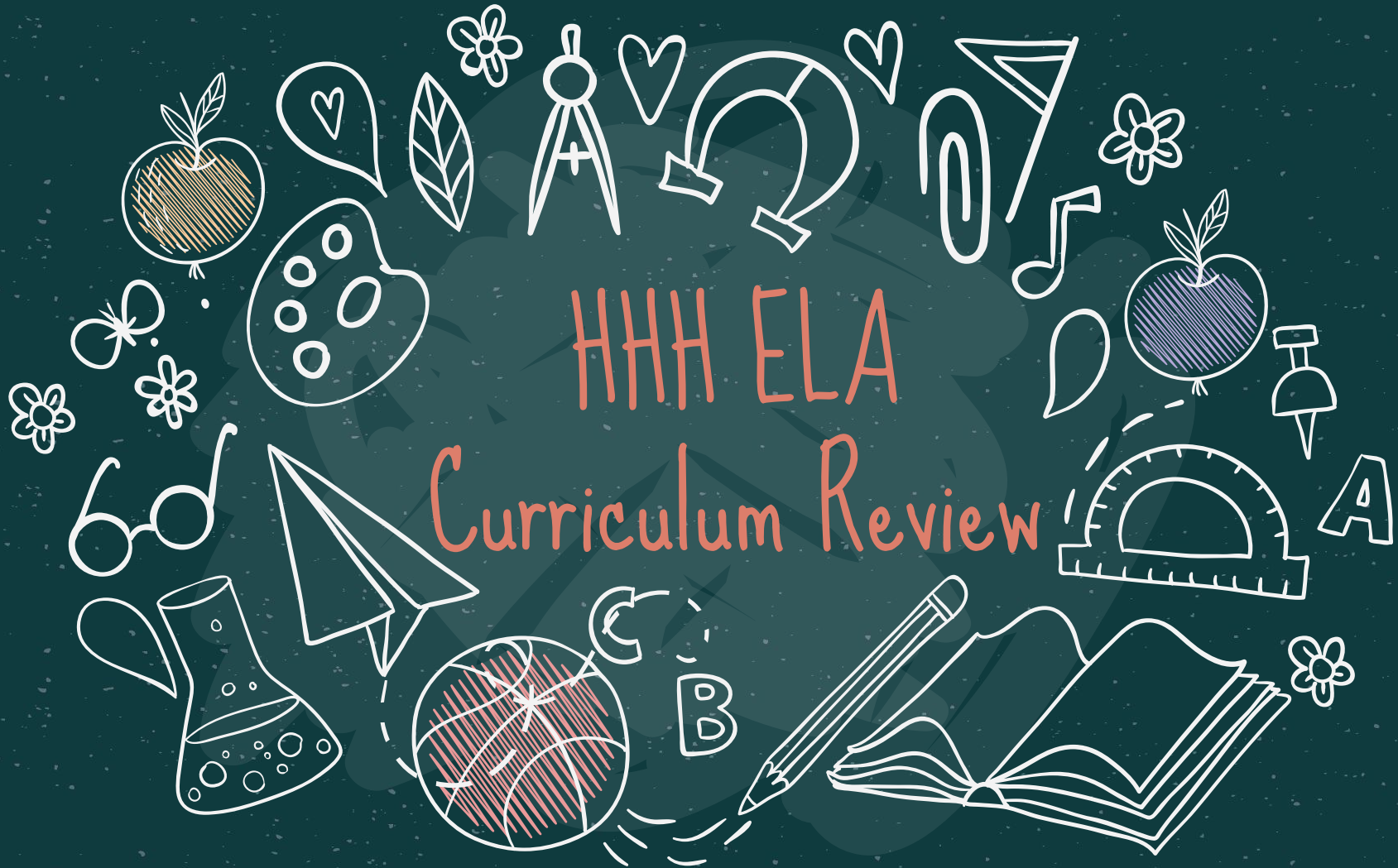


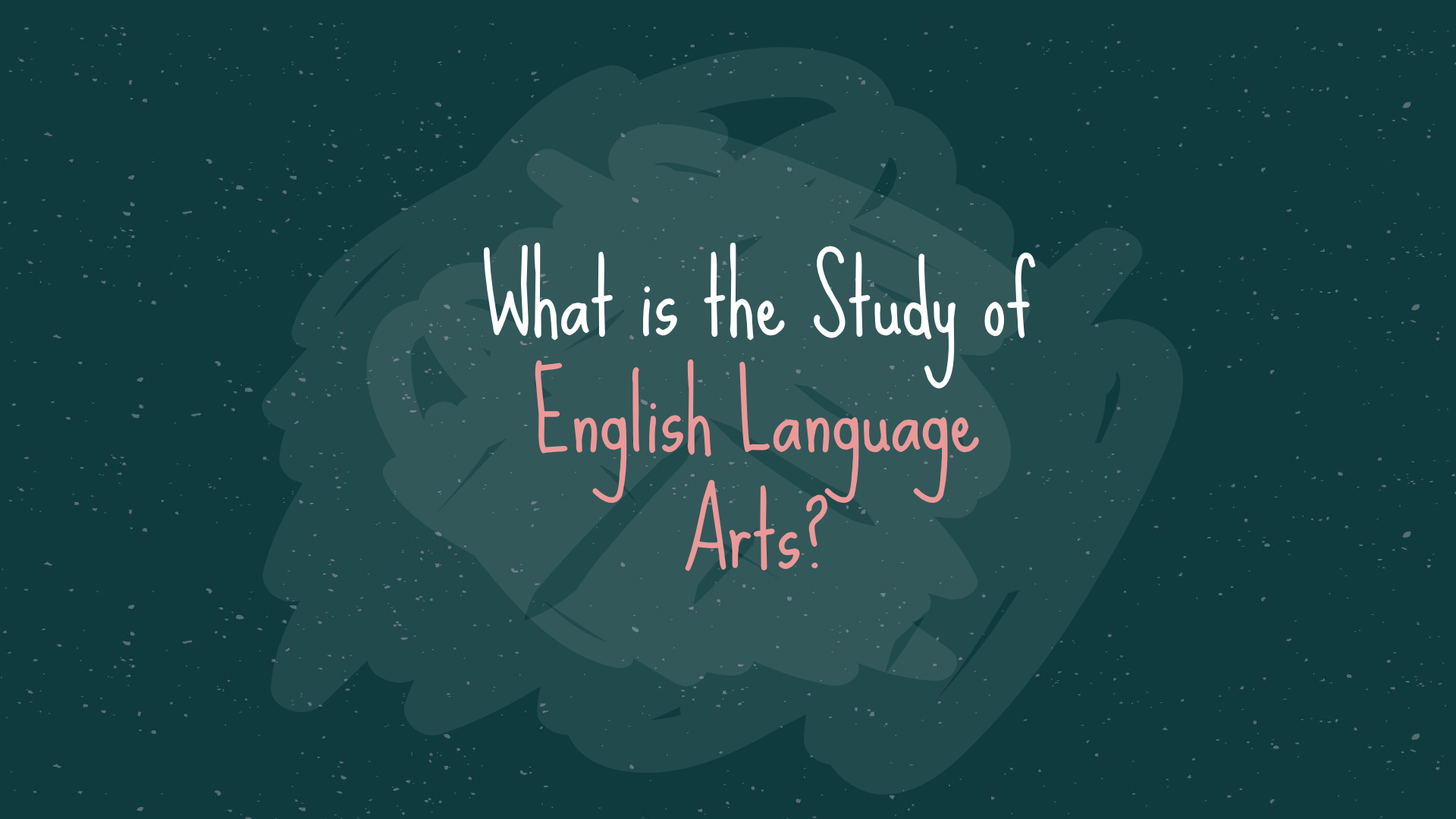
HHH ELA Curriculum Review



ELA CURRICULUM REVIEW

WHAT'S INSIDE

1. What is the study of English Language Arts?
2. Guiding Principles: IFL Principles of Learning
3. Overview of curriculum themes, text types, and essential questions.
4. Annual curriculum writing: What is a living curriculum?
5. Choosing Texts in ELA
6. Boutique courses/curriculum
7. Questions



What is the Study of
English Language
Arts?



NYS Next Generation LEARNING STANDARDS

READING

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge

WRITING

- Text Types and Purposes
- Research to Build and Present Knowledge

SPEAKING AND LISTENING

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE

- Conventions of Academic English/Language for Learning
- Knowledge of Language
- Vocabulary Acquisition and Use

WHAT IS THE STUDY OF ENGLISH LANGUAGE ARTS?

Outdated Guiding Assumptions and Principles

- Students learning academic English at school represent a small subpopulation of learners.
- The strengths and needs of English learners and their classmates are distinct and necessarily demand different approaches.
- The instructional core is preparing the majority of students to engage in advanced literacy tasks.
- Those who struggle need supplementary intervention.

21st Century Realities and Guiding Principles

- The school-age population is linguistically diverse. There are 400+ native languages in the U.S., and by 2030, 40% of the school-age population will speak a language other than English at home.
- In many classrooms, the literacy strengths and needs of English Language Learners, Multilingual Learners, and their English-only peers are more similar than they are different. Learning academic English, oral and written, should be an instructional priority for all.
- In many settings, the instructional core needs to be updated to match today's literacy demands.
- When large numbers of students are struggling, the core should be adjusted as the primary line of defense and response.

WHAT IS THE STUDY OF ENGLISH LANGUAGE ARTS?

ADVANCED LITERACY SKILLS

- Engaging texts with big ideas and rich content
- Discussions that build conversational and academic language and knowledge
 - Writing and reading to build language and knowledge
 - High-utility vocabulary to build breadth and depth of knowledge

FOUNDATIONAL LITERACY SKILLS

word reading, spelling, basic communication skills

INSTRUCTIONAL PRACTICES FOR ADVANCED LITERACIES

HALLMARK 1

ENGAGING TEXTS

Contemporary Literature
Graphic Novels
Diverse Authors
Engaging Classics

HALLMARK 2

RICH DISCUSSION

Socratic Seminar
Literature Circles
Small Group Conversation
Current Events

HALLMARK 3

FREQUENT WRITING

Narrative
Literary
Argument
Research

HALLMARK 4

ACADEMIC VOCABULARY

Tier 1 Words: frequent everyday use
Tier 2 Words: general academic words
Tier 3 Words: Domain specific

TIERED VOCABULARY EXAMPLES

TIER 1: Everyday Use

EXAMPLES: Baby, Clock, Funny, Happy, Kind, See, etc.

TIER 2: General Academic

EXAMPLES: Analyze, Calibrate, Contrast, Dignified, Faltered, Periphery, Specify, etc.

TIER 3: Domain Specific

EXAMPLES: Aorta, Carburetor, Circumference, Lava, Legislature, Molecule, Tundra, etc.

IFL NINE PRINCIPLES OF LEARNING

Organizing for Effort

Accountable Talk

Clear Expectations

Learning as Apprenticeship

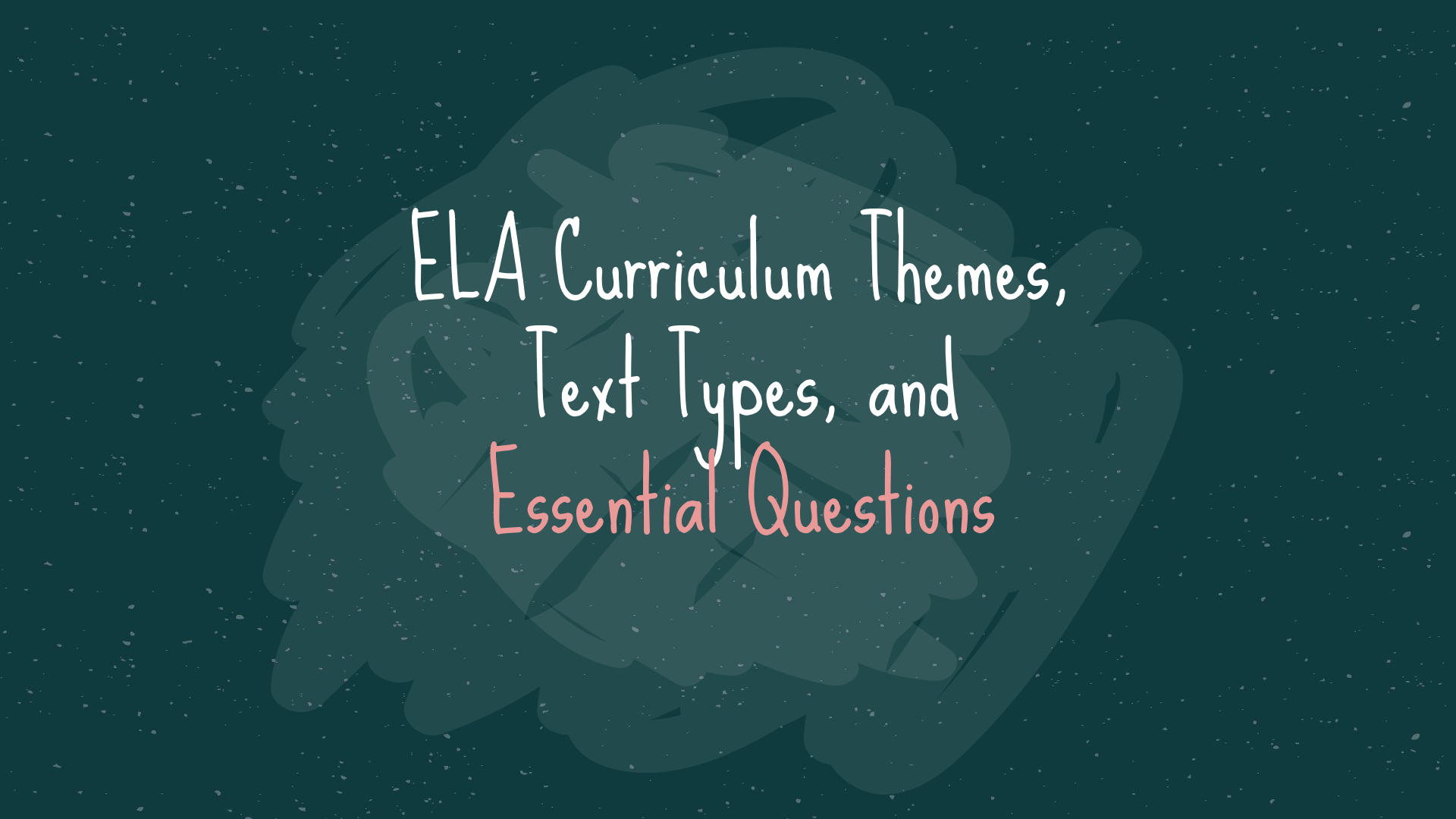
Socializing Intelligence

Fair and Credible Evaluations

Academic Rigor in a Thinking
Curriculum

Self-Management of Learning

Recognition of Accomplishment



ELA Curriculum Themes, Text Types, and Essential Questions

TEXT TYPES

ARGUMENT

LITERARY

NARRATIVE

RESEARCH

Text Types and Purposes

1. **Write arguments to support claims** in an analysis of substantive topics or texts, **using valid reasoning** and relevant and sufficient **evidence**.
2. **Write informative/explanatory texts to** examine and **convey complex ideas** and information clearly and accurately through the effective selection, organization, and analysis of content.
3. **Write narratives to develop real or imagined experiences or events** using effective technique, well-chosen details, and well-structured event sequences.

Themes and Essential Questions Grade 6

FINDING OUR VOICES

Q1: How does personal experience shape an individual?

Q2: How does life reflect literature?

Q3: How can students use their voices to impact educational decisions and affect change?

Q4: How does evidence strengthen or weaken an argument?

Themes and Essential Questions Grade 7

LITERATURE AS SOCIAL COMMENTARY

Q1: What does it mean to face challenges fearlessly?

Q2: How do authors use their writing to comment on society?

Q3: How can people make a difference in the world?

Q4: How does conflict shape or promote character development?

Themes and Essential Questions Grade 8

FACING LIFE'S CHALLENGES

☆ Q1: Does a perfect world truly exist?

Q2: What is the American Dream and is it attainable for everyone?

Q3: How does society shape an individual's life?

Q4: When an individual's choices are in conflict with society, what are the consequences?

Themes and Essential Questions: Grade 9

THE JOURNEY TO SELF

Q1: Who am I? How do my identities, culture, and society shape my journey in the world?

Q2: What are the implications of choosing ignorance and conformity as a means to avoid conflict?

Q3: What are the different ways we can be civically engaged to create a more just society?

Q4: What does it mean to belong? How can various forms of oppression impact our sense of belonging?

Themes and Essential Questions Grade 10

WAR AND PEACE: WHAT IS THE PARADOX WITHIN?

- Q1: How does literature reflect the human experience?
- Q2: How does one's social and cultural environment influence or shape one's identity?
- Q3: What are the ethical implications of our decisions?
- Q4: How does an author structure ideas to develop a point or defend a position?

Themes and Essential Questions Grade 11

LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS

- Q1: To what extent do competing values impede upon or shape the American Dream?**
- Q2: How do race, gender, and economic status affect one's social standing in America?**
- Q3: What are the vices and virtues of the American Dream?**
- Q4: How has America failed to deliver its promises to its citizens?**

Themes and Essential Questions Grade 12

CITIZENS OF THE WORLD

Q1: How does one develop a sense of self based on his or her environment or experiences?

Q2: How does one come to understand another person whose experiences differ from his or her own?

Q3: How do we further expand our understanding of ourselves based on the world around us?

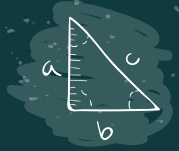
Q4: Why is it necessary to become a global citizen?

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WHAT IS A LIVING CURRICULUM?

SEVEN PRINCIPLES OF A LIVING CURRICULUM



ADAPTIVE EXPERTISE

Students apply what was learned in previous learning journeys to current ones.



DYNAMIC, CHANGEABLE, RESPONSIVE

Real-world, authentic learning—about what one needs to know to live in the world, now and into the future.



CURIOUS LEARNERS

Students are at the center of their learning and are competent, planful, collaborative, able to develop expertise, and motivated to figure things out.



SELF-ACTUALIZED

Students play a key role in developing their curriculum and setting their learning paths, mimicking what lifelong learners do.

S.E.L. EMBEDDED

Developing emotional and cognitive skills to understand oneself as a learner.



COMMUNAL KNOWLEDGE

Developing, having, and sharing expertise among members of the school community.

EPISTEMIC EMOTIONS:

Validates knowledge-oriented emotions: intellectual courage, astonishment, interest, certainty, doubt, fear of the unknown, joy of verification, and the feeling of knowing.

LIVING CURRICULUM: HIGHLIGHT



ADAPTIVE EXPERTISE

Students apply what was learned in previous learning journeys to current ones.



DYNAMIC, CHANGEABLE, RESPONSIVE

Real-world, authentic learning—about what one needs to know to live in the world, now and into the future.

LIVING CURRICULUM EXAMPLE 69: FROM THE ODYSSEY TO MARCH



ADAPTIVE EXPERTISE

Students apply what was learned in previous learning journeys to current ones.

Students see the character Odysseus face incredible obstacles. He prevails by way of his courage, wit, and connection to the Greek gods. Homer narrates the epic story as an homage to his culture and as an exploration of life's larger questions. This journey is repeated in *March*.



DYNAMIC, CHANGEABLE, RESPONSIVE

Real-world, authentic learning—about what one needs to know to live in the world, now and into the future.

John Lewis also faces obstacles. He prevails by way of persistence, courage, and his religious faith. He narrates his story as an homage to the promises laid out in the U.S. Constitution, in spite of the challenges he and others face under oppression.

For further interest:

- [The Seven Principles of Living Curriculum](#)
- [A Living Curriculum](#)
- [Example of Living Curriculum: Tremont School](#)





CHOOSING TEXTS

English Language Arts

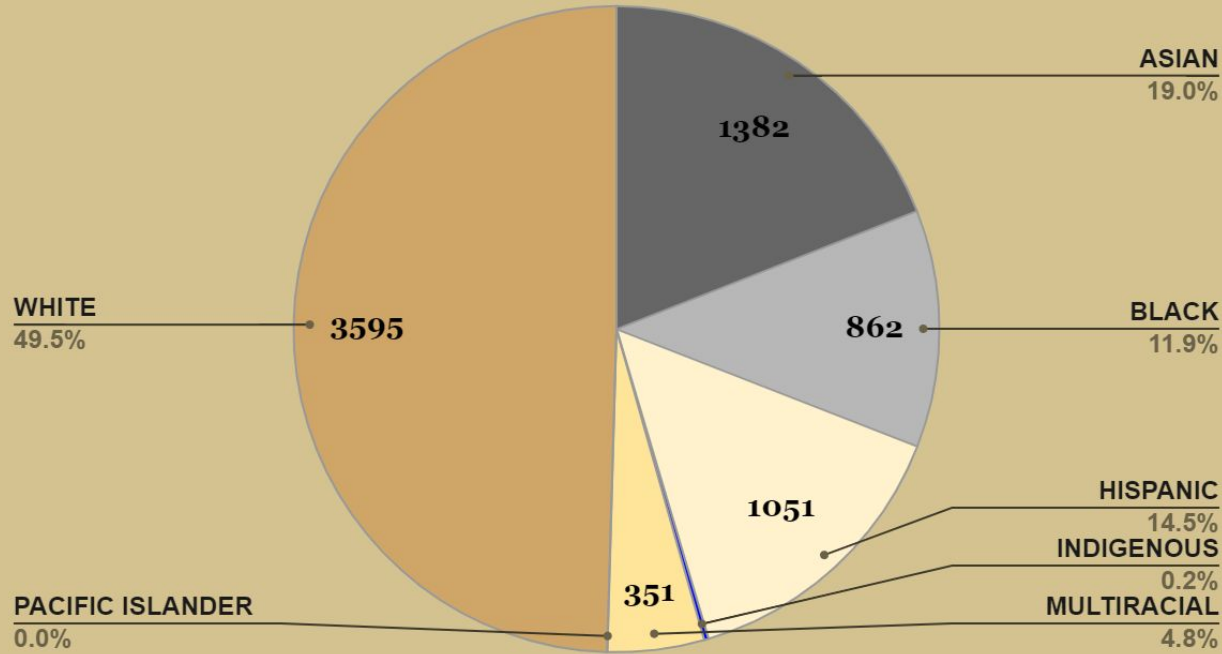
CHOOSING TEXTS IN ELA

All students
should see
themselves in
the texts we
read.



CHOOSING TEXTS IN ELA

HHH DEMOGRAPHICS 2021-2022



CHOOSING TEXTS IN ELA

Resources

American Library Association
Book Publishers
HHHCL Librarians
Literature Conferences
Student Recommendations
Teacher Recommendations
Vendor Catalogs



CHOOSING TEXTS IN ELA

1

PLANNING & PREPARATION

Teachers research and curate units of study prior to instruction. They look for best practices and what works from those with experience teaching the content.

2

A SAFE SPACE

Teachers "work to ensure students maintain high levels of civility among members of the class."

3

OPEN DIALOGUE

Teachers promote inquiry and discussion and encourage students to formulate high-level questions and commentary.

Most Frequently Challenged Books of The Past Decade 2010-2019

CHOOSING TEXTS IN ELA

THE READER

THE TASK

THE TEXT

QUALITATIVE CHARACTERISTICS

QUANTITATIVE FACTORS

Estimating Text Complexity

Reader

What do my students know about the *topic*?
What do my students know about the *author*?
What do my students understand about the *craft* (literary devices, themes, language, etc.)?

Task

What will my students be *asked to do* with this text?
How *familiar* is this task?

Text

Qualitative

How many *levels of meaning* does the text contain?
How many *allusions to other texts or cultures* appear in the text?
What sorts of *complex/abstract words* appear in the text?
Does the text contain *figurative language*?
Are there sentence structures that contain *multiple ideas*?
Are *graphics* used to convey information?

Quantitative


What is the reading level, according to text complexity software?
Note that this includes factors such as *word length or frequency, sentence length, and text cohesion*.

ELA Curriculum 6-12

All grade level curriculum maps can be found on the HHH website under Teaching & Learning, English Language Arts, Secondary Language Arts and Reading, and Curriculum Maps.

The screenshot shows the website of the Half Hollow Hills Central School District. The header is green with links for Tools, Translate, and social media icons. The navigation bar includes Schools, District, Teaching & Learning (highlighted), Community, and Calendar. The main content area has a blue header with the text: "PLEASE CLICK ON THE LINKS BELOW TO ACCESS CURRICULUM MAPS FOR ENGLISH LANGUAGE ARTS IN GRADES 6 THROUGH 12." Below this is a list of links: Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, and AIS. To the right is a sidebar menu with a dropdown for English Language Arts, which is currently expanded to show a list of links: Elementary Language Arts and Reading, Secondary Language Arts and Reading, Summer Reading, College Essay Summer Course, Curriculum Maps (highlighted), English Electives, Highlight on Senior Experience, and Grammar Guide. At the bottom of the main content area are two green links: "ENGLISH DEPARTMENT GRADING POLICY FOR MIDDLE SCHOOL" and "ENGLISH DEPARTMENT GRADING POLICY FOR HIGH SCHOOL".

Tools Translate f t i q

 **HALF HOLLOW HILLS**
CENTRAL SCHOOL DISTRICT

SCHOOLS DISTRICT **TEACHING & LEARNING** COMMUNITY CALENDAR

PLEASE CLICK ON THE LINKS BELOW TO ACCESS CURRICULUM MAPS FOR ENGLISH LANGUAGE ARTS IN GRADES 6 THROUGH 12.

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- AIS

ENGLISH DEPARTMENT GRADING POLICY FOR MIDDLE SCHOOL

ENGLISH DEPARTMENT GRADING POLICY FOR HIGH SCHOOL

Academic Programs

Athletics

Business

Educational Technology

English Language Arts

Elementary Language Arts and Reading

Secondary Language Arts and Reading

- Summer Reading
- College Essay Summer Course
- Curriculum Maps**
- English Electives
- Highlight on Senior Experience
- Grammar Guide

Boutique Courses/Curriculum

AP Seminar

AP Research

AP Language

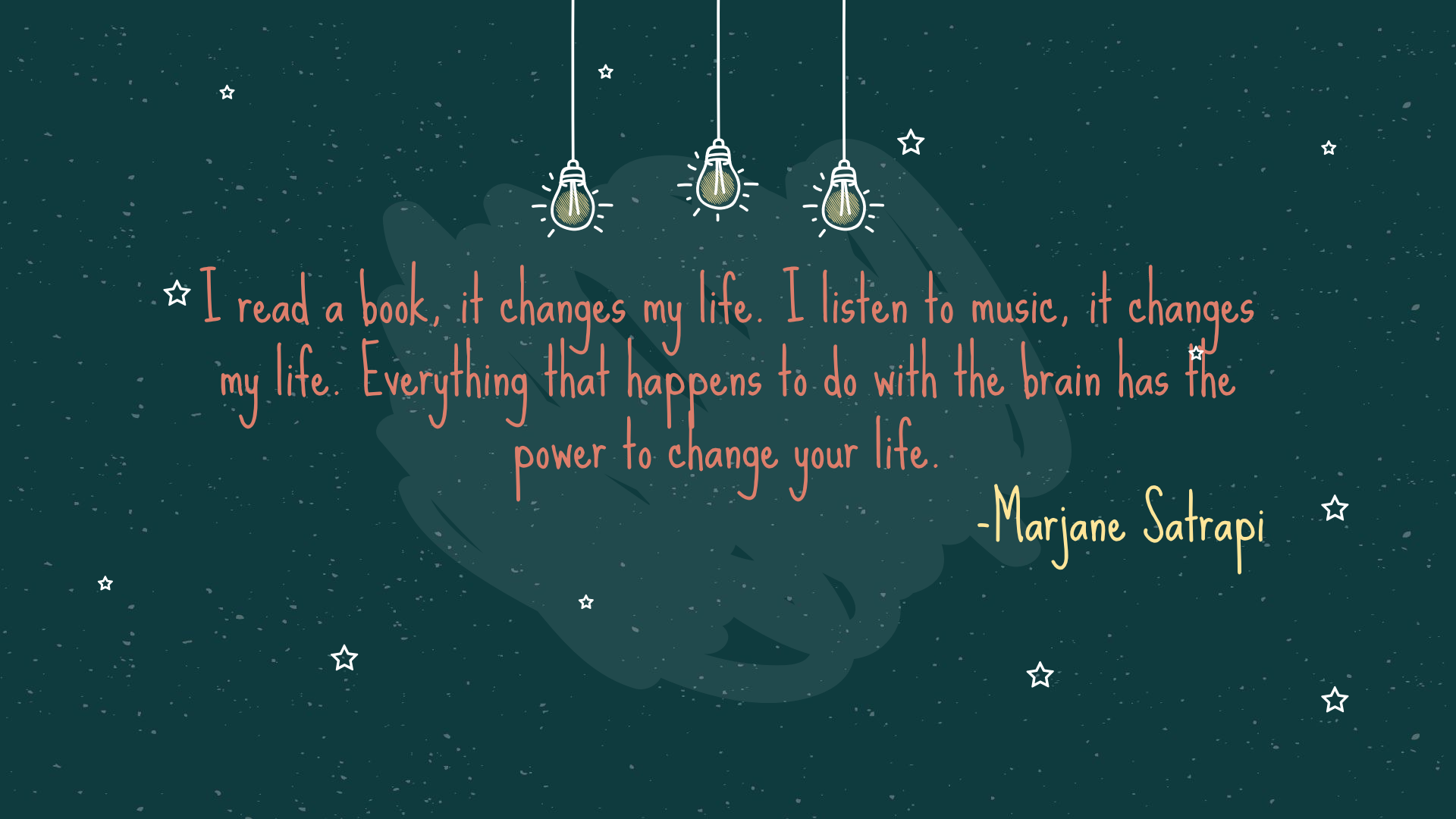
AP Literature

Honors College English

Senior Experience

English Electives

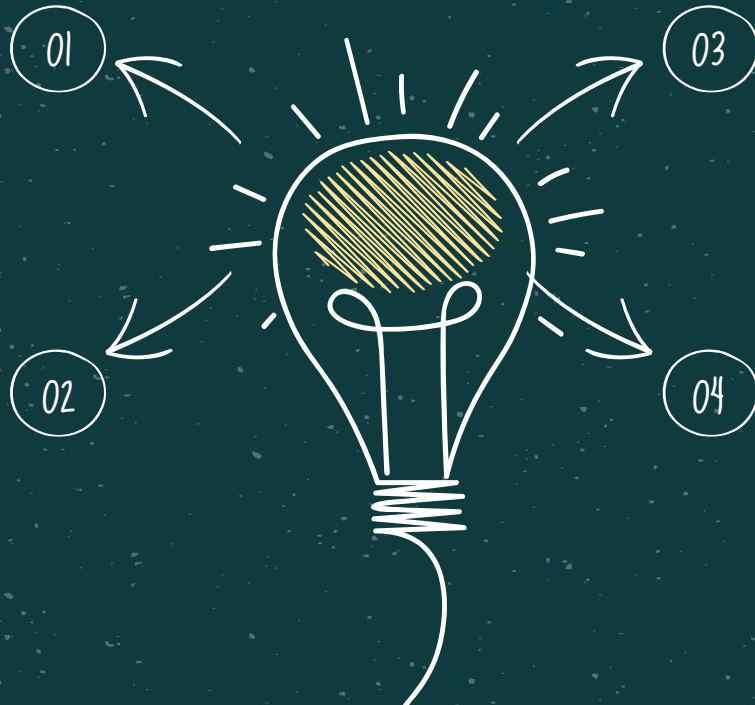
Curriculum in these courses is more fluid year to year; teachers have more autonomy in choosing texts.



☆ I read a book, it changes my life. I listen to music, it changes my life. Everything that happens to do with the brain has the power to change your life.

-Marjane Satrapi

QUESTIONS, IDEAS, COMMENTS...



Contact Information

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