



MS/HS ELA Curriculum Syllabus

MISSION STATEMENT - At its core, the mission of the *BelovED Middle School & High School English Language Arts Department* is to provide a comprehensive curriculum that is based upon research and best practices, ensuring that students become critical thinkers, proficient readers, expressive writers and communicators in order to promote the literacy skills and concepts required for success in an ever evolving global and technological world.

GOALS - BelovED's Middle School & High School curriculum is designed to ensure that students read and understand a variety of complex texts across multiple genres such as poetry, myths, realistic fiction, historical fiction, speeches, dramas, literary criticism, letters, speeches, articles, short stories, and more. These varied texts allow students to encounter new perspectives, rethink ideas, and deepen their knowledge of contemporary, traditional, and classic literature.

Our goal is to provide students with quality, rigorous instruction that encourages them to become critical and creative thinkers through culturally relevant texts and learning experiences that help them gain the competencies needed to become change agents within their larger communities.

GRADE LEVEL THEMES - Every grade level has an overarching theme that will be at the core of values, curriculum and discussions in the classroom. These themes allow us to help students find their voice and value system that lead them in becoming contributing members of society in their own little ways.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Grade Theme	Coming of Age	Finding our Core Values	Human Rights	Understanding Human Nature	Responsibility to ourselves & others
Unit 1	Imagination	Defining America	Morality	Identity	Innocence & Isolationism
Unit 2	Childhood	Turning Points	Slavery and Abolition in America		Classism & The American Dream
Unit 3	Animal Allies	Crossing Generations	Seeking Justice	Confrontation & Reconciliation	Power & Hysteria
Unit 4	Exploration	Facing Adversity	Encountering Evil	Friendship	Corruption & Revenge
Unit 5	Modern Technology	--	--	Freedom & Censorship	Fate vs. Free Will
Unit 6	--	--	--	Ambition	--



HOW DO WE SUPPORT OUR STUDENTS? - Keeping in mind the varied learning abilities and differentiated student needs, we try our best to cater to every student by employing different learning models and teaching techniques, such as:

- In-Class Conferencing
- Gradual Release Model
- Embedded Social and Emotional Learning opportunities
- Small Group Levelled Literacy Intervention Instruction
- Honors Level Courses

OUTCOME - As a result of being part of the BelovED Community Charter School Community Middle and High School Academies, through reading, writing, speaking, and listening, students will effectively and independently :

- comprehend a range of texts and media by comparing and contrasting them
- communicate ideas while responding to varying demands
- generate questions and seek answers through critical analysis of text and media
- seek understanding of themselves and others (I, I in the society, I for the society)
- embrace lifelong learning and reading for enjoyment
- develop a critical eye and appreciation for the written word

READING

We intend to encourage all our Scholars to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the content areas to become well rounded, well read , and knowledgeable adults. To that effect, our curriculum:

- Requires the reader to go deeper into the text in order to understand its structure, form, interconnectivity of ideas, message, goals and intertextuality in order to explore the text at a deeper level
- Aims to develop an understanding of the overall literal meaning of the text along with developing a strong sense of how texts and various literature forms are connected
- Requires students to go deeper into the text unravelling the themes, motifs, message, goals and extrapolate it to connect the text, not only to other texts, but to the world around them and use their knowledge to answer real world problems

WRITING

Writing every day helps students express and support their ideas. The Writing curriculum provides a student-centered framework that helps children write daily and purposefully. Teacher minilessons focuses teaching on explicit skills that align to writing standards. Students spend the majority of the time writing. Teachers model and support the process, then confer, prompt, and work with individual students.

By growing the whole writer, students learn the skills of developing the elements of the writing genre, developing structure, and understanding the author’s craft. Students learn that writing is not just a task they do for a grade but that it’s about communicating ideas to an audience through the written word.

- ❑ **Writing in Response** to reading consists of exercises, embedded in the content of the reading, that seek to develop students as analytical writers within the context of the days reading
- ❑ **Formative writing** consists of exercises that lets students use writing as a tool to develop and expand their thinking/deepen their understanding by breaking down parts of the text
- ❑ **Summative writing** asks students develop writing that explain and provide evidence for a more developed argument about the text, analyzing the text as a whole

Research Based Projects

Furthermore, throughout the year, students are immersed in inquiry based projects that require them to research, collaborate, and problem solve. These projects are aimed to:

- Reinforce inquiry and research skills
- Provide collaboration and teamwork opportunities, a real world skill
- Builds 21st century skills, like innovation and creativity
- Supports social-emotional development
- Develops speaking and listening skills

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Gr 6	Comparing mediums - movie and text version of The Wonderful Wizard of Oz	Research project in slideshow (version of Alice changing and how she is interpreted differently)	Argumentative Essay/Research Project: Consider challenges facing the international community and weigh responses to the crisis. Identify one way to help	

			with the refugee crisis and why it is important.	
Gr 6 ADV	-	Research project in slideshow (version of Alice changing and how she is interpreted differently)	Research Seminar: Students will conduct research on a key person/event in the Civil Rights Movement	
Gr 7	DACA Project	Comparing and contrasting girl child education in Eastern and Western parts of the World	Narrative Writing Project: Write a narrative from the perspective of a god! Make sure your piece is written in first-person point of view through the perspective of your selected god. Your narrative should:	
Gr 7 ADV	DACA Project	Water Crisis in Africa and Research Based Two Voice Poem	Multimedia Research Project	
Gr 8*	Human Rights Project	HBCU research project	JM Research Project: conducting research on a topic presented within the book. You will then choose a mode in which to present your interpretation of that aspect of the text that is informed by your research. Incarceration of Children or Teens Solitary Confinement Prisoner's Rights Capital Punishment Women in Prison Rehabilitation of Criminals Race and the Justice System Class and the Justice System Wrongful Convictions	
Gr 9	Short Story Unit Essay	The Incarceration System: Essay	Analyzing Politics: To What Extent is Our Society a Dystopia?	
Gr 10	Embodying Holden's Voice: JD Salinger's Obituary	Achieving the American Dream: Morality and Queerness in <i>The Great Gatsby</i>	Fear Mongering and Hysteria: How Far Have We Come?	

Curriculum Scope and Sequence

Novel Study

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Gr 6	The Wonderful Wizard of Oz	Charlie and the Chocolate Factory	Bud Not Buddy	Boy At the Back of the Class	A Dog's Purpose	
Gr 6 ADV	The Giver		Watson's Go To Birmingham	The Outsiders	A Dog's Purpose	
Gr 7	Poems, Essays, Short Stories	I am Malala	Dragonwings	The Lightning Thief	House on Mango Street	--
Gr 7 ADV	Poems, Essays, Short Stories	A Long Walk to Water	Dragonwings	Roll of Thunder Hear My Cry	All American Boys	--
Gr 8*	Youth in Human Rights	Stamped	Just Mercy To Kill a Mockingbird	Night	Animal Farm	Othello
Gr 9	Short Story Unit	The Other Wes Moore	Of Mice and Men	Fahrenheit 451	Sula	MacBeth
Gr 10	The Catcher In The Rye	The Great Gatsby Animal Farm (LL)	The Crucible	Hamlet	Rosencrantz and Guildenstern are Dead	
Gr 11						
Ap Lang						

**The 8th Grade Humanities curriculum is the same for advanced courses, with variations in the unit projects assigned*