

**Bideford High School Curriculum Document**  
**Content Area: English Language Arts**

**Course Title: Senior English – How does what we know about the world shape the way we view ourselves and others?**

Topics	Skill Expectation	Instructional Strategies	Formative Assessment Tools	Benchmarks	Alignment to MLR
<b>Personal Essays</b> <b>Shakespeare</b> <b>Literary Analysis</b> <b>Synthesis Writing</b> <b>Non-Fiction</b>	<p><b>Grammar</b> Revise and edit in context</p> <p><b>Personal Essays</b></p> <ul style="list-style-type: none"> <li>▪ Writes texts of a length appropriate to address the topic or tell the story.</li> <li>▪ Plans and drafts independently and resourcefully.</li> <li>▪ Revises writing to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.</li> <li>▪ Revises writing for specific audiences, purposes, and formality of the contexts.</li> <li>▪ Revises text to highlight the individual voice and to improve sentence variety and style.</li> </ul> <p><b>Shakespeare</b></p> <ul style="list-style-type: none"> <li>▪ Identifies and analyzes types of dramatic literature (i.e., tragedy, comedy, verse play).</li> <li>▪ Analyzes the characters, structures, and themes of dramatic literature.</li> <li>▪ Identifies and analyzes dramatic elements, (i.e., monologue, soliloquy, aside, foil, satire, stock characters, dramatic irony).</li> </ul> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</li> <li>▪ Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</li> <li>▪ Supports statements and claims with anecdotes, descriptions, facts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modeling effective writing with a variety of purposes</li> <li>▪ Cooperative Learning</li> <li>▪ Involving students in the process of developing assessment</li> <li>▪ Instruction and practice of effective revision techniques including peer revision sessions</li> <li>▪ Utilizing the writing process for each assignment (pre-write, draft, revise, edit, etc.)</li> <li>▪ Revising random samples of ineffective writing</li> <li>▪ Journal writing</li> <li>▪ Practice writing thesis statements using the thesis equation</li> <li>▪ Provide practice (in the form of worksheets, game, flash cards, etc.) for vocab. and grammar</li> <li>▪ Anticipation Guides</li> <li>▪ Differential Scales</li> <li>▪ Socratic Seminars</li> <li>▪ Predicting &amp; Confirming</li> <li>▪ Previewing</li> <li>▪ Specific Pre-Reading Purposes</li> <li>▪ Semantic Map</li> <li>▪ Sketch to Stretch</li> <li>▪ Double Entry Journals</li> <li>▪ Most Important Word</li> <li>▪ Reading Guides</li> <li>▪ Fishbowl</li> <li>▪ Silent Discussions</li> </ul>	<p>Journals</p> <p>Essays</p> <p>Presentations</p> <p>Self and peer Evaluations</p> <p>Vocabulary tests</p> <p>Authentic assessment</p> <p>Projects</p> <p>Tests</p> <p>Recitations</p> <p>Oral Interpretations</p> <p>Student developed questions</p> <p>Final Exam</p> <p>Portfolios</p> <p>Rubrics</p> <p>Observations</p> <p>Quizzes</p> <p>Games</p> <p>Speeches</p>		

and statistics, and specific examples.

- Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- Draws comparisons between specific incidents in a text and broader themes that illustrate the writer's important beliefs or generalizations about life or culturally specific beliefs or generalizations about life.
- Use MLA conventions for citations and bibliographies.

#### **Synthesis Writing**

- Synthesizes knowledge gathered from a variety of primary and secondary sources (i.e., print and non-print texts such as graphics and visuals, as well as different genres of texts and literature.)
- Compose writing pieces that bring together multiple viewpoints on a subject and draw personal conclusions.

#### **Non-Fiction**

- Draw conclusions and make inferences based on explicit and implied meaning

#### **Global Perspective**

- Investigates the effects of culture (e.g., time, place, societal values, etc.) on the work.
- Understand the relationship between literature and its historical, social and cultural context.
- Compare and contrast elements between one or more texts.
- Interpret and synthesize recurring elements of literature.
- Recognize the effects of one's own point of view in formulating interpretations of texts.

- Electronic Conversations
- Text Reformulation
- Carousel Brainstorming
- Response Partners
- Quizzes
- Pass Arouds
- Internet Forums
- Autosummarize
- Likert Scales
- Bookmarking
- Close Reading

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|  | <ul style="list-style-type: none"><li>▪ Examine multiple global viewpoints.</li><li>▪ Evaluate the development and validity of ideas, experiences and themes by:<ol style="list-style-type: none"><li>a) Questioning the narrator's or speaker's assumptions, beliefs, intentions and biases</li><li>b) Identifying cultural or ethnic values of the writer and evaluating their impact on the meaning of the text</li><li>c) Evaluating examples, details, and reasons to support ideas</li><li>d) Identifying multiple levels of meaning</li><li>e) Judging quality of literary texts using the criteria and conventions of literary criticism</li></ol></li></ul> |  |  |  |  |
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