

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**ENGLISH 400
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 400 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 program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges, especially at the college level.

Through the reading of plays and novels, the English 400 curriculum familiarizes students with works that have helped establish the world they live in and reflect society today. English 400 prepares students for the writing and research tasks encountered in college course work. Emphasis will be placed on preparing students for the Student Achievement Test (SAT).

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.

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.

English 400 is a course that fulfills the twelfth 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

Unit One: Self-Discovery

Students will focus on their purpose for writing studying the theme of “Self-Discovery.” The thematic exploration of identity will begin with the students’ own experiences and conclude with a more developed understanding of the individual and their conflict with the standards of society.

Reading:

- *Frankenstein* by Mary Shelley

- *The Bedford Reader* suggested readings
 - “Superman and Me” by Alexie Sherman
 - “No Name Woman” by Maxine Hong Kingston
 - “Shooting an Elephant” by George Orwell
 - “We’re Not...” by Andrew Roman
 - “Black Men & Public Space” by Brent Staples
 - “Why Women Still Can’t Have it All” by Anne-Marie Slaughter
 - “Fish Cheeks” by Amy Tan

Unit Two: Ethics

Students will focus on their purpose for writing while experimenting with different arrangements. In addition, students will focus on the principles of argument and synthesis. The thematic exploration of ethics will begin with the study of *The Theban Plays*.

Readings:

- *The Theban Plays* by Sophocles
- *The Bedford Reader* suggested readings
 - “Why We Lie” by Dan Ariely
 - “The Capricious Camera” by Laila Ayad
 - “Plata o Plomo: Silver or Lead” by Marie Javdani
 - “Having it All?” by Andrew Cohen
 - “A Modest Proposal” by Jonathan Swift

Unit Three: War & Conflict

The thematic exploration of war and conflict will begin with the study of the Shakespeare option and conclude with a more developed understanding of war and conflict in history and our culture.

Readings:

- Choice of Shakespeare: *Titus Andronicus* or *Othello*
- *The Bedford Reader* suggested readings
 - “Blood Loss” by Christopher Beam
 - “Live Free and Starve” by Chitra Divakaruni
 - “The Pine Ridge Community Storytelling Project” by *National Geographic*
 - “Life on the Mississippi” by Luis Alberto Urrea

Unit Four: Education and Opportunity

Students will focus on their purpose for writing while experimenting with different arrangements. In addition, students will focus on the principles of argument and synthesis. The thematic exploration of education and opportunity will begin with the students’ own experiences and conclude with a more developed understanding of education and its importance.

Readings:

- *The Bedford Reader* suggested readings
 - “Superman & Me” by Sherman Alexie
 - “The Best Kept Secret on Campus” by Rosie Anaya
 - “The Dreamer” by Junot Diaz
 - “Jock Culture” by Robert Lipsyte
 - “This is Water” by David Wallace

- “A Talk to Teachers” by James Baldwin

Viewing:

- “Waiting for Superman” Documentary

Unit Five: Communication and Language

Students will continue their application of argumentation and synthesis while exploring the idea of the American Dream.

Readings:

- *1984* by George Orwell
- *The Bedford Reader* suggested readings
 - “Narcissist, Give It a Rest” by Meghan Daum
 - “That’s so Mysto: What Makes Slang Stick?” by Juliet Lapidos
 - “The World of Doublespeak” by William Lutz
 - “The Meanings of a Word” by Gloria Naylor
 - “What Words Can Tell” by Francine Prose
 - “But What Do You Mean?” by Deborah Tannen

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 400 is a heterogeneously grouped course.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

English 400 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 Bedford Reader*, Bedford St. Martins, 2014.

- Required Reading:
 - *Othello* or *Titus Andronicus*
 - *1984* by George Orwell
 - *The Theban Plays* by Sophocles
 - *Frankenstein* by Mary Shelly

- Supplemental Readings/Materials
 - Documentary film “Waiting For Superman”
 - 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
- Write the college essay
- 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.
- Socratic Seminars
- Critical Reading
- Research – MLA citation style and works cited
- Reason – Inductive and Deductive Reasoning in Writing
- Reason – Methods of Argument

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>Unit 1: Self Discovery</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>Unit 1: Self Discovery</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>Unit 2: Ethics</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>Unit 2: Ethics</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>Unit 3: War and Conflict</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
Unit 3: War and Conflict	Unit 4: Education and Opportunity	Unit 4: Education and Opportunity	Unit 5: Communication and Language	Unit 5: Communication and Language
Non-Fiction Companion Pieces to Literature	Non-Fiction Companion Pieces to Literature	Non-Fiction Companion Pieces to Literature	Non-Fiction Companion Pieces to Literature	Non-Fiction Companion Pieces to Literature
Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics
Vocabulary Acquisition from Readings	Vocabulary Acquisition from Readings	Vocabulary Acquisition from Readings	Vocabulary Acquisition from Readings	Vocabulary Acquisition from Readings
Standardized Test/SAT Preparation	Standardized Test/SAT Preparation	Standardized Test/SAT Preparation	Standardized Test/SAT Preparation	Standardized Test/SAT Preparation
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