

**APPLIED (NON-ACADEMIC) ENGLISH - GRADE 10
PLANNED COURSE CURRICULUM GUIDE**

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will read and comprehend grade appropriate texts using a variety of strategies.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>81. Before reading, locate appropriate resources (computerized, traditional, and media) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>82. Interpret the organizational structures and graphic features of informational materials and relate this to text-based information.</p> <p>83. During reading, use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words. Use these words accurately in speaking and writing.</p> <p>84. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g.,</p>	<p>81. Research for speech on an individual/event relative to the history of television/radio.</p> <p>82. Prepare a written report on an individual/event relative to the history of television/radio.</p> <p>83. Study and discuss the “Reading Actively” mode.</p> <p>84. Apply “reading actively” model to a short story.</p> <p>85. Study textbook/teacher-generated vocabulary lists. Develop class-generated vocabulary lists.</p> <p>86. Learn and apply key vocabulary across various subject areas.</p>	<ul style="list-style-type: none"> • Research report on individual/event relevant to history of television. • Reading actively compositions. • Complete a written report on individual/event relevant to history of televisions. • Pass vocabulary quizzes. • Successfully use key vocab words across various subject areas. • Write reader response compositions pertaining to various goals. • Oral presentation on 	<ul style="list-style-type: none"> • Textbook • Teacher • School library • Internet • Vocabulary lists and quizzes • Unit tests • Portfolios

<p>surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, and rereading). Evaluate the effectiveness of preferred strategies.</p> <p>85. Expand and enhance a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized vocabulary) acquired through the study of word relationships. Use a dictionary or related reference.</p> <p>86. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>87. After reading, demonstrate the understanding and interpretation of both fiction and nonfiction text, including public documents. Make and support with evidence, assertions about texts; compare and contrast texts using themes, settings, characters and ideas; make extensions to related ideas, topics, or information; analyze the context of a document; analyze the positions, arguments, and evidence in public documents, identify strategies used by the author.</p> <p>Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy; self-correct mistakes; use appropriate rhythm, flow, meter, and pronunciation; read a variety of genres and types of text; demonstrate comprehension.</p>	<p>87. Write “reader response” compositions that make and support assertions about text, etc.</p> <p>88. Oral reading of selected passages. Presentation of researched materials.</p> <p><u>Correctives</u> – Teacher assistance as needed.</p> <p><u>Extensions</u> – Use of Internet, word processing, and other media.</p>	<p>individual/event relevant to history of television/radio.</p>	
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will identify and solve situational problems and justify decisions in written or oral form from information gained by reading texts and using other selected media.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 2</p> <p>32. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of texts. Recognize coherent arguments and points of view. Distinguish between essential and nonessential information across a variety of sources, identify bias and propaganda where present. Make decisions and draw conclusions based on established criteria using multiple sources of information. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.</p>	<p>32. Present research in oral and written form. Individual/event relevant to history of television/radio.</p> <p>33. Evaluate television programming by analyzing methodology of the industry.</p> <p>34. Create a product and script, storyboard and videotape an original commercial. (play format) Write reader responses to literature selections. Complete a short story. Write narrative, persuasive, comparison/contrast, and expository paragraphs.</p> <p><u>Correctives</u> – Individual instruction and schedule progress report sessions with commercial groups.</p>	<ul style="list-style-type: none"> • Research project using multiple sources • Speech of persuasion • Research report • Group presentation (commercial) • Write a poem • Complete a short story • Reader response writing • Compositions – narrative, persuasive, comparison/contrast, expository paragraphs 	<ul style="list-style-type: none"> • Internet • School library • Filmstrips • Video tapes • Previous student work • Portfolios • Variety of scoring rubrics • Unit quizzes

33. Use and understand a variety of media and evaluate the quality of material produced. Select appropriate media (e.g., traditional or electronic) for research and evaluate the quality of the information received. Compare and contrast the techniques used in traditional and electronic media. Use, design, and develop media to enhance an understanding of authors genre and literary or historical period.
34. Produce work in at least one literary genre that follows the conventions of the genre.

Extension – Brainstorming of ideas.
Informal class discussions. Utilization of a multi-media approach.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will read, analyze, and interpret literature through a variety of literary devices, elements, styles, and genre.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</p> <p>61. Read and understand works of literature.</p> <p>62. Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone, and style.</p> <p>63. Analyze the effectiveness of various literary devices. Sound techniques (e.g., rhyme, rhythm, meter, alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, symbolism).</p> <p>64. Read and react to a variety of poetic themes and devices and analyze the</p>	<p>61. Read and respond to short stories, plays, novels, and poems.</p> <p>62. Read specific works that will serve as discussion samples for various literary elements. Do textbook-generated exercises to reinforce use of various literary elements.</p> <p>63. Discuss and analyze the effectiveness of the author's use of various literary devices.</p> <p>64. Read and discuss a variety of poetic forms from the textbook and teacher resources. Write reader response compositions responding to the author's use of poetic themes and devices.</p>	<ul style="list-style-type: none"> • Read, discuss, and understand various works of literature. • Write reader response compositions that demonstrate an understanding of sound techniques, figurative language, characterization, setting, plot, theme, point of view, tone, and style. • Pass quizzes and tests that cover literature assignments. • Answer textbook-generated questions on literature selections. • Participate in group presentations that involve 	<ul style="list-style-type: none"> • Textbook • Teacher-generated and supplied material • Quizzes • Tests • Internet • Word processor

<p>poet's use of various poetic devices.</p> <p>65. Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work.</p> <p>66. Read and respond to nonfiction and fiction, as well as poetry and drama.</p>	<p>65. Analyze and discuss the author's ability to use words to create tone and mood.</p> <p>66. Read and respond to selections of nonfiction, fiction, poetry, and drama. Answer questions in textbook following literature selections. Write reader response composition to selected literature works and excerpts. Informal class discussion. Group work identifying various aspects of literature, poetic themes, and devices. Quizzes and tests.</p> <p><u>Corrective</u> – Teacher assistance as needed and scheduled progress reports with teacher.</p> <p><u>Extensions</u> – Write a commercial script and complete a teacher-generated short story.</p>	<p>reading assignments.</p> <ul style="list-style-type: none"> • Write a script for an original commercial. 	
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will demonstrate the ability to write a variety of pieces, including poetry, fiction, nonfiction, and personal resumes.

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<p>STANDARD 4</p> <p>34. Write short stories, poems, and plays that include: varying organizational methods, relevant illustrations, dialogue, a literary conflict, literary elements (Standard 1.3.10.B), and literary devices (Standard 1.3.10.C).</p> <p>35. Write multi-page informational pieces such as descriptions, research papers, evaluations and essays, that include: a variety of methods to develop the main idea, purposeful language and specific details, cause and effect, relevant graphics such as graphs illustrations, photographs, and tables, and use of primary and secondary sources.</p> <p>36. Write persuasive pieces that include:</p>	<p>34. Write a short story. Complete a teacher-started composition. Write and perform a script for an original commercial.</p> <p>35. Write reader response compositions relevant to literature selections. Research and write a report on an individual/event relevant to the history of television.</p> <p>36. Write a persuasive essay (composition).</p> <p>37. Keep a reader response journal.</p> <p>38. Write a narrative essay (composition).</p> <p><u>Extensions</u> – Encourage students to</p>	<ul style="list-style-type: none"> • Write an original short story. • Complete a teacher-generated short story. • Write and perform a script for an original commercial. • Write various types of compositions (Reader Response). • Write various types of essays. • Write a report (student researched) on an individual/event relevant to the history of television. 	<ul style="list-style-type: none"> • Textbooks • Internet • Portfolios • Reader responses • Teacher-generated and supplied materials

<p>a clearly stated position or opinion, include convincing, elaborated and properly cited evidence, develop reader interest, anticipate and counter reader concerns and arguments, and utilize two methods to advance an argument or position.</p> <p>37. Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>38. Expand a multi-page personal narrative including: clear chronological sequence, specific and narrative details, and dialogue as appropriate.</p>	<p>submit original works to school literary magazine.</p> <p><u>Correctives</u> – Teacher assistance as needed and self-evaluation.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: All students will demonstrate the ability to effectively write, revise, edit, and publish original pieces of writing.

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<p>STANDARD 5</p> <p>71. Write with a sharp, distinct focus. Identify topic, task, and audience. Demonstrate the effective use of various points of view.</p> <p>72. Write using well-developed content appropriate for the topic. Gather, determine validity and reliability of, evaluate and organize information. Employ the most effective format for the purpose and audience. Write full-developed paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>73. Write with controlled and/or subtle organization. Sustain a logical order throughout the piece. Develop an introduction that engages the audience while establishing topic</p>	<p>71. Write a paragraph based on a character in selected literature. Rewrite the paragraph from a differing point of view. Write topic sentences. Write a variety of single paragraph and multiple paragraph compositions.</p> <p>72. Write paragraphs developed by reasons, examples, facts/statistics, chronological order, spatial relationships, and examples.</p> <p>73. Write introductory paragraphs for a variety of topics. Write closing paragraphs for a variety of paragraphs/ideas. Write thesis statements with a clearly defined purpose for writing. Write clinching statements. Develop support</p>	<ul style="list-style-type: none"> • Write topic sentences. • Write paragraphs that demonstrate effective topic sentences, support sentences, and clinching statements. • Write a variety of paragraphs utilizing different methods. • Successfully complete textbook and worksheet generated exercises that demonstrate proper usage, capitalization, punctuation, and parts of speech. • Write proper sentences free from fragments and run-ons. 	<ul style="list-style-type: none"> • Textbook • Teacher • Worksheets • Portfolios • Tests and quizzes

<p>and purpose. Summarize the topic and purpose in the conclusion.</p> <p>74. Write by consciously incorporating stylistic aspects of composition. Use different types and lengths of sentences. Establish deliberate tone and voice through the use of precise language.</p> <p>75. Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience, and genre.</p> <p>76. Edit writing using the conventions of language. Spell all words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipsis). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. Use complete sentences.</p> <p>77. Present and/or defend written work for publication when appropriate.</p>	<p>statements for main ideas.</p> <p>74. Do textbook exercises that help developing sentence combining and use of precise language.</p> <p>75. Rewrite composition by utilizing peer help, self-help, and teacher assistance.</p> <p>76. Textbook exercises that promote proper usage, capitalization, punctuation, and parts of speech.</p> <p>77. Present and defend written work.</p> <p><u>Correctives</u> – Self-assessment, peer conferencing, teacher assistance, and objective quizzes and tests (5.76.10)</p> <p><u>Extensions</u> – Students will be encouraged to contribute to the schools literary magazine.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #6: All students will speak well in formal and informal settings using speech presentation skills and media resources.

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<p>STANDARD 6</p> <p>61. Listen to others. Ask clarifying questions. Analyze information, ideas, and opinions to determine relevancy. Take notes when needed.</p> <p>62. Listen to selections of literature (fiction and/or nonfiction). Relate them to previous knowledge. Identify conflicts and predict resolutions. Summarize, analyze and interpret the selections. Identify and define new words and concepts. Analyze and interpret the selections.</p> <p>63. Speak using skills appropriate to formal speech situations. Use a variety of sentence structures to add interest to a presentation. Adjust pace according to purpose and audience. Adjust volume, content</p>	<p>61. Take notes when appropriate during student presentations and teacher lectures.</p> <p>62. Listen to selections of literature. Apply the reading actively model. Identify and apply: conflict, plot, theme, mood, and vocabulary.</p> <p>63. Make speeches, historical figure/event (TV/radio history), song interpretation, personal episode, and commercial.</p> <p>64. Participate in class discussion.</p> <p>65. Participate in group work and group presentations. Present an oral reading. Conduct an interview. Develop and ask effective questions. Debate a controversial issue.</p>	<ul style="list-style-type: none"> • Note taking on lectures and presentations. • Analysis of literature. • Participate in class discussion and debate. • Make at least 4 speeches. • Make an original commercial. • Oral readings and response. • Conduct and present an interview. 	<ul style="list-style-type: none"> • Textbook • Internet • Library sources • Speech rubrics • Portfolios • Teacher • Peers

<p>and style to provide emphasis or to influence different audiences.</p> <p>64. Contribute to discussions. Ask relevant, clarifying questions. Respond with relevant information, or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Promote total group participation. Clarify, explain by example, or enhance responses when asked. Paraphrase and summarize when necessary.</p> <p>65. Participate in small and large group discussions and presentations. Initiate everyday conversation. Select and present an oral reading on a specific topic. Conduct interviews. Participate in an informal interview. Plan and participate in informal debates on a particular issue. Critique group discussions.</p> <p>66. Use media for learning purposes. Use media to gather information for assignments and projects. Evaluate the role of media in advertising. Create multi-media in advertising. Create a multi-media presentation for display or transmission that demonstrates an understanding of a specific topic of issue.</p>	<p>Evaluate group discussions and debates.</p> <p>66. Create and perform an original commercial.</p> <p><u>Correctives</u> – Speech rubrics, immediate group feedback, and teacher assistance.</p> <p><u>Extension</u> – Group commercials enter in a contest (in school).</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #7: All students will recognize the influence of historical events on the English language, the stereotyping caused by differences in language, and the global influence of the English language.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 7</p> <p>26. Recognize the influence of historical events on the English language.</p> <p>27. Recognize how differences in language can lead to stereotyping.</p> <p>28. Recognize the role and influence of the English language within and across countries.</p>	<p>26. Review historical events and their affect on the English language.</p> <p>27. Review words that tend to lead to stereotyping. Study and analyze how demographics utilize stereotypes.</p> <p>28. Study the role and influence of the English language within and across countries.</p> <p><u>Correctives</u> – Teacher assistance.</p> <p><u>Extensions</u> – Develop and defend a demographic report for their own original commercial.</p>	<ul style="list-style-type: none"> • Study standard (formal) English. • Recognize the affect of the English language within the U.S. and abroad. • Analyze the use of stereotyping in advertising. 	<ul style="list-style-type: none"> • Textbook • Library sources • Internet • Film strip • Teacher • Vocabulary quizzes

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #8: All students use effective research and information management skills including the use of primary and secondary sources of information with traditional and emerging library technologist.

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 8</p> <p>31. Select and refine a topic for research.</p> <p>32. Locate information using appropriate sources and strategies. Determine valid resources for researching the topic, including primary and secondary sources. Evaluate the importance and quality of the sources. Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). Use table of contents, indices, key words, cross references, and appendices. Use traditional and electronic search tools.</p>	<p>31. Select historical figure/event in TV/radio history for a research presentation.</p> <p>32. Locate information and determine its validity. Use encyclopedia as a basis of information. Use other books and reference materials. Use electronic research tools.</p> <p>33. Take notes on research. Organize and outline main ideas. Write a rough draft and find copy for presentation. Prepare a bibliography. Present to the class.</p> <p><u>Correctives</u> – Librarian and teacher assistance.</p>	<ul style="list-style-type: none"> • Historical figure/event for TV/radio history. • Choose topic for presentation. • Utilize the library to do research. • Locate several sources of information. • Take notes. • Organize and outline main ideas. • Support main ideas. • Prepare a proper bibliography. 	<ul style="list-style-type: none"> • Encyclopedia • Library sources • Internet • Teacher-provided materials

33. Organize, summarize, and present the main ideas from the research. Take notes relevant to the research topic. Develop a thesis statement based on the research. Anticipate readers' problems or misunderstanding. Give precise, formal credit for other's ideas, images or information using a standard method of documentation. Use formatting techniques (e.g., heading, graphics) to aid reader understanding. Identify steps necessary to carry out research project.

Extension – Multi-media presentation.

- Present research to class.