

Academy Charter High School

Advanced Communication

**Curriculum Guide
English/Language Arts
2016 Edition**

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 English/Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter High School Board of Trustees believes that language is fundamental for all other learning. The Communication 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 Communication 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 to 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 Communication 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 21st century learners
- Intentional, explicit and systematic instruction in phonemic awareness and phonics, fluency, comprehension, and vocabulary development

Traits

The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of key qualities that define strong writing. These are:

- Ideas, the main message;
- Organization, the internal structure of the piece;
- Voice, the personal tone and flavor of the author's message;
- Word Choice, the vocabulary a writer chooses to convey meaning;
- Sentence Fluency, the rhythm and flow of the language;
- Conventions, the mechanical correctness;
- and Presentation, how the writing actually looks on the page.

Ideas

The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not "tell" readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ..." Successful writers "show" readers that which is normally overlooked; writers seek out the extraordinary, the unusual, the unique, the bits and pieces of life that might otherwise be overlooked.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next

hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions.

Voice

Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call Voice.

Word Choice

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong word choice resulting in imagery, especially sensory, show-me writing, clarifies and expands ideas. In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance, and enrich the content. Strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.

Sentence Fluency

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length, beginnings, structure, and style, and are so well crafted that the writer moves through the piece with ease.

Conventions

The Conventions Trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing. Writing that is strong in Conventions has been proofread and edited with care. Since this trait has so many pieces to it, it's almost an analytical trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations, and expectations should be based on grade level to include only those skills that have been taught.

Presentation

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless the guidelines of presentation are present. Some of those guidelines include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance. Think about examples of text and visual presentation in your environment. All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication.

WRITING OUTCOMES

Informational	
Information and Understanding	Critical Analysis and Evaluation
<p>Information and Understanding</p> <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing [with guidance] • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Establish topic, audience, and purpose by conducting research and accessing technological resources; by responding to an article, graph, or prompt; and/or by drawing from personal experience • Engage the reader by establishing a context and using an appropriate tone based on an awareness of the audience and the purpose • Use vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words • Vary sentence patterns to establish emphasis, to control pacing, and to reveal the writer's voice • Employ transitions within and among paragraphs that are suited to the writer's topic, audience, and purpose • Include an appropriate conclusion (e.g., summary/synthesis, implication/consequence, projection/prediction) • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing and writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • Critical Analysis and Evaluation • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences • Use strategies designed to influence or persuade in advertisements • Evaluate the clarity and cohesiveness of the written piece using models and agreed upon criteria and use those judgments to further revise/improve the piece • Demonstrate control over the conventions of standard English

Required Writing Tasks for Grade 9	Optional Writing Tasks
<ul style="list-style-type: none"> • Cause/effect essay • Reflective essay 	<ul style="list-style-type: none"> • Autobiographical essay/Memoir • Classification essay • Biographical report • Newspaper essay

Literary Analysis	
Literary Response and Expression	Critical Analysis and Evaluation
<p>Literary Response and Expression:</p> <ul style="list-style-type: none"> Establish topic, audience, and purpose in response to one or more literary texts of various genres using prompts provided by the teacher and prompts that students generate Choose an appropriate organizational structure given the topic, audience, and purpose Engage the reader by establishing a context and using an appropriate tone based on an awareness of the audience and the purpose Formulate and maintain a controlling idea or thesis that establishes a critical stance and/or offers an interpretation of the text(s) based on the principal features of the genre(s) Organize ideas into well-developed paragraphs Analyze, interpret, and synthesize carefully chosen textual evidence beyond a literal level and in support of the controlling idea Employ transitions within and among paragraphs that are suited to the writer's topic, audience, and purpose Include an appropriate conclusion (e.g., summary/synthesis, implication/consequence, projection/prediction) that extends the insights offered in the controlling idea Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words to control tone and reveal the writer's voice Vary sentence patterns to establish emphasis, to control pacing, and to reveal the writer's voice Write original literary texts <ul style="list-style-type: none"> use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader maintain a consistent point of view, including first-person, third-person, or omniscient narrator create a personal voice Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase explain how the author's use of literary devices affects meaning engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights compare and contrast the treatment of literary elements in different genres and by more than one author Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts Maintain a portfolio that includes literary, interpretive, and responsive writing and writing for critical analysis and evaluation 	<p>Critical Analysis and Evaluation:</p> <ul style="list-style-type: none"> State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences Use strategies designed to influence or persuade in advertisements Extrapolate, generalize, and transfer concepts and themes from literature to observations about culture, society, and humanity Incorporate explications of the literary elements and techniques employed by the author(s) and explain their effect on the work(s) as a whole Evaluate the insight, evidence, and fluency of the literary analysis using models and agreed upon criteria and use those judgments to further revise and improve the piece Demonstrate control over the conventions of standard English
Required Literary Analysis Writing for Grade 9	
<ul style="list-style-type: none"> Analysis essay of literary elements and devices in one or more works (setting, characterization, conflict, tone, structure/form, imagery, theme) 	
Optional Literary Analysis Writing Tasks	
<ul style="list-style-type: none"> analysis of multiple works or genres from one or more time periods critical stance essay response to literary criticism or a critical review of a work 	<ul style="list-style-type: none"> personal response to literary text critical lens essay critical review of a literary text/performance

Persuasion

Critical Analysis and Evaluation

- Establish topic, audience, and purpose by analyzing an issue or subject from various perspectives
- Discriminate between facts and opinions related to the topic and evaluate their respective relevance or irrelevance given the audience and purpose
- Choose an appropriate organizational structure given the topic, audience, and purpose (e.g., thesis/support, compare/contrast, cause/effect, problem/solution, deductive/inductive)
- State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
- Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
- Engage the reader by establishing a context and using an appropriate tone based on an awareness of the audience and the purpose
- Formulate and maintain a controlling idea or thesis that takes a clear and knowledgeable position on the topic
- Organize ideas into well-developed paragraphs (e.g., claim, evidence, interpretation)
- Synthesize and incorporate carefully chosen evidence, facts, reasons, examples, and/or definitions from one or more sources in support of the controlling idea
- Recognize and refute standard propagandistic devices
- Choose and employ specific rhetorical devices to support assertions and strengthen persuasiveness of the argument (e.g., appeal to logic, emotion, or commonly held beliefs; expert opinions; anecdotes) based on the topic, audience, and purpose
- Anticipate and address reader concerns and/or refute counter arguments
- Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words
- Vary sentence patterns to establish emphasis, to control pacing, and to reveal the writer's voice
- Include an appropriate conclusion (e.g., summary, appeal, call for action)
- Evaluate the persuasiveness of the argument using models and agreed upon criteria & use those judgments to further revise and improve the argument
- Maintain a writing portfolio that includes writing for critical analysis and evaluation
- Demonstrate control over the conventions of standard English

Required Persuasive Writing for Grade 9

- Editorial
- Persuasive letter/proposal

Optional Persuasive Writing Tasks

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|-----------------------------|--------------------------------------|
| • award nomination | • problem/solution essay |
| • product/policy evaluation | • letter of complaint |
| • recommendation/review | • advertisement (critique/construct) |

Creative and Expressive	
Literary Response and Expression	Social Interaction
<p>Literary Response and Expression:</p> <ul style="list-style-type: none"> Choose a creative or expressive form suited to the topic, audience, or purpose: <ul style="list-style-type: none"> Narrative form: short story, fable, myth, script Poetic form: free verse, sonnet, lyric, narrative, ode, sestina Letter form: personal letter, thank you letter, email Speech form: commemoration, dedication, encomium, eulogy Write original literary texts <ul style="list-style-type: none"> use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader maintain a consistent point of view, including first-person, third-person, or omniscient narrator create a personal voice Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase explain how the author's use of literary devices affects meaning engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights compare and contrast the treatment of literary elements in different genres and by more than one author Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts Engage the reader by establishing a context, using an appropriate tone, conveying a mood, and revealing the author's distinct voice based on an awareness of audience, topic, and purpose Incorporate and develop literary elements associated with the genre (e.g., characterization, setting, conflict, tone, theme) Incorporate literary techniques suited to the genre and to the writer's purpose (e.g., diction, figurative language, symbolism, irony, etc.) Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words Vary sentence patterns for deliberate stylistic effects Employ transitions that are suited to the writer's topic, audience, and purpose and to the genre Evaluate the creativity and/or expressiveness of the product using models and agreed upon criteria & use those judgments to further revise and improve the piece Demonstrate control over the conventions of standard English Maintain a portfolio that includes literary, interpretive, and responsive writing and writing for critical analysis and evaluation 	<p>Social Interaction:</p> <ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, a get-well card, or thank-you letter with writing partner(s) Respect the age, gender, social position, and cultural traditions of the recipient Write and share personal reactions to experiences, events, and observations, using a form of social communication Identify and model the social communication techniques of published authors Distinguish between the conventions of academic writing and the conventions of email Maintain a portfolio
Required Creative & Expressive Writing for Grade 9	
<ul style="list-style-type: none"> Poetry Narrative (1st person, 3rd person, interior monologue) Advertisement (critique/construct) 	
Optional Creative and Expressive Writing Tasks	
<ul style="list-style-type: none"> character sketch dramatic script satire and parody 	<ul style="list-style-type: none"> persona writing (eulogies, diary entries, letters, narratives) fable, folk tale, myth speeches (commemoration, dedication, encomium, eulogy)

