

# American Literature I

Curriculum Guide  
2016 Edition

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APPROVED ON: \_\_\_\_\_

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## Philosophy

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter Board of Trustees believes that language is fundamental for all other learning. The Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

## Purpose and Vision

The purpose of the Academy Charter High School Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Language Arts Literacy Core Curriculum Content Standards NJCCCS and/or the Common Core State Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the *Key Elements* of content and skills for the purpose of creating an environment of *Enduring Understanding* through *Essential Questions* and student-centered learning scenarios
- Provide resources of *Best Practices* from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Discovery & Exploration
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning centers

The Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standards English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engage students in activities to develop self-monitoring strategies before, during and after reading
- Instructional activities that provide opportunities for students to engage in problem-solving and inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project based authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities

- The use of technology as a tool for learning to develop 21<sup>st</sup> century learners

READING OUTCOMES		WRITING OUTCOMES
Form		Form
Recognize central idea or theme		Communicate message to intended audience
Recognize supporting detail		Develop topic/central idea
Connect with prior knowledge		Develop thesis
Determine author or reader's purpose		Provide supporting details
Using appropriate reading strategic		Create opening/closing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of Organization		Use variety of lead sentences
Form opinions and conclusions		Logical progression of ideas
Self-assess one's own reading strategies and responses to text		Varied sentence structure
Make inferences and predict		Engage in writing process
Understand new vocabulary		Self-assess using standard criteria
Recognize persuasion		Develop conclusions
Use context clues to enhance comprehension		Convey point of view
Extrapolate information		Elaborate
Ask relevant questions to enhance comprehension		Select and research a topic
Distinguish information as relevant/irrelevant/opinion		Use models or examples
Interpret literary devices		Identify traits and use to publish
Recognize literary terms		Identify and develop writing artifacts for each genre
Outline efficiently		Refer to personal experiences in writing
Summarize effectively		Refer to historical or literary references in writing