



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](#)
MPS Curriculum Revision Calendar

At a Glance

Unit Titles	Length of Unit
● Unit 1: The Promise and Perils of the American Experience	11 weeks
● UNIT 2: The Many Faces of the American Experience: Research and Writing	6 weeks
● UNIT 3: Coming of Age Literature	9 weeks
● UNIT 4: Power Dynamics in American Literature	10 weeks

Unit Title	The Promise and Perils of the American Experience	Length of Unit	11 weeks
<p>This unit will give students the opportunity to analyze literature and closely examine various perspectives on how life in America and/or the American Experience impacts identity. Students will be exposed to a variety of voices, ranging from early American writers to the present. By the end of the unit, students will be able to form their own belief/ opinion on what it means to be an American and articulate their stance in the form of an argument-driven synthesis essay.</p>			
<p style="text-align: center;">Big Ideas / Enduring Understanding(s)</p> <ul style="list-style-type: none"> 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. 			
<p>Essential Questions</p>	<ul style="list-style-type: none"> What does it mean to be an American? How might a person's identity impact their experience living in America during different times periods in history? How/why do people use language/writing/voice to communicate ideas and convey perspectives? How does an author use tone and literary elements to develop theme? 		
<p>Standards</p>	<p>Reading Standards</p> <ul style="list-style-type: none"> 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). 		

- 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.
- 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.
- 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.
- 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.
- 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.

Writing Standards

- 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.9-10.1a 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.9-10.1b 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.9-10.1c 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.9-10.1d 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.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.9-10.4 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.)
- 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.

Speaking and Listening Standards

- 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 texts and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1b 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.

	<ul style="list-style-type: none"> • SL.9-10.1c 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. • SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 			
Key Vocabulary	<ul style="list-style-type: none"> • Compare/Contrast • Author Study • Motif • Theme 	<ul style="list-style-type: none"> • Plot • Setting • Characterization • Character Motivation • Conflict • Plot • Perspective 	<ul style="list-style-type: none"> • Claim • Evidence • Reasoning/rationale • Transitions • Citations/ MLA Format 	<ul style="list-style-type: none"> • Transcribe • Connect • Visualize • Question • Predict • Summarize • Analyze • Identify • Evaluate

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
<ul style="list-style-type: none"> • How an author's background and experiences affects their writing • Multiple reading strategies to help comprehend, track, and analyze texts. • How story elements come together to create the theme of a text. 	<p>#1 Students will be able to evaluate how an author's personal journey and cultural context can shape and inform their literary decisions.</p> <p>#2 Students will be able to produce clear and coherent writing pieces that are developed, organized, and sufficiently supported with evidence from a text.</p> <p>#3 Students will be able to implement reading strategies in order to comprehend, interpret, and analyze various types and levels of text</p>

	#4 Students will be able to interpret the theme and purpose of a text by analyzing story elements
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Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	<ul style="list-style-type: none">○ Analysis & Synthesis Writing Students will identify a story's theme and support that understanding with an examination of a story element.○ Book Clubs will provide students with opportunities for discussion, reflection, and rationale, both in speaking and writing.<ul style="list-style-type: none">○ 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	The Many Faces of the American Experience: Research and Writing	Length of Unit	6 weeks
<p>Unit Overview: Throughout the English 2 course, students explore the complex and varied concept of the American experience - both real and fictional - through literature. In this unit, students will read an independent reading book and research aspects of the American Experience.</p> <p>IMPORTANT NOTE: Although this unit may provide a great opportunity for students to explore a personal issue, there is no expectation that a student selects a topic of personal relevance or shares a personal connection to a selected topic. Ideally, students should be using their experiences from the first Unit to explore a topic/issue that came up in one of the texts they read.</p>			

Essential Questions	<ul style="list-style-type: none"> How can writers evaluate and use credible sources to construct a strong, trustworthy argument? How does the process of planning, drafting, and revising strengthen research writing? How can synthesizing diverse perspectives enhance the depth and quality of a research-based narrative or argument?
Standards	<p>Reading Standards</p> <ul style="list-style-type: none"> 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 (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. 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>Writing Standards</p> <ul style="list-style-type: none"> • 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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • 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. • * 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>Language Standards</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurate 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.
Key Vocabulary	reliability, claim, evidence, reasoning, bias, research, primary source, secondary source

Critical Content	Key Skills:
<i>Students will KNOW...</i>	<i>Students will be able to (DO)...</i>

- The elements of a well-structured research paper (introduction, body paragraphs with evidence, conclusion).
- How to identify credible, reliable, and relevant sources.
- The importance of ethical research practices, including how and why to cite sources.
- The value of integrating multiple perspectives to present a more complete understanding of an issue.

- Develop a focused, researchable question based on a topic related to the American experience.
- Evaluate sources for credibility, bias, relevance, and reliability.
- Write an informative research paper that presents a well-supported argument or analysis.

Evidence of Learning:
(*Student learning will be measured by . . .*)

- Research Paper on a Current or Historical American Issue
- Students will examine a selected issue of contemporary or historical importance. They will read fiction and nonfiction texts aligned with the topic and will engage in research using databases and other resources available through the MPS Library Media Centers.

Unit Title	Unit 3: Coming of Age	Length of Unit	9 weeks
<p>This unit will give students the opportunity to analyze literature and closely examine the elements of coming-of-age literature using <i>Catcher in the Rye</i> as the assured experience text. Students will also work in book clubs groups to examine a choice text in the coming-of-age genre. A final literary analysis essay will examine character development or coming-of-age elements in a work. Other writing opportunities will include creative writing pieces. Students will also examine teenagers' experiences with coming-of-age in different cultures.</p>			

Essential Questions	<ul style="list-style-type: none"> • What elements are part of the coming-of-age genre? • What are some of the universal experiences that adolescents have as they enter into young adulthood? • How do we understand characterization and the development of a character over the course of a text?
Standards	<p>Throughout this unit, students in English 2 will engage in learning experiences that will challenge them to:</p> <ul style="list-style-type: none"> • 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. • 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). • 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. • Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (Power in pictures/video clips vs. in the literature read in this unit)
Key Vocabulary	<p>conflict, characterization (direct & indirect, flat & round, dynamic & static), character motivation, thematic concept/motif, theme, evidence, symbols, coming-of-age elements [loss of innocence, journey (physical and/or emotional), epiphany, nostalgia, mentors, society, relationships].</p>

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
<ul style="list-style-type: none"> Multiple reading strategies to help comprehend, track, and analyze texts. How an author uses direct and indirect characterization to show how a complex character develops over the course of a text. The elements which comprise the coming-of-age genre. 	<ul style="list-style-type: none"> Use different characterization strategies to examine and analyze the characters in their novels. Identify coming of age elements in different texts or videos. Produce clear and coherent writing pieces that are developed, organized, and sufficiently supported with evidence from a text. Students will be able to implement reading strategies in order to comprehend, interpret, and analyze various types and levels of text. Participate in different discussion groupings to examine the character development and coming-of-age elements in several coming-of-age works. Analyze character's development throughout the course of a text in order to understand how life experiences affects a person's behavior.
Evidence of Learning: <i>(Student learning will be measured by...)</i>	<ul style="list-style-type: none"> Assured Writing Experience: Students will write a literary analysis essay with a focus on character development through the lens of coming of age elements in both the book club novel and the mentor text. Annotations, journal entries, and book club tasks/talks on various concepts about coming-of-age elements and character development.

Unit Title	Unit 4: Power Dynamics in America	Length of Unit	10 weeks
<i>Students will focus on how the writer makes choices with their characters, plot, and themes to explore power dynamics within the community/setting in the novel. The core novel for this unit is Firekeeper's Daughter.</i>			

Essential Questions	<ul style="list-style-type: none"> • How is power defined by a community? • In what ways does a person's age, wealth, intellectual ability, race and/or gender impact the amount of power they hold in a given community? • How do power dynamics shift within a community where a person may be an outsider in one environment, but an insider in a different environment? • How does the writer of a given work communicate the American Experience in that work? • How does the writer's choice of a setting (time period) for his/her work impact the characters and their choices?
Standards	<p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

Key Skills & Content
<i>Students will...</i>
<ul style="list-style-type: none"> • Annotate text effectively using a system that works for them to do close reading of the text and to track a theme of power dynamics over the course of a text • Write an essay where they generate their own claim and support it with text evidence. Read their own work and the work of their peers and offer helpful feedback and conferences with teachers and peers on their writing. • Respond in writing and in classroom conversation and activities about how the core works illustrate differing power dynamics in a given community. Students will be able to reflect on how power dynamics play out in their own communities.

- Respond in writing and in classroom conversation and activities about how the core work illustrates the American Experience and the challenges that are faced by characters who are trying to achieve it.

Evidence of Learning:
(Student learning will be measured by...)

Socratic Seminar style discussion where there is a student-led and student generated discussion about power dynamics in communities. Students use their JOTS or notes from *Firekeeper's Daughter*, other texts, and their own life experience to discuss what they have learned over the course of this unit. Students should be told this in advance and given the opportunity to take notes during the unit to use to generate questions and ideas for the seminar.