

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**ENGLISH 200
CURRICULUM**

2014

**Approved by the Rutherford Board of Education
March 10, 2014**

Revised by the RBOE June 15, 2015

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION

The purpose of the English 200 course is to enable the student to write with competence, to read with understanding, to speak with precision and, most importantly, to think creatively and critically. Based upon the study of American literature, the program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.

The readings in English 200 are conceptually and thematically aligned with US History I. Readings will focus on the literary, historical, and cultural aspects of the United States up to World War II. The teachers of Social Studies and English will collaborate, when possible, on assessments for the concepts and themes covered. Students will be expected to find connections between the historical and cultural aspects and the literature or non-fiction texts that are read and analyzed. Themes include: *The Search for a Voice*, *Individualism vs. Nationalism*, *Moral Struggle*, *The American Dream*.

The writing portion of the course enforces the fact that writing is a practical art that can be learned by studying and applying patterns. To accomplish proficiency in the language arts, students will be given opportunities to incorporate vocabulary, study word choice, and effectively synthesize the writing process to convey their message. Throughout the course, students will be encouraged to use the concepts, themes, and activities to better comprehend themselves and their world. In addition, students will be preparing for state mandated standardized test and the SAT.

To encourage critical thinking, varied tools of learning will be incorporated into this course. Technological materials including the use of the SMARTBoard will be utilized.

The English 200 course fulfills the tenth grade requirement for English.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Grammar, Usage, and Mechanics
 - Grammar
 - Parts of Speech

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Parts of a Sentence
 - Complete Sentences, Fragments and Run Ons
 - Subject and Predicate
 - Direct and Indirect Objects
 - Predicate Nominatives
 - Predicate Adjectives
 - Object Complements
- Phrases
 - Adjective Phrases
 - Adverb Phrases
 - Appositive Phrases
 - Participial Phrases
 - Gerund Phrases
 - Infinitive Phrases
- Clauses
 - Independent Clauses
 - Subordinate Clauses
 - Adjective Clauses
 - Adverb Clauses
 - Noun Clauses
- Usage
 - Parallel Sentence Structure
 - Subject-Verb Agreement
 - Subject and Object Pronouns
 - Antecedent Agreement
 - Misplaced and Dangling Modifiers
- Mechanics
 - Punctuation
 - End Marks
 - Commas
 - Colons
 - Semicolons
 - Quotation Marks
 - Punctuating Dialogue
 - Apostrophes
 - Hyphens

- Parentheses
 - Dashes
 - Capitalization
 - Proper Nouns
 - Proper Adjectives
 - Titles
- Modern Language Association Style
 - Modern Language Association Tenets
 - Research and Writing
 - Selecting a Topic
 - Conducting Research
 - Compiling a Bibliography
 - Evaluating Sources
 - Taking Notes
 - Outlining
 - Writing Drafts
 - Plagiarism and Academic Integrity
 - Definition of Plagiarism
 - Consequences of Plagiarism
 - Information Sharing
 - Forms of Plagiarism
 - When Documentation is Not Needed
 - The Physical Format of the Paper
 - Margins
 - Text Formatting
 - Heading and Title
 - Page Numbers
 - Documentation, Citing Sources and Works Cited
 - The List of Works Cited
 - Parenthetical Citations
 - The Research Project
 - The English 200 Research Project is entitled “Making Connections.”
 - Students will examine the connection between one or two historical events (or concepts) and an American author and prove that the author and his writings were influenced by that historical event(s).
Alternately, students may prove that the historical event(s) was/were influenced by an author and his writings.
 - The English 200 Research Project will follow the MLA (Modern Language Association) style.
 - Students will spend time in the library and the computer lab to research their topics.
 - The project will be evaluated according to the teacher’s criteria.
- Writing Styles
 - Summer Reading Project
 - Writing a Description

- Writing a Narrative
- Writing an Example Based Essay
- Writing a Classification Essay
- Writing a Process Analysis
- Writing a Comparison and Contrast Essay
- Writing a Definition Essay
- Writing a Cause and Effect Essay
- Writing a Synthesis Essay
- Writing an Argument
- Writing an Analysis
- Writing an Analogy
- Writing the Creative Essay
 - Writing with Humor
 - Writing with Irony
 - Writing Satire
- Writing Development
 - Stylistic development is nurtured by emphasizing the following:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
 - A balance of generalization and specific illustrative detail
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Reading Genres
 - Non-Fiction Essay
 - The Elements of The Essay
 - Thesis
 - Unity
 - Organization
 - Beginnings and Endings
 - Paragraphs
 - Transitions
 - Effective Sentences
 - The Language of the Essay
 - Diction
 - Tone
 - Figurative Language
 - Rhetorical Devices
 - Literature
 - Reading Fiction
 - Plot
 - Point of View
 - Character

- Setting
- Tone and Style
- Theme
- Symbol
- Literary Devices
 - Allusion
 - Analogy
 - Anastrophe
 - Antagonist/Protagonist
 - Blank Verse
 - Connotation/Denotation
 - Couplet
 - Denotation/Connotation
 - Epigram
 - Figurative Language
 - Apostrophe
 - Hyperbole
 - Metaphor
 - Extended Metaphor
 - Metonymy
 - Personification
 - Simile
 - Synecdoche
 - Flashback
 - Foreshadowing
 - Free Verse
 - Imagery
 - Inference
 - Irony
 - Lyric
 - Mood
 - Paradox
 - Ploy
 - Point of View
 - Protagonist/Antagonist
 - Rhyme
 - End Rhyme
 - Internal Rhyme
 - Slant Rhyme
 - Feminine Rhyme
 - Rhythm
 - Satire
 - Setting
 - Sonnet
 - Sound Devices

- Alliteration
 - Assonance
 - Consonance
 - Onomatopoeia
 - Repetition
 - Stream of Consciousness
 - Style
 - Symbol
 - Theme
 - Tone
- Standardized Test Practice

METHODS OF ASSESSMENT

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Sample/Practice Standardized Tests
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives, and their alignment to state standards.

GROUPING

English 200 is a heterogeneously grouped course.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

English 200 is a full year course.

RESOURCES

- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Texts
 - *The United States in Literature*. Scott, Foresman, 1991.
 - *Grammar for Writing*, Sadlier-Oxford, 2007.
- Required Reading:
 - *The Crucible (Connection to Social Studies: Salem Witch Trials and McCarthyism)*
 - *The Great Gatsby (Connection to Social Studies: The Jazz Age and Prohibition)*
 - *Of Mice and Men (Connection to Social Studies: The American Dream and The Plight of Migrant Farmworkers)*
 - *Taming of the Shrew or Macbeth*
- Supplemental Readings/Materials
 - Teacher selected short stories and poems.
 - Teacher-selected non-fiction companion pieces to literature.
 - *MLA Handbook for Writers of Research Papers, Seventh Ed.* Modern Language Association, 2009.
 - Webster's New World College Dictionary, Fourth Edition
 - *Basic English Grammar and Composition Level E*, Esp. Publishing

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12

- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Write for a variety of purposes
- Create and sustain arguments based on readings, research and/or personal experience
- Evaluate literature based upon thematic conventions
- Synthesize literature based upon historical themes and ideals
- Evaluate filmed/performed representations of literature
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination will be done with the social studies department on a regular basis. There are possible connections to the business and technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls

- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

September	October	November	December	January
<p>Theme: <i>The Search for a Voice</i></p> <p><i>Works from:</i> Navajo, Pima, Ojibwa, Bradford, Edwards, Bradstreet, Taylor, Jefferson, Franklin, Paine</p> <p><i>The Crucible</i></p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>The Search for a Voice</i></p> <p><i>The Crucible</i></p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>Individualism vs. Nationalism</i></p> <p><i>Works from:</i> Irving, Bryant, Longfellow, Holmes, Poe, Lowell, Whittier, Emerson, Thoreau</p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>Individualism vs. Nationalism</i></p> <p><i>Works from:</i> Whitman, Dickinson, Twain, Robinson, Masters</p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>Moral Struggle</i></p> <p><i>Works from:</i> Hughes, Cullen, McKay, Millay, Pound, Williams, Frost, Cummings</p> <p><i>The Great Gatsby</i></p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>

February	March	April	May	June
<p>Theme: <i>Moral Struggle</i></p> <p><i>The Great Gatsby</i></p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>Moral Struggle</i></p> <p>Shakespeare selection</p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: <i>The American Dream</i></p> <p><i>Of Mice and Men</i></p> <p>Non-Fiction Companion Pieces to Literature</p> <p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>“Making Connections” Research Paper</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Grammar, Usage, and Mechanics</p> <p>Vocabulary Acquisition from Readings</p> <p>“Making Connections” Research Paper</p> <p>Standardized Test/SAT Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>