

Bexley High School
Learning Center Curriculum

Course Description: Students will develop their critical reading skills by studying poetry, drama, fiction, and non-fiction to explore how authors create meaning, with an emphasis on the nature of storytelling. Some guiding questions include “What choices do authors make while writing? How do an author’s choices affect the whole text? How do humans tell stories, and why? Why do we like some stories better than others?” Writing instruction builds on basic skills and emphasizes various forms, such as narrative, synthesis, literary analysis, and argument. The writing process is explicitly taught. Inquiry through research is also introduced. Summer reading is a requirement.

Skills for Success in High School English

To maximize student learning LC classes will address skills for being successful as an English student. This unit includes study skills, organization of materials, annotation and noting skills, vocabulary study skills, penmanship/ legibility, close reading, basic grammar, and expectations for writing assignments and discussions at the high school level.

Summer Reading

The Bexley High School English Department values reading and encourages students to read as often as possible. Students will read a book of choice prior to the first day of school. They should be prepared to discuss their reading verbally and/or in writing. Specific learning standards for assignments based on summer reading will be determined by individual teachers.

Reading Standards

Students will:

- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RI.9-10.6)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)

Language Standards

Students will:

- Determine or clarify the **meaning of unknown and multiple-meaning words and phrases**, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
- Acquire and use accurately **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. (CCSS.ELA-Literacy.L.9-10.6)

Speaking & Listening Standards

Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
 - **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. (CCSS.ELA-Literacy.SL.9-10.1d)

Writing Standards

Students will:

- **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**. (CCSS.ELA-Literacy.W.9-10.10)

Drama—Tragedy or Comedy

Students will study the Shakespearean tragedy Romeo & Juliet, Macbeth, or The Taming of the Shrew. In addition to learning the conventions of tragic literature, students will gain skills in paraphrasing a complex text and reading closely for author's purpose. Students may also analyze a speech from the text in this unit, and/or they may evaluate a film adaptation of the work. Reading of the core text is supplemented with relevant non-fiction pieces about the time period and author. Throughout the study of the literature, students engage in informal writing (analytical journals, responses, impromptu pieces) to support their reading and discussion.

Reading Standards

Students will:

- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)
- Analyze the representation of a **subject or key scene in two different artistic mediums**, including what is emphasized or absent in each treatment. (CCSS.ELA-Literacy.RL.9-10.7)

Speaking and Listening Standards

Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
 - **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. (CCSS.ELA-Literacy.SL.9-10.1d)

Language Standards

Students will:

- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases**, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
 - 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. (CCSS.ELA-Literacy.L.9-10.4a)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS.ELA-Literacy.L.9-10.4c)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.9-10.5)
 - Interpret **figures of speech** (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)

- o Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.9-10.5b)

Writing Standards

- **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**. (CCSS.ELA-Literacy.W.9-10.10)

Reading—Fiction and Nonfiction

Students will study short stories and To Kill a Mockingbird, Of Mice and Men, The Great Gatsby, The First Part Last, Speak, A Long Way Gone, Lord of the Flies, The Crucible, Huckleberry Finn, The Catcher in the Rye, and/or the Global Read Aloud text. Students will review basic literary elements, consider each text within its historical and cultural context, and analyze how an author's choices shape each character's point of view and establish his or her unique identity and perspective. Relevant non-fiction texts supplement students' study. Students may also analyze a speech from the text in this unit, and/or they may evaluate a film adaptation of the work. Throughout the study of the literature, students engage in informal writing (analytical journals, responses, impromptu pieces) to support their reading and discussion.

Reading Standards—Literature

Students will:

- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)

Reading Standards—Nonfiction

Students will:

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RI.9-10.1)

- 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. (CCSS.ELA-Literacy.RI.9-10.2)
- 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. (CCSS.ELA-Literacy.RI.9-10.4)
- Analyze in detail how an author’s ideas or claims are **developed and refined by particular sentences, paragraphs, or larger portions of a text**. (CCSS.ELA-Literacy.RI.9-10.5)

Speaking and Listening

Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
 - **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. (CCSS.ELA-Literacy.SL.9-10.1d)

Writing Standards

- 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. (CCSS.ELA-Literacy.W.9-10.10)

Close Reading of Poetry

Teachers may have one unit or teach poems throughout the year in conjunction with other units.

Students will develop the skills of close reading of literature, becoming more independent in their analysis of how an author’s choices help to convey the work’s purpose. In particular, students will learn to analyze how figurative language, sound devices, diction, theme, symbol, speaker, and structure shape meaning in poetry.

Reading Standards

Students will:

- Cite strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.9-10.1)
- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)

Language Standards

Students will:

- **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. (CCSS.ELA-Literacy.L.9-10.3)
- **Determine or clarify the meaning of unknown and multiple-meaning words and phrases**, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.9-10.5)
 - Interpret **figures of speech** in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.9-10.5b)

Writing

- **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**. (CCSS.ELA-Literacy.W.9-10.10)

Argument Writing

To be college and career ready, students must be able to make a clear claim and support it with evidence. In LC, students learn the basics of argument writing. Students will continue to utilize the writing process to improve the quality of their work.

Writing Standards

Students will:

- Draw **evidence** from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.9-10.9)
- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
 - 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - 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. (CCSS.ELA-Literacy.W.9-10.1c)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)
- **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. (CCSS.ELA-Literacy.W.9-10.5)
- **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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of standard English **grammar and usage** when writing. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of **parts of speech**
 - Identify and correct **run-on sentences and fragments**
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common **comma rules**
 - Distinguish between **plurals and possessives**
 - Correctly **capitalize and punctuate titles**

Synthesis Writing

Students will synthesize information from various fiction and nonfiction sources with a goal of writing a short essay that incorporates more than one source.

Writing Standards

Students will:

- Draw **evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.9-10.9)
 - Apply *grades 9-10 Reading standards* to literature. (CCSS.ELA-Literacy.W.9-10.9a)
- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
 - 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - 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. (CCSS.ELA-Literacy.W.9-10.1c)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.9-10.4)
- **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. (CCSS.ELA-Literacy.W.9-10.5)
- **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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of standard English **grammar and usage**. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of **parts of speech**
 - Identify and correct run-on **sentences and fragments**
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling**. (CCSS.ELA-Literacy.L.9-10.2)

- o Apply common **comma rules**
- o Distinguish between **plurals and possessives**
- o Correctly **capitalize and punctuate titles**
- o Use a **colon** to introduce a list or quotation

Literary Analysis

Students are introduced to the practice of writing analytically about literature. Students will use pre-writing strategies to select a focus for their analysis and generate ideas. The process includes creating an outline of these ideas, then composing an argumentative thesis and building supporting arguments that include apt and specific evidence from the text. Students will also connect their evidence to their thesis with logical reasoning. The unit also introduces students to the academic conventions of selecting appropriate quotations for support, blending quotations into the argument, and citing the evidence according to MLA standards. Students are expected to take their writing through a revision process with feedback from peers and the teacher.

Writing Standards

Students will:

- Draw **evidence** from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.9-10.9)
- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
 - o 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - o 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. (CCSS.ELA-Literacy.W.9-10.1c)
- **Develop and strengthen writing** at times by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-Literacy.W.9-10.5)
- **May 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of standard English **grammar and usage** when writing. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of **parts of speech**
 - Identify and correct **run-on sentences and fragments**
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common **comma rules**
 - Distinguish between **plurals and possessives**
 - Correctly **capitalize and punctuate titles**

Career Readiness

Students will prepare for the workplace through a variety reading, writing, and vocabulary units. Topics include looking for and applying to jobs, preparing a resume, filling out a job application, interview skills, following directions, using job-related resources, filling out forms, communication, writing reports, and understanding the conventions of the professional world.

Writing Standards

Students will:

- **May 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of standard English **grammar and usage** when writing. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of **parts of speech**
 - Identify and correct **run-on sentences and fragments**
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.9-10.2)

Speaking & Listening Standards

Students will:

- **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. (CCSS.ELA-Literacy.SL.9-10.4)
- Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELA-Literacy.SL.9-10.5)

Speech

Students may present a speech. Placement of the speech into the curriculum is by teacher discretion.

Speaking & Listening Standards

Students will:

- **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. (CCSS.ELA-Literacy.SL.9-10.4)
- Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELA-Literacy.SL.9-10.5)