

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**English**

**SCP English 11: The Power of Narrative**

## Course Description

This full-year course explores the place of narrative, or story, in the human experience. From epics, to ballads, to novels, to motion pictures, narratives have enriched our lives by educating us, challenging us, and entertaining us. This course includes the study of fiction and nonfiction narratives from ancient and contemporary sources. In the writing component of the class, students will continue to write essays of literary analysis and also explore narrative writing. Works studied include *Beowulf*, *The Things They Carried*, *The Great Gatsby*, selections from the Harlem Renaissance, and a varied selection of classical and contemporary genres.

## Reading & Writing Skills

### READING

#### MA Curriculum Frameworks Standards RL. 1-7, 10

- Cite strong and thorough textual evidence
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama
- Determine the figurative or connotative meaning(s) of words and phrases
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant
- Read and comprehend a variety of complex texts that represent a cross-section of perspective, genre, and time period.

### WRITING

#### MA Curriculum Frameworks Standards W1-5, 8-10

- Write arguments
- Write informative/explanatory texts
- Write narratives
- Produce clear and coherent writing
- Develop and strengthen writing as needed
- When conducting research, gather relevant information from multiple authoritative print and digital sources
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research.

## Language, Speaking, and Listening Skills

### SPEAKING & LISTENING

#### MA Curriculum Frameworks Standards SL.1-4, 6

- Initiate and participate effectively in a range of collaborative discussions
- Integrate multiple sources of information presented in diverse formats and media
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence
- Adapt speech to a variety of contexts and tasks

### LANGUAGE

#### MA Curriculum Frameworks Standards L.1-6

- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling
- Apply knowledge of language to understand how language functions in different contexts
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use accurately academic and domain-specific words and phrases

Units	Essential Questions	Key Activities
<i>Beowulf</i>	<ul style="list-style-type: none"> <li>• How does the desire to leave a legacy shape the way one lives?</li> <li>• How does one gauge the effect of legacy? To what extent is legacy within one's control?</li> <li>• To what extent does the modern world value legacy?</li> <li>• What defines a true hero?</li> <li>• What is the nature of monstrosity?</li> <li>• What determines the nature of good and evil?</li> </ul>	
The Hero's Journey	<ul style="list-style-type: none"> <li>• How do archetypes reveal human experience?</li> <li>• What defines a true hero?</li> <li>• To what extent is the Hero's Journey relevant to human experience?</li> <li>• How are the values of a culture expressed within a piece of literature or media?</li> <li>• How is the Hero's Journey a reflection of universal themes, motifs, and characters?</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Vocabulary study</li> <li>• Analytical essays</li> <li>• Narrative writing</li> <li>• Media analysis</li> <li>• Socratic seminars</li> <li>• Creative projects</li> <li>• Research</li> </ul>
Grammar Bootcamp	<ul style="list-style-type: none"> <li>• How does using correct grammar and punctuation improve effective writing?</li> <li>• How is grammar a reflection of the writer?</li> <li>• How is grammar used as a source of power?</li> </ul>	
<i>The Great Gatsby</i>	<ul style="list-style-type: none"> <li>• What does it mean to be "great?"</li> <li>• How do the decisions and actions of characters reveal their personalities?</li> <li>• What is the American Dream and to what extent is it achievable for all Americans? Is the American Dream a destructive or empowering force?</li> <li>• How does the desire to leave a legacy shape the way one lives?</li> <li>• How does one's choices have an effect beyond the scope of the individual?</li> </ul>	
Harlem Renaissance Poetry and Art	<ul style="list-style-type: none"> <li>• How are the values and history of a culture expressed through the arts?</li> <li>• How do the arts communicate historical data and perspective?</li> <li>• How did the creative expression of African Americans lead to a new cultural identity?</li> <li>• How did the Harlem Renaissance affect American society?</li> </ul>	
<i>The Things They Carried</i>	<ul style="list-style-type: none"> <li>• What is the emotional and moral toll of war on a soldier?</li> <li>• How does the experience of war reframe interpersonal relationships?</li> <li>• What is the power and purpose of storytelling?</li> <li>• Can fiction reveal truth?</li> </ul>	
<i>Encyclopedia of an Ordinary Life</i> "Letter essays"	<ul style="list-style-type: none"> <li>• What makes the ordinary extraordinary?</li> <li>• What makes effective personal narrative writing?</li> </ul>	

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## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

### Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

### Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

### Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.

### Socratic Seminar

A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class.

(Definition modified from NCTE ReadWriteThink, <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>)