, behavior and justice? • How does literature help us understand history and people who lived in the past? • How can readers and writers advocate for change? • To what extent are people defined by their actions?
Standards	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. 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. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 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. W.9-10.1(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. W.9-10.1(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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	W.9-10.1(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	W.9-10.1(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.
	W.9-10.1(e) Provide a concluding statement or section that follows from and supports the argument presented.
	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.
	W.9-10.7 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.
	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Language
	L.9-10.3(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.
	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.
Key Vocabulary	claim, evidence, reasoning, bias, research, primary source, secondary source, reliability, peer review, citation, plagiarism, counterclaim, interpretation, critical thinking, socratic seminar, dialogue, discussion, debate, close reading, essential question, analysis, extension, literal, constructive feedback, synthesis, reflection, collaboration, ethical behavior, accountability, responsibility, social impact, awareness.

Critical Content	Key Skills:
Students will KNOW...	*Students will be able to (DO)...*

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| Students will know how:
• Conduct research
• Formulate a thesis statement
• Analyze and evaluate sources
• Engage in close reading
• Construct evidence-based arguments
• Participate in meaningful dialogue
• Craft well developed questions
• Analyze multiple perspectives
• Synthesize information
• Reflect and revise
• Use Proper citations and avoid plagiarism | • Students will be able to reflect on how individuals have made a difference throughout human history.
• Students will evaluate how writers develop fictional characters in the context of a real historical event in effective historical fiction.
• Students will analyze the historical accuracies and inaccuracies in historical fiction novels and consider why the author may have made stylistic choices that differed from historical reality. |

| Evidence of Learning:
(Student learning will be measured by . . .) | Students will develop meaningful research questions aligned with the historical issues examined in the texts, analyzing supplementary sources for reliability and relevance, and develop a comprehensive written or oral argument |

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Unit Title	UNIT 4: The Individual's Responsibility to Society	Length of Unit	9 weeks
In this unit, students will read fiction and non-fiction novels focused on contemporary issues and will evaluate both impact on the individual and power of the individual to affect small- and large-scale societal change.			

Essential Questions	• How does literature help us understand the world today and in the past? • How can readers and writers advocate for change? • How are contemporary fiction texts similar to and different from historical fiction texts? • To what extent are people defined by their actions?
Standards	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. 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. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 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. W.9-10.1(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. W.9-10.1(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.9-10.1(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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	W.9-10.1(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. W.9-10.1(e) Provide a concluding statement or section that follows from and supports the argument presented. 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. W.9-10.7 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. W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Language L.9-10.3(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. 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.
Key Vocabulary	claim, evidence, reasoning, bias, research, primary source, secondary source, reliability, peer review, citation, plagiarism, counterclaim, interpretation, critical thinking, socratic seminar, dialogue, discussion, debate, close reading, essential question, analysis, extension, literal, constructive feedback, synthesis, reflection, collaboration, social justice, ethical behavior, accountability, responsibility, social impact, awareness.

Critical Content *Students will KNOW...*	Key Skills: *Students will be able to (DO)...*
Students will know how: ● Conduct research ● Formulate a thesis statement	● Students will be able to analyze diverse literary works, fostering an understanding of various cultures, perspectives, and experiences.

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• Analyze and evaluate sources • Engage in close reading • Construct evidence-based arguments • Participate in meaningful dialogue • Craft well developed questions • Analyze multiple perspectives • Synthesize information • Reflect and revise • Use Proper citations and avoid plagiarism	• Students will demonstrate the ability to research and synthesize information from multiple sources, including literary texts, non-fiction texts, and documentaries to gain a comprehensive understanding of a topic (related to real-world issue/challenge. • Students will be able to construct compelling and well-supported arguments in an extensive research project (focused on a social injustice topic of their choice).

Evidence of Learning: *(Student learning will be measured by . . .)*	Students will develop meaningful research questions aligned with the contemporary issues examined in the texts, analyzing supplementary sources for reliability and relevance, and develop a comprehensive written or oral argument

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