



Black Horse Pike Regional Schools



BLACK HORSE PIKE REGIONAL
SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS DEPARTMENT

WHAT, HOW, WHY

For every lesson, students should know ...

WHAT they are learning:

Expectations for acquiring knowledge & developing skills are clearly-defined and measurable.

WHY they are learning it:

The relevance to real-life experiences deepens the level of learning and promotes enduring understanding.

HOW they must engage in learning & how their learning will be assessed:

Activities & assessments align to provide opportunity for practice critical thinking skills.

HIGHLAND

Nicole Baez
Alexa Bastelica
Kelly Beamer
Bonnie Brady
Rachel Christy
Heather Clifford
Katrina Fowler
Joanne Fudala
Beth Marks
Shelby Moulton
Laurene Munyan
Krystal Sloan
Kelly Wierski

TIMBER CREEK

Edward Callinan
Caroline Clements
Marc DiSipio
Jessica DiVietro
Marissa Dugas
Abbe Elliott
Carolyn Hand
Joseph Hart
Karyn Miller
Jessica Monroe
Ashley Nichols
Emily Severance
Jordana Simmons

TRITON

Maria Clements
Stephanie DeCosta
Dottie Deich
Sherrie Erickson
Greg Foster
Sherry Gucciardi
Brooke Krisch
Darcy Lucia
Frank Marciano
Brian O'Neill
Debra Stecker
Robert Wankel
Natalie Winch

Tara Wood, District Language Arts Literary Coach

Literacy Lab Specialists:

Amy Eldridge, Triton High School

Kristen Moderski, Highland High School

Bridget Jaensch, Timber Creek

English Language Arts Department



*Engaging Students,
Fostering Achievement,
Inspiring Excellence*

www.bhprsd.org

Marcie Geyer, District Supervisor
Email: mageyer@bhprsd.org
Phone: 856-227-4106, ext. 6305



New Jersey Student Learning Standards for English Language Arts

The New Jersey Student Learning Standards (NJSLS) for English Language Arts (ELA), adopted by New Jersey in 2016, outline five categories of learning goals:

1. **READING LITERATURE**
Evaluating literature as a reflection of society and culture; analyzing themes, characters, word choice, structure, figurative language, literary devices; citing textual evidence.
2. **READING INFORMATIONAL TEXT**
Determining main ideas, purpose, and audience; analyzing structure, word choice, and style; citing textual evidence.
3. **WRITING**
Developing skills in 3 types of writing: Narrative, Expository, and Argument. Researching, organizing, revising, documenting, and publishing
4. **SPEAKING & LISTENING**
Preparing for and participating in thoughtful, collaborative discussions; Evaluating speaker purpose, research, and presentation format; Integrating technology.
5. **LANGUAGE**
Applying knowledge of grammar, usage, mechanics, vocabulary, and figurative language.



Course Curriculum: Documents That Breathe



The English Language Arts curriculum focuses on answering essential questions and fostering inquiry among students as they engage in critical reading and writing processes. As teachers collaborate in PLC course teams, we continue to evaluate and update curriculum documents throughout the year with specific instructional strategies, assignments, and assessments. All curriculum documents include:

Essential Questions & Enduring Understandings:

Questions that lead students to think about key ideas and concepts necessary for deep understanding.

Learning Targets: Specific behavioral objectives for learning knowledge and developing skills for all five categories of the Common Core.

Activities: Instructional strategies & assignments that comprise whole-class instruction, small-group collaboration, and individual assignments; strategies & activities include:

- Active, close reading & annotation
- Independent reading choice
- Writing Workshop
- Cornell note-taking
- Socratic Seminar
- Vocabulary in context

Assessments:

Formative: ongoing, immediate feedback and influence instructional planning

Summative: evaluation of knowledge and skills at the end of the units

Performance: student-generated creation of original work in pursuit of making real-world connections

Course Offerings & Grading Plan



Required English Classes —

Three Levels:

1. **College Prep** courses support students in fulfilling minimum requirements for acquisition of literacy skills outlined in the Common Core.
2. **Accelerated** courses require students to perform at a increased pace and level of independence.
3. **Honors/Advanced Placement** courses require that students perform independently at an increased level of rigor.

Special Programs:

American Studies (10th grade), **Western Studies** (11th grade), and **Contemporary Studies** (12th grade) are Accelerated-level courses that offer a curriculum aligned with the Social Studies course at each grade level. Students experience within a cohort led by a partnership between English & Social Studies instructors.

Semester Electives

Full-Year Electives

Journalism
Theatre Arts

African American Literature
Creative Writing
Poetry
Public Speaking
Discussion & Debate

Grading Categories	Accelerated & College Prep	Honors/AP
Tests/Essays	50%	50%
Projects		
Quizzes	30%	35%
Homework/Classwork	20%	15%