

ACADEMIC ENGLISH - GRADE 9
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods: 180 days; 120 clock hours

Length of Class Periods (minutes): 42

Length of Course: 180 days

Unit of Credit: 1

Course Weight: 1

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>73. Before reading, locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>74. Recognize and interpret common organizational structures and graphic features to comprehend information. During reading, use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>75. Distinguish basic facts and ideas in text using appropriate strategies</p>	<p>73. Do research for speech of information. Do research for research paper. Do research for paper developed by using facts and statistics. Do research for paper developed by persuasion.</p> <p>74. Do research for speeches. Do research for papers. Do research for papers developed by using facts and statistics and persuasive argument. Do research for public speaking assignments.</p> <p>75. Read, discuss, and interpret various reading assignments in novels, short stories, drama, poetry, and nonfiction. Do textbook exercises covering reading strategies and comprehension.</p>	<ul style="list-style-type: none"> • Research paper. • Paper developed using facts and statistics. • Persuasive paper. • Speech and information. • Essay tests on reading assignments. • Comprehension tests on reading assignments. • Vocabulary units each marking period. • Quizzes. • 	<ul style="list-style-type: none"> • Library (newspapers, magazines, reference works, internet, etc.) • Classroom texts. • Dictionaries. • Vocabulary quizzes. • Essay tests. • Comprehension tests. • Speech score sheets.

<p>(e.g., surveying, stating a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as aide to comprehension. Discuss the effectiveness of selected reading strategies.</p> <p>76. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p> <p>77. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>78. After reading, demonstrate 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; explain the context of a document; analyze the positions, arguments, and evidence in public documents.</p> <p>79. 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>76. Look up and study selected vocabulary words which have been taken from reading assignments.</p> <p>77. Learn selected vocabulary words which have been taken from other subject areas.</p> <p>78. Compare/contrast the themes, settings, and characters in fiction (<u>To Kill A Mockingbird</u>) and nonfiction (<u>Night</u>). Do research for papers and speeches using public documents such as newspapers and internet sources.</p> <p>79. Oral reading of passages from fiction, poetry, drama, and nonfiction. Oral interpretation from a book read for a book report.</p> <p>Extension – Listening to recordings of works of Literature being read by professional readers.</p> <p>Corrective – Various text exercises meant to improve comprehension and reading skills. Individual instruction when necessary.</p> <p>Extension – Do a creative multimedia presentation based on a book student has read as an independent reading project.</p>	<ul style="list-style-type: none"> • Use various research tools and materials from the library. • Comparison/contrast paper involving a fictional and nonfictional work. 	
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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>29. 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 resources (e.g., texts, electronic media, newspapers, and periodicals).</p> <p>30. Use and understand a variety of media and evaluate the quality of material produced. Evaluate the unique perspective of the information presented via different media. Evaluate the techniques of media messages and determine their effect on different audiences. Use, design, and develop media to extend understanding of authors, genre, works from a literary or historical</p>	<p>29. Do research for research paper. Do research for speeches. Do research for paper developed by facts/statistics.</p> <p>30. Project presenting information on an author's life, works, and time period. Comparison of <u>Romeo and Juliet</u> video's (1973 and 1997 versions). Discussion of evaluation of the quality of material found on the internet.</p> <p>31. Write poetry using specific poetic devices. Write an epic poem portraying an epic hero. Describe a scene in <u>Romeo and Juliet</u>. Use Elizabethan dialect. Write a creative, original ending for a short story. Write an epitaph for Shakespeare's tombstone. Use</p>	<ul style="list-style-type: none"> • A research paper. • Speeches requiring research. • One presentation to the class in which the student uses some form of media. • Do original writing following the conventions of short story, poetry, epic poetry, and drama. • Write essays that require research for background material. 	<ul style="list-style-type: none"> • Library resources. • <u>Romeo and Juliet</u> videos. • Internet access. • Classroom texts. • School-owned media equipment. • Portfolios.

<p>period.</p> <p>31. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>iambic pentameter. Write an original short story.</p> <p><u>Corrective</u> – Individual instruction when necessary.</p> <p><u>Extension</u> – Students will read an article from <u>Literary Cavalcade</u> magazine. They will then write an essay using a thesis statement derived from that article.</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 #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>55. Read and understand works of literature.</p> <p>56. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.</p> <p>57. Analyze the effect of various literary devices. Sound techniques (e.g., rhyme, rhythm, meter, alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony symbolism).</p> <p>58. Read and react to a variety of poetic forms.</p> <p>59. Analyze drama to determine plot,</p>	<p>55. Read novels, plays, poems, short stories, and essays (Literature Survey).</p> <p>56. Classroom discussion of individual stories. Worksheets on literary elements. Essay test involving the use of literary elements in a particular story. Do text questions dealing with literary elements.</p> <p>57. Write a poem using specific Literary devices. Study literary devices in poems found in the textbook and supplied by the teacher.</p> <p>58. Read examples of poems and then write an original poem using specific literary devices. Read <u>The Odyssey</u> and write an original epic poem.</p>	<ul style="list-style-type: none"> • Read and analyze fiction and nonfiction. • Discussion and test on short story Literary elements. • Read and analyze poetry. • Write poetry. • Participate in group presentations involving reading assignments. 	<ul style="list-style-type: none"> • Classroom texts. • Sample poems. • Worksheets on literary elements. • Essay test. • Video – <u>The Odyssey</u>. • Overhead projections on literary elements. • Book report handout.

<p>setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.</p> <p>60. Read and respond to nonfiction and fiction, as well as poetry and drama.</p>	<p>59. Discuss the use of <u>aside</u> and <u>soliloquy</u> in <u>Romeo and Juliet</u>. Discuss the effectiveness of 1st person narration in determining character motivation. Do a book report that includes questions involving characterization, setting, theme, and plot.</p> <p>60. Read and respond to nonfiction, fiction, poetry, and drama. Group discussions and presentations involving literary devices used in short story selections. Reader's response assignments. Essays related to Literature topics and themes. Classroom discussion. Written response to textbook generated questions. Book reports.</p> <p><u>Corrective</u> – Individual instruction when necessary.</p> <p><u>Extension</u> – Listen to oral recordings of various poems in order to determine the effectiveness of sound techniques used in those poems.</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 #4: All students will demonstrate the ability to write a variety of pieces, including poetry, fiction, nonfiction, and personal resumes.

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 4</p> <p>29. Write short stories, poems, and plays that include: varying organizational methods, relevant illustrations, dialogue, a literary conflict, literary elements (Standard 1.3.9B), and literary devices (Standard 1.3.9C).</p> <p>30. Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews, that include: a problem and solution when appropriate to the topic, appropriate language and details, cause and effect, relevant graphics such as graphs, illustrations, photographs, and tables, and use of primary and secondary sources.</p>	<p>29. Write original poems and a short story after covering those units. Group Work - Writing an original play and possibly performing it for the class.</p> <p>30. Write an interview with the author of the book read for a book report. Write a piece developed by facts/statistics. Write a persuasive essay. Write a research paper. Write a piece that explains a process.</p> <p>31. Write a persuasive essay.</p> <p>32. Keep a writer's journal. Keep a personal journal.</p> <p>33. Write a personal narrative using a</p>	<p>Students will write:</p> <ul style="list-style-type: none"> • Poems • Narrative pieces • Essays • Journal writing • Plays • Informational pieces • Research paper • Process paper 	<ul style="list-style-type: none"> • Textbook • Sample pieces • Journals • Portfolio • Library

<p>31. Write persuasive pieces that include: 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 a single method to advance the argument or position.</p> <p>32. Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>33. Write a multi-page personal narrative including: clear chronological sequence, and specific and narrative details. The writers think E. should be added in light of PSSA at grade 9. We further recommend adding a developmentally appropriate form of the component to Grade Standard 1.4.8E to better prepare students for the ninth grade writing assessment.</p>	<p>prompt provided by the teacher.</p> <p><u>Corrective</u> – Individual help when writing, editing, and revising original work. Peer assessment, self-assessment and portfolios.</p> <p><u>Extension</u> – Publish outstanding student writing for classmates to read. Writing contests. School 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 #5: All students will demonstrate the ability to effectively write, revise, edit, and publish original pieces of writing.

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 5</p> <p>64. Write with a sharp, distinct focus. Identify topic, task, and audience. Experiment with various points of view.</p> <p>65. Write using well-developed content appropriate for the topic. Gather, determine validity and reliability of, consider 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>66. Write with controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transitions. Develop an introduction</p>	<p>64. Write using the writing process. Write well-developed paragraphs using topic sentences, supporting statements, and clincher sentences.</p> <p>65. Choose and narrow topics. Write well-developed paragraphs which are coherent, unified, and make use of transitions.</p> <p>66. Do exercises from textbook and handouts in order to improve unity and coherence in writing.</p> <p>67. Do sentence combining exercises in textbook. Do exercises aimed at refining modifiers to make them more precise.</p> <p>68. Peer conferencing. Self-</p>	<ul style="list-style-type: none"> • Write well-developed paragraphs and longer pieces. • Produce topic sentences that are neither too narrow nor too broad. • Write pieces that are relatively error-free in terms of spelling, punctuation, and usage. • Write pieces that display a variety of sentence structures and do not include sentence fragments or run-on sentences. • Write final drafts for publication. • Use appropriate transitions in writing assignments. 	<ul style="list-style-type: none"> • Textbooks. • Worksheets or punctuation and usage. • Portfolios. • Overhead projections on usage and punctuation topics. • Quizzes and tests.

<p>that engages the audience while establishing topic and purpose. Restate the topic and purpose in the conclusion.</p> <p>67. Write by utilizing stylistic aspects of composition. Use different types and lengths of sentences. Establish appropriate tone and voice through the use of precise language.</p> <p>68. Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience, and genre.</p> <p>69. Edit writing using the conventions of language. Spell all words correctly. Use capital letters correctly. Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. Use complete sentences.</p> <p>70. Present and/or defend written work for publication when appropriate.</p>	<p>assessment of writing.</p> <p>69. Do worksheet and textbook exercises dealing with usage, punctuation, run-on sentences, and fragments. Edit writing assignments.</p> <p>70. Produce final drafts for publication when appropriate.</p> <p><u>Corrective</u> – Individual instruction when necessary. Peer assessment, self-assessment.</p> <p><u>Extension</u> – Display original writing on bulletin boards, etc. Submit writing to school literary magazine. Use of school computer lab, when appropriate and if available.</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.

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 6</p> <p>55. Listen to others. Ask clarifying questions. Analyze information, ideas, and opinions to determine relevancy. Take notes when needed.</p> <p>56. Listen to selections of literature (fiction and/or nonfiction) relate them to previous knowledge. Identify conflicts and predict resolutions. Summarize events and explain the significant points. Identify and define new words and concepts. Analyze the selections.</p> <p>57. Speak using skills appropriate to formal speech situations. Use a variety of sentence structures. Adjust pace according to audience and purpose. Adjust volume, content and style for different</p>	<p>55. Listen to presentations by individual classmates or groups of classmates. Take notes on some presentations.</p> <p>56. Discuss and write about selections of literature (short stories and drama) after listening to recordings of those selections. Study vocabulary words taken from Literature selections.</p> <p>57. Give a speech each marking period. Informational Book talk Biographical Autobiographical</p> <p>58. Participate in panel discussions on <u>Our Town</u> and at least one short story.</p> <p>59. Present an oral reading from <u>Romeo</u></p>	<ul style="list-style-type: none"> • Effectively participate in group discussions and presentations. • Listen to group presentations and take notes when necessary. • Give four formal speeches per year. • Do an oral reading in front of the class. • Join in informal classroom debates. • Do a multimedia presentation for the class. • Pass vocabulary quizzes. • Listen to and analyze recordings 	<ul style="list-style-type: none"> • Speech score sheets. • Score sheets for presentations. • A.V. equipment necessary for presentations. • Textbooks. • Audio recordings of <u>Romeo and Juliet</u>, "To Build A Fire," and one E.A. Poe story. • Video tapes of <u>Romeo and Juliet</u>, <u>Our Town</u>, and <u>To Kill a Mockingbird</u>. • Vocabulary quizzes. • Recording of famous speeches.

<p>audiences.</p> <p>58. Contribute to discussions. Ask relevant, probing questions to gain information, clarify thinking, and understand others. Respond to questions asked with relevant information, ideas or opinions. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Clarify, explain by example, or enhance responses when asked. Support opinions with relevant evidence. Paraphrase and summarize when necessary.</p> <p>59. Participate in small and large group discussions and presentations. Initiate everyday conversation. Select a topic and present in oral reading. Conduct interviews as part of the research process. Plan and participate in informal debates. Analyze group discussions.</p> <p>60. Use media for learning purposes. Analyze the validity of information received through different media sources. Critique the role of media in advertising. Create an effective multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or use.</p>	<p><u>and Juliet</u>. Participate in informal debates involving Literature assignments.</p> <p>60. Compare/contrast film versions of <u>Romeo and Juliet</u>, <u>Our Town</u>, and <u>To Kill a Mockingbird</u> with the actual literary works. Do a multimedia presentation that is based on a novel the student has read.</p> <p><u>Corrective</u> – Class discussion following individual speeches and presentations. Individual assistance from teacher.</p> <p><u>Extension</u> – Encourage media use for presentations and speeches. Listen to or view video recordings of famous speeches. Analyze their content and presentation.</p>	<p>of famous speeches.</p> <ul style="list-style-type: none"> • Compare media version of a literary work to the written version. 	
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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>23. Explain the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>24. Evaluate speech, writing, and literature to determine its conformity to standard American English.</p> <p>25. Explain new words that have been added to the English language over time.</p>	<p>23. Do a vocabulary unit covering 80 Foreign words that have become common in the English language. Use the dictionary to look up the etymology of given words. Vocabulary unit based on Greek and Latin roots.</p> <p>24. Evaluate the speeches of classmates. Do peer conferencing to evaluate classmates' writing. Evaluate dialect in various Literature assignments.</p> <p>25. Discuss words that Shakespeare originated. Discuss words that have been added to the English language over time.</p> <p><u>Corrective</u> – Individual instruction helping students to comprehend the Elizabethan</p>	<ul style="list-style-type: none"> • Pass vocabulary quizzes. • Successfully determine the etymology of given words. • Evaluations dealing with standard American English. • Display an understanding of Elizabethan dialect as used in <u>Romeo and Juliet</u>. • Realize that the English language is constantly changing and evolving. 	<ul style="list-style-type: none"> • Dictionaries. • Vocabulary quizzes. • Textbook.

dialect used in Romeo and Juliet.

Extension – Study and discussion of roots, prefixes, and suffixes used in the English language.

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.

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 8</p> <p>28. Select and refine a topic for research.</p> <p>29. Locate information using appropriate sources and strategies. Determine valid resources for researching the topic, including primary and secondary sources. Evaluate the importance quality of the source. Select essential sources (e.g., dictionaries, encyclopedias, and other reference materials, interviews, observation, and computer databases). Use table of contents, indices, key words, cross references, and appendices. Use traditional and electronic research tools.</p> <p>30. Organize, summarize, and present the main ideas from the research.</p>	<p>28. Write a thesis statement or a statement of purpose.</p> <p>29. Do research in the library.</p> <p>30. Students will:</p> <ul style="list-style-type: none"> A. Take and organize notes. B. Form an outline from the notes. C. Write a rough draft. D. Revise and edit the rough draft. E. Write a bibliography. F. Use a standard method of documentation in order to give credit to specific sources. G. Write final draft. <p><u>Corrective</u> – Individual instruction when</p>	<ul style="list-style-type: none"> • Write a research paper following the steps necessary to carry out a research project. 	<ul style="list-style-type: none"> • Overheads and handouts dealing with the process of writing a research paper. • Textbook. • Sample research papers. • School library.

<p>Take notes relevant to the research topic. Develop a thesis statement based on the research. Anticipate the needs of your audience. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. Use formatting techniques (e.g., headings, graphics) to aid reader understanding. Identify steps necessary to carry out research project.</p>	<p>needed.</p> <p><u>Extension</u> – Oral presentation that relates the content of the research paper to classmates.</p>		
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