Statement of Purpose

John Dewey, who was a supporter of Progressivism, believed that one of the major responsibilities of a teacher is to know how to create conditions that facilitate individual growth (Smith, 2001). In order to accomplish the goals of the county, school, and classroom, the curriculum must meet the special needs of students. Students’ individual learning styles must be applied to lessons that employ research-based strategies to reach the students at their current level of proficiency and knowledge and help them experience success and growth. As it stands, contemporary language arts curricula fail to develop effective thinkers and communicators. They focus on the objectives and knowledge to be mastered, but fail to plan for individual student needs.

The purpose of the 10th grade English II curriculum is to create globally-aware critical thinkers and problem-solvers that can effectively communicate and act upon their acquired knowledge and skills. The teacher will use a variety of learning experiences to foster student growth, both intellectually and personally, through thought, discussion, and application of knowledge.

Students will examine and analyze a variety of non-fiction texts, print and non-print, from around the globe in order to develop a well-informed perspective of life in those countries and how they are linked to our own lives here. Students will also develop their listening, speaking, and writing skills in order to conduct online interviews with students from the countries featured in course literature. In addition, students will conduct research about the history and social customs of each country in order to assist them in forming personal connections with their international peers. This will allow them to see themselves as members of the 21st century global society our world is currently turning toward.

Students will develop their ability to analyze arguments, informative texts, expressive essays, drama, and poetry by choosing topics of interest. The teacher will provide a plethora of materials in each genre that fall under the students’ preferred categories. Students will select their choices from those provided by the teacher and use those to build content knowledge, fluency, and critical thinking skills.

Another vital aspect of the course will be vocabulary development because of its value in upward-mobility and acceptance in society, as well as its necessity for success in the professional world. The teacher will use research-based strategies from The University of Kansas. These strategies will allow students to amass a wealth of new words in a short time by linking them to the students’ prior knowledge and appealing to their personal learning preferences which the teacher will have on file after administering the Learning Styles Assessment at the beginning of the semester.

The Learning Styles Assessment will be a key tool in the teacher’s planning for the effective differentiation of her lesson plans in order to achieve the desired growth in her students. It allow for the effective organization of groups to optimize the acquisition of new material when it is being introduced or to create groups with heterogeneous mixes that allow the members to contribute when a portion of the group work or activity speaks to their particular style.

Ultimately, students will apply their new skills and knowledge to solving real issues in a community to which they belong. This will illustrate the impact knowledge and learning can have in the student’s own life and the lives of others in their community.

References

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