

Language Arts Curriculum Report

February 2017

A. What do we want students to learn?

1. Essential Learnings:

Each teacher has identified essential learnings in each unit taught. These essential learnings are aligned with Nebraska State Standards and identify the primary outcomes for each grade level and course. We are continuing to look at how these fit with the transition to the new state testing of ACT.

2. Curriculum Alignment:

In previous years we have realigned novels and literary terms to make sure canonical and contemporary works are represented as well as to make sure important literary terms are taught and reviewed before testing years. This year, we are working to improve differentiation by including a wider variety of literature to help students meet rigorous academic goals.

3. Marzano's Instructional Framework:

This fall we have begun to focus on DQ2 and DQ3, helping students to interact with new knowledge and reflecting on teaching. As we continue to learn about these Design Questions through in-service days, we will assess how our teaching matches up with this instructional model and make changes where necessary.

B. How do we know students are learning?

1. Standardized assessments:

NeSA Reading is taken by the 7th and 8th grade in the spring. MAPS is taken by 7th-9th three times a year. The ACT is the new state test being used at the 11th grade level. Teachers utilize this standardized data to make adjustments to curriculum to better suit the needs of our students.

2. Classroom assessments:

Our teaching is aligned to state standards, and we use formative and summative assessments within the classroom to identify students who have successfully mastered the material as well as those who might need additional assistance.

C. How do we respond when students are not learning?

1. GRIP/ESP:

Students with an average of D or F who are also missing work or need to redo work are assigned to GRIP. This provides extra time as well as computer access needed to complete assignments. In addition, students can opt to spend that time with the teacher for reteaching.

2. Middle School LAB:

Twice a week, middle school students have the opportunity to work with core instructors in order develop mastery of content based on student needs.

3. SAT:

Students who might need additional assistance are referred to the Student Assistance Team (SAT) to be considered for accommodations or special education services.

4. Daily Evaluation:

Daily evaluation of a student's or a class's needs allows teachers to reteach or slow down as necessary.

5. Parental Contact:

Parents are contacted with regards to failing grades, missing work, or behavioral issues.

6. General Classroom Strategies:

Strategies include but are not limited to reteaching, reading aloud, modeling, additional time provided to students before and after school, and peer teaching.

D. How do we extend or enrich the learning for students who exceed proficiency?

1. Enrichment Opportunities:

Students are provided the opportunity to take more rigorous courses such as honors courses, dual credit courses, creative writing, and journalism. Additionally, research projects allow students in any class to further investigate topics they are interested in which allows for differentiation and individualization.

2. Cross-curricular Research Opportunities:

Students in Honors English and Honors History classes may choose to further their historical research in dual-credit composition class.

E. Other educational opportunities:

1. Study Buddies:

All junior and seniors students are eligible to donate their study hall time to assist elementary students in a variety of pre-scheduled educational activities such as reading, math, and science.