

# ELA Curriculum Presentation



**November 6, 2024**

# Review of Curriculum Revisions

- English 9
- English 10A & 10H
- Film as Text
- Journalism
- Revision of existing courses
- Stronger alignment to CCSS
- Stronger alignment to the Vision of the Graduate (VOG)
- Establishment of assured experiences

# Our Process

Full department discussions focusing on

- Pedagogical values
- Vision of a four-year English Language Arts experience
- Unpacking the standards
- Reviewing the Vision of the Graduate
- Thematic discussion

Team time to develop 1D and 2D maps / reviewed by Department Chair and Assistant Superintendent

Presentation and adoption by department

Summer curriculum work to develop 3D maps / reviewed by Department Chair and Assistant Superintendent

# Two-Dimensional Maps

Name of Unit	Standards	Essential Questions	Assessment(s)
<p>1. Short Story (4 weeks)</p> <p>Texts include:</p> <p>"There Will Come Soft Rains" / "The Veldt" by Ray Bradbury</p> <p>"The Path Through The Cemetery" by Leonard Q. Ross</p> <p>"Strawberry Spring" by Stephen King</p> <p>"Eraser Tattoo" by Jason Reynolds</p> <p>"Alumni Interview" by David Levithan</p> <p>Summative Assessment Texts:</p> <p>"Entropy" by Andrea Rinard and</p> <p>"Girl" by Jamaica Kincaid</p>	<p><b>RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b></p> <p><b>RL.9-10.3 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.</b></p>	<p>Why do people write?</p> <p>Why do people read?</p> <p>Why is it important to notice what we read?</p> <p>Why is it important to ask questions about what we notice?</p> <p>What strategies help me to make <u>meaning</u> of what I read?</p>	<p>Summative Assessment – Students will read and annotate a new short story. They will then respond to a series of 4-5 questions focusing on the key elements: summarization, character development, conflict, and theme; responses will include cited evidence.</p> <p>Formative assessments will include:</p> <ul style="list-style-type: none"><li>● Informative paragraph about self</li><li>● Summary paragraphs after each story (exit ticket)</li><li>● Journal entry after each story to use the writing process to understand what they read.<ul style="list-style-type: none"><li>○ Text to self connection</li><li>○ Text to text connection</li><li>○ Text to world connection</li></ul></li></ul>

# How are resources selected?

All resources are reviewed to ensure they are grade and age appropriate in regard to access and content using professional resources.

## Whole Class Resources:

- are reviewed in the textbook approval or curriculum writing process
- reflect the needs and interests of all learners

Examples: journalism and film textbooks, full class novels

## Choice Based Resources:

- offer selection and choice in relation to the curriculum
- reflect multiple topics aligned to the curriculum unit

Examples: English 9 book club choices or English 9 research project

## Independent Resources:

- allow students choice and selection of materials that most interest them
- reflect students' individual areas of interest

Examples: independent reading, independent projects

# Three-dimensional Maps

## English 9/2D Curriculum Map

### Unit 1: Short Story

Duration: 4 weeks (September)

Draft Date: May 20, 2024

Implementation Date: September 2024

Stage 1: Desired Results	
<b>Transfer!</b> <i>What should students know, understand, and be able to do?</i> <i>What kind of long-term independent accomplishments are desired?</i>	
Students should be able to make use of a range of strategies, including annotation, journaling, discussion, and vocabulary study, to make meaning of fictional texts.	
Meaning	
<u>Enduring Understandings</u> <ul style="list-style-type: none"> <li>Writing helps us think and convey ideas</li> <li>People read to be human and to understand ourselves.</li> <li>Focusing on specific details within a story helps to understand the larger meaning of the story.</li> <li>Hearing other viewpoints and interpretations deepens our understanding</li> <li>Many strategies can be used in conjunction in order to help me to understand text.</li> </ul>	<u>Essential Questions</u> <ul style="list-style-type: none"> <li>Why do people write?</li> <li>Why do people read?</li> <li>Why is it important to notice what we read?</li> <li>Why is it important to ask questions about what we notice?</li> <li>What strategies help me to make meaning of what I read?</li> </ul>
Acquisition	
<u>Knowledge</u> <ul style="list-style-type: none"> <li>Methods of characterization (direct and indirect)</li> <li>Imagery</li> <li>Point of view</li> <li>Theme</li> <li>Figurative Language (simile, metaphor, personification, analogy)</li> <li>Setting</li> <li>Conflict (definition and types)</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Cite strong evidence.</li> <li>Determine the theme of a text.</li> <li>Analyze complex characters.</li> <li>Participate effectively in collaborative discussions.</li> </ul>
Established Goals	
CT Common Core Standards Addressed	

<p>using one or two of the craft choices/writer's moves from these two stories. (If there is time, do a process-writing journal entry explaining choices and their addition to the narrative.)</p> <p><u>Week 4:</u></p> <ul style="list-style-type: none"> <li>Read "<a href="#">Entropy</a>" by <a href="#">Andrea Rinard</a> and write a "text to world" journal entry.</li> <li>Read "<a href="#">Girl</a>" by <a href="#">Jamaica Kincaid</a> and write a "text to world" journal entry.</li> <li>Write your own version of "Girl." What are the rules and directions you have heard about how to be/how to succeed?</li> <li>In-class assessment: Students will read and annotate a new short story. They will then respond to a series of 4-5 questions focusing on the key elements: summarization, character development, conflict, and theme; responses will include cited evidence.</li> <li>Assemble pieces for a portfolio. Annotate and discuss examples of letters of reflection/cover letters. Draft and revise a letter of reflection/cover letter for the mini-portfolio.</li> </ul>	
Resources	
<p>List stories here [We plan to add a more complete/accurate list of titles <i>q/te</i> we attend the conference at Bard College because we anticipate learning about more stories and how to teach them.]</p> <p><a href="#">"Eraser Tattoo" Jason Reynolds</a></p> <p><a href="#">"The Alumni Interview" David Levithan</a></p> <p><a href="#">"Girl" Jamaica Kincaid</a></p> <p><a href="#">"The Path Through the Cemetery" Leonard Q. Ross</a></p> <p><a href="#">"Strawberry Springs" Stephen King</a></p> <p><a href="#">"Entropy" Andrea Rinard</a></p> <p><a href="#">"There Will Come Soft Rains" Ray Bradbury/ "The Veldt" Ray Bradbury</a></p> <p><a href="#">"There Will Come Soft Rains" Sara Teasdale (1920) poem</a></p> <p><a href="#">"The Story of an Hour" Kate Chopin</a></p> <p><a href="#">"Bread" Margaret Atwood</a></p> <p><a href="#">Drawing telling details activity/slides</a></p> <p><a href="#">"Telling Details" Quiet Places Slideshow</a></p> <p><a href="#">Restorative Circles in the Classroom</a></p> <p><a href="#">Restorative Circles in Schools (book)</a></p> <p><a href="#">Focused Freewriting</a></p>	

# Curricular Shifts - English 9

## Major Features

- Removing Pre-AP designation
- Unleveled Course
- Increased full-text reading

## Text Changes

- Removal of *The Odyssey* and *To Kill a Mockingbird*
- Replacement with full-class text: *The Sun is Also a Star*
- Addition of Choice Reading and Independent Reading
- Shift from Townsend Press to *Sadlier Vocabulary Workshop* (grades 9 and 10)
- Shift from noredink.com to IXL (grades 9 and 10)

## Assessment Changes

- Scaffolded writing from paragraph to multi-paragraph
- Multiple modes of assessment (grades 9 and 10)
- In-class grammar and vocabulary assessment (grades 9 and 10)

# Curricular Shifts - English 10 A&H

## Major Features

- Focus on skills rather than novels
- Alignment of academic and honors courses
- Requirement for all 10th grade students

## Text Changes

- *Purple Hibiscus* by Chimamanda Ngozi Adichie added as an option
- *A Thousand Splendid Suns* by Khaled Hosseini added as an option
- *All Quiet on the Western Front* – excerpts only

## Assessment Changes

- Scaffolded writing with focus on the multi-paragraph analytical essay



# Curricular Shifts - Film as Text

## Major Features

- Stronger alignment to CCSS
- Increased reading and writing with rubrics
- Goal to be NCAA acceptable

## Anchoring Text

- *The Art of Watching Film*

# Curricular Shifts - Journalism

## Major Feature

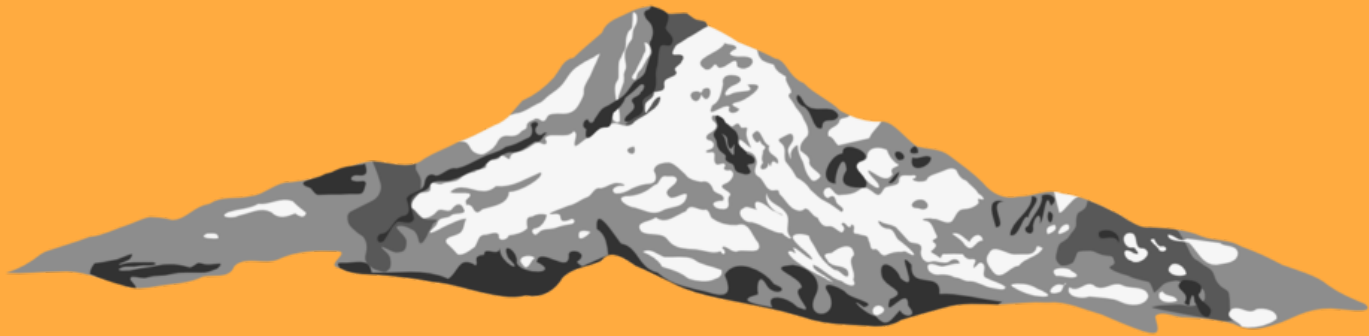
- Dual Enrollment with CCSU

## Anchoring Text

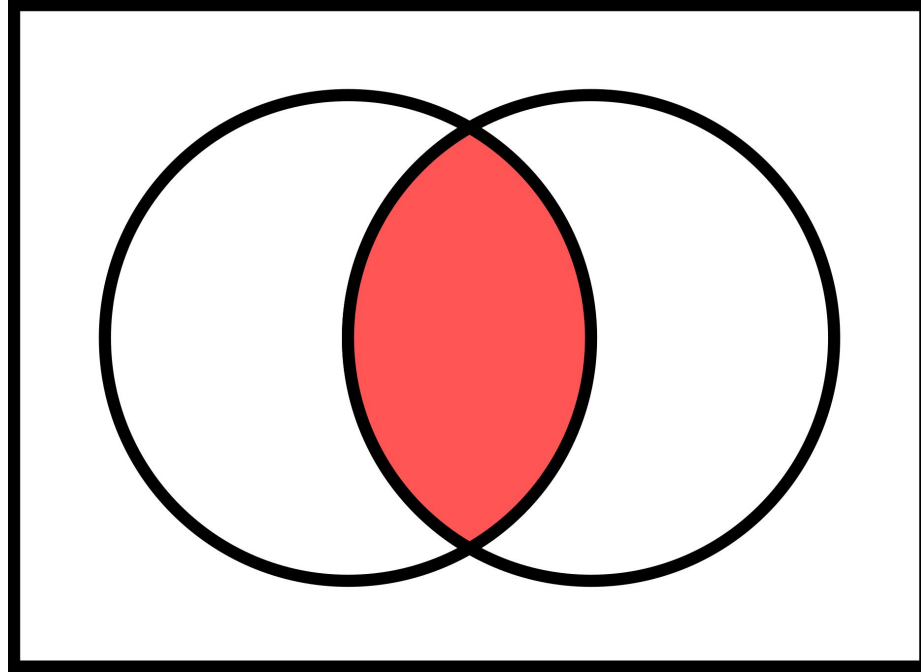
- *Writing and Reporting for the Media*

**Questions?**

# GMHS Capstone Experience



# Capstone Experience vs. Capstone Course



# Current Methods to Fulfill the Capstone Experience

## AP Capstone Seminar

- Research-based experience focusing on an area of student interest
- Demonstrates accumulated learning over GPS experience
- Full year course
- Group and individual projects
- May earn college credit
- Collegiate level research and writing expectations

## Capstone Course

- Research-based experience focusing on an area of student interest
- Demonstrates accumulated learning over GPS experience
- Half-year course
- Individual project
- Most work done in class

# Recommendations

## Proposed Credit Change

- Half-Year Capstone Course = ½ credit and toward humanities elective credit

## Proposed Requirement Fulfillment Changes

### ➤ Grade 10

- AP Capstone Seminar fulfills the Capstone performance standard and fulfills a 1.0 humanities elective
  - Note: 10th grade students must take English 10A or 10H.
  - Serves as a prerequisite for AP Research

### ➤ Grades 11-12

- AP Capstone Seminar fulfills 1.0 English credit requirement and the Capstone performance standard

## Proposed Course Change

- Independent Study option for half-year course (under development)

# Coming Soon! Proposed English 11-12 experience

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (unleveled course)	English 10A World Lit	English 11A American Lit (honors embedded)	Two (2) Half-year English electives
	English 10H World Lit	AP Language & Composition	AP Language & Composition
	AP Capstone Seminar (humanities elective)	AP Literature & Composition	AP Literature & Composition
		AP Capstone Seminar (English Credit)	AP Capstone Seminar (English Credit)



**Thank you for your time!**

*Questions?*