



## **BPS LANGUAGE ARTS PROGRAM**

### **High School (Grades 9-10)**

At BPS, the High School Language Arts Program evolves beyond the Middle School language arts curriculum to provide an engaging and challenging language experience. Our learners will be exposed to a wide variety of genres and will have access to a challenging array of texts that are broad and with a global outlook—these texts include but not limited to novels, short stories, poetry, and informational texts. Furthermore, BPS has invested in a wide collection of enriching digital content as well as print resources as means for learners to advance their language proficiencies in listening, speaking, reading and writing.

At its core, the High School Language Arts Program is intended to prepare our learners for university/ college. The program is also primarily designed to be standards-based, contingent with the Common Ground Collaborative (CGC) Framework of Learning and the Common Core State Standards (CCSS). Therefore, and in addition to developing our learners' language development through becoming metacognitive readers and effective writers, this program will clearly promote social collaboration as well as engage learners in continuous cycles of self-reflection and goal setting.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Grades 9-10	Learners will understand....	Learners will be able to....	Integrity
Listening and Speaking	<p style="text-align: center;"><b>LISTENING AND SPEAKING ARE FUNDAMENTALS OF READING AND WRITING</b></p> <ul style="list-style-type: none"> <li>• Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.</li> <li>• Listening skills are critical for learning and communicating.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• A speaker selects a form and an organizational pattern based on the audience and purpose.</li> <li>• A speaker's choice of words and style set the tone and define the message.</li> </ul>	<p>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.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue, to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning, or exaggerated or distorted evidence.</p> <p>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.</p> <p>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.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Resilience</p> <p>Reflection</p> <p>Empathy</p> <p>Playfulness</p>

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<p><b>Reading</b></p>	<p>Learners understand that:</p> <p style="text-align: center;"><b>READING INFLUENCES US</b></p> <ul style="list-style-type: none"> <li>• Readers use strategies to construct meaning.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> </ul>	<p><b>A. <u>Reading Literature (RL)</u></b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>Provide an objective summary of the text.</p> <p>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.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>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).</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading from world literature.</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>Analyze how an author draws on and transforms source material in a specific work.</p> <p>Read independently and proficiently and comprehend literature, including stories, drama, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>B. <u>Reading Information Text (RI)</u></b></p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	

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<p><b>Writing</b></p>	<p>Learners understand that:</p> <p><b><i>WRITING IS A PROCESS AND A MEDIUM OF COMMUNICATION</i></b></p> <ul style="list-style-type: none"> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• Writers have a purpose for writing.</li> <li>• Writing is a multi-stage process.</li> <li>• Writing is a reflective process.</li> </ul>	<p>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.</p> <p>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.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>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.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or explanation presented (e.g., articulating implications or the significance of the topic).</p>	

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<p><b>Language Foundations</b></p>	<p>Learners understand that:</p> <p><b>CONVENTIONS OF LANGUAGE CONVEY MEANING EFFECTIVELY</b></p> <ul style="list-style-type: none"> <li>• Written communication and mechanics promote fluency of communication.</li> <li>• Rules, conventions of language, help readers understand what is being communicated.</li> <li>• Words powerfully affect meaning.</li> <li>• People communicate through words.</li> <li>• Conventional spelling promotes common understanding.</li> <li>• Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.</li> </ul>	<p>Use parallel structure.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>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.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>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.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	