

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

**Course Title: Freshman English Genre - *What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her morals, ethics and values?***

Topics	Skill Expectations	Instructional Strategies	Formative Assessments	Benchmarks	Alignment to MLR
<b>General Reading Strategies</b>  <b>Close Reading Strategies</b>  <b>Literary Analysis</b>  <b>General Genre Study</b>  <b>Novel Study</b>  <b>Drama Study</b>  <b>Poetry Study</b>	<p><b>General Reading Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Activate prior knowledge related to topic and the text</li> <li>▪ Establish and adjust purposes for reading</li> <li>▪ Adjust reading rate according to purpose for reading</li> <li>▪ Effectively use a variety of before, during and after reading strategies to monitor comprehension and make meaning out of texts</li> <li>▪ Understand vocabulary within a literary work.</li> </ul> <p><b>Close Reading Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Pose personally relevant questions about texts that require different levels of thinking and interpreting</li> <li>▪ Understand that one text may generate multiple interpretations</li> <li>▪ Make, confirm and/or revise predictions based on information in the text</li> <li>▪ Interpret recurring themes from a variety of literary works based on essential questions</li> <li>▪ Employ effective close reading strategies – double entry journals, reading sheets, study guides, annotation.</li> <li>▪ 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.</li> </ul> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Understand the meaning of terms that are specific to literary analysis</li> <li>▪ Establish topic, audience and purpose in response to one or more literary texts of various genres using prompts provided</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Electronic Conversations</li> <li>• Text Reformulation</li> <li>• Carousel Brainstorming</li> <li>• Response Partners</li> <li>• Quizzes</li> <li>• Pass Arouds</li> <li>• Internet Forums</li> <li>• Autosummarize</li> <li>• Likert Scales</li> <li>• Bookmarking</li> <li>• Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Selected response</li> <li>• Essays</li> <li>• Journals</li> <li>• Double Entry Drafts</li> <li>• Oral Interpretations</li> <li>• Oral Presentations</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Visual Products</li> <li>• Digital Storytelling</li> <li>• Authentic Assessments</li> </ul>	<p>Writing prompt – literature based</p> <p>Critical reading assessment</p> <p>NWEA in spring</p>	

	<p>by the teacher and prompts student generate</p> <ul style="list-style-type: none"> <li>▪ Write thesis based essays using claim, evidence/support structure from prompts provided by the teacher</li> <li>▪ Provide textual evidence to support analysis claims in both written and oral responses.</li> </ul> <p><b>General Genre Study</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the distinguishing features of different literary genres – novels, plays and poems</li> <li>▪ Compares and contrasts genre characteristics from two or more selections of literature.</li> <li>▪ Recognize literary elements that constitute novels, plays and poems (point of view, character, dialogue, setting, plot, conflict, theme, etc.)</li> <li>▪ Understand how different points of view reveal different perspectives</li> <li>▪ Identifies a plausible theme, underlying meaning, or interpretation of the piece of literature.</li> <li>▪ Appropriate oral interpretation of pieces of literature (poems, dialogue, drama)</li> </ul> <p><b>Novel Study</b></p> <ul style="list-style-type: none"> <li>▪ Self select texts to engage in continuous independent reading</li> <li>▪ Locates and analyzes such elements in fiction as language (i.e., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony.</li> <li>▪ Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s). (antagonist, protagonist, characterization – direct and indirect, foil,</li> <li>▪ Introduce and analyze figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).</li> <li>▪ Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</li> </ul>				
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