

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**ENGLISH 307/407
CURRICULUM**

2015

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 307/407 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. The course is designed to meet the individual needs of the special education student as he/she prepares for future educational goals and challenges. The literature portion of the course alternates each year between the study of American Literature and themed units. Students will be taught to analyze and predict aspects of the text. To encourage critical thinking, varied tools of learning will be incorporated. Technological materials including video tapes, computer programs, and audio equipment will be utilized.

To accomplish proficiency in the language area, students will be given opportunities to incorporate vocabulary and 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 the state standardized tests and the SAT.

The English 307/407 course fulfills the eleventh grade and twelfth grade requirements 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/> varied writing assignments.

Methods of Assessment

A. Student Assessment

A variety of assessments will be provided, including but not limited to the following items:

1. Tests
2. Quizzes
3. Homework
4. Class work
5. Class participation
6. Essays, projects, reports
7. Oral reports
8. Journals

B. 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, which include the Core Curriculum Content Standards.

Grouping

English 307/407 is heterogeneously grouped.

Articulation/Scope and Sequence/Time Frame

English 307/407 is a full year course.

Resources

A. 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.

B. Technology

Students shall use technology as a research tool and word processor. Teachers shall use technology to enhance their lesson plans to provide additional information and practice for students. It is strongly suggested that students in English 307/407 provide technological procedures as substitutes for the written or word-processed report. 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)

C. Text

Elements of Literature, Second Course

D. Supplemental Reading/Materials

Audiotapes, videotapes, DVDs

Teacher selected short stories and poems

Scholastic Scope Literature, Level 5

Scholastic Scope Literature, Level 6

E. Required Reading

Macbeth (modified

version) *Hamlet*

(modified version)

F. Optional Reading

A Tale of Two Cities (modified version)

A Christmas Carol (modified version)

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

1. Students will create collages, artwork, and PowerPoint presentations in response to a novel or play.
2. Students will use video to develop a creative interpretation of a novel or play.

Suggested Transition Activities

1. Read and discuss career-related short stories.
2. Research project focused on careers and/or independent living.

Interdisciplinary Curriculum Coordination

Interdisciplinary curriculum coordination is possible with the Business and Technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations. Interdisciplinary curriculum coordination is strongly encouraged with the Transition 307 and 407 classes. Throughout the year, students will use resources available in both English 307/407 and Transition 307 and 407 classes to complete joint projects and assignments.

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

Curriculum Map - English 307/407 Year 1

September	October	November	December	January
* Basic grammar review *Literary devices: Irony, Symbolism, Flashback, Foreshadowing * <i>Macbeth</i>	* <i>Macbeth</i> *Vocabulary - selected from <i>Macbeth</i> * state standardized test styled prompts	* <i>Macbeth</i> *Vocabulary - selected from <i>Macbeth</i> * state standardized test styled prompts	* <i>A Tale of Two Cities</i> *Vocabulary - selected from <i>A Tale of Two Cities</i> * state standardized test	* <i>A Tale of Two Cities</i> *Vocabulary - selected from <i>A Tale of Two Cities</i> * <i>Retold Greek and Roman</i>
February	March	April	May	June
* <i>Retold Greek and Roman Myths</i> *Vocabulary - selected from <i>Retold Greek and Roman Myths</i>	*Poetry Unit: including, but not limited to: “Paul Rever’s Ride” “The Cremation of Sam McGee” “Casey at the	*Optional Reading Selection (based on reading levels of class) *Vocabulary - selected from reading	*Optional Reading *Vocabulary - selected from reading *Review literary devices	*Grammar review *Literature review *Vocabulary review

Curriculum Map - English 307/407 Year 2

September	October	November	December	January
* Basic grammar review *Literary devices: Irony, Symbolism, Flashback, Foreshadowing	* <i>Hamlet</i> *Vocabulary - selected from <i>Hamlet</i> * state standardized test styled prompts	* <i>Hamlet</i> *Vocabulary - selected from <i>Hamlet</i> * state standardized test styled prompts	* <i>Beowulf</i> , *Vocabulary - selected from <i>Beowulf</i> * state standardized test styled prompts	* <i>Beowulf</i> *Vocabulary - selected from <i>Beowulf</i> * <i>The Scarlet Letter</i> *Vocabulary -
February	March	April	May	June
* <i>The Scarlet Letter</i> *Vocabulary - selected from <i>The Scarlet Letter</i> * state standardized test styled prompts	*Short story - “The Landlady” *Short story - “The Monkey’s Paw” *Short story - “There Will Come Soft	*Short story - “The Tell-Tale Heart” *Vocabulary - selected from short story *Optional Reading Selection (based	*Optional Reading *Vocabulary - selected from reading *Review literary devices	*Grammar review *Literature review *Vocabulary review