

APPLIED (NON-ACADEMIC) ENGLISH – GRADE 9

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course: 180 days; 120 clock hours

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>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.</p> <p>75. 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>76. Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, stating a purpose</p>	<p>73. Use library sources to locate books for a book report.</p> <p>74. Use library sources to do research for a speech of information and a biographical speech. Use library sources for a research project. Study lists of vocabulary words that have been taken from reading assignments.</p> <p>75. Complete exercises that follow specific reading assignments in the textbook. Keep a reader's journal to reinforce reading strategies.</p> <p>76. Study lists of vocabulary words that have been taken from reading assignments.</p> <p>77. Learn and apply key vocabulary</p>	<ul style="list-style-type: none"> • An oral or written book report. • Complete a speech of information. Complete a biographical speech. • Pass vocabulary quizzes. Successfully complete textbook exercises that are designed to improve reading skills. • Keep a reader's journal for novels read as class assignments. • Successfully use key vocabulary words across various subject areas. • Write an essay at the end of each literature unit. The essays 	<ul style="list-style-type: none"> • School library (books and audio-visual materials) • Vocabulary lists and quizzes • Textbook • Portfolios • Recordings of short stories and plays

<p>for reading, activating personal knowledge, making predictions, questioning, and rereading) as aide to comprehension. Discuss the effectiveness of selected reading strategies.</p> <p>77. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, and specialized words). Use a dictionary or related reference.</p> <p>78. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>79. After reading, demonstrate understand 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>80. 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>words across various subject areas.</p> <p>78. Write essays comparing and contrasting themes, characters, and ideas in short stories and plays read as class assignments.</p> <p>79. Do research for speeches. Do an independent project that requires research.</p> <p>80. Oral reading of passages from works of fiction, poetry, drama, and nonfiction.</p> <p><u>Correctives</u> – Individual instruction when necessary.</p> <p><u>Extensions</u> – Listening to recordings of professional reader's reading selected works. Book reports, oral and written.</p>	<p>will deal with themes, characterization, and ideas. Do a speech of information. Do a biographical speech.</p> <ul style="list-style-type: none"> • Do an independent research project. • Oral reading of passages from works of fiction, poetry, drama, and nonfiction. 	
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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 a research project to be presented orally or in written form. Do a speech of information. Do a biographical speech.</p> <p>30. Evaluate the quality of various websites. When doing research, obtain information from a variety of media sources. Present the findings of a group research project on an author. Students will use a variety of media in these presentations.</p> <p>31. Write poems and a short story. Write (and possibly perform) a play. Write essays after each literature unit. Write narrative, persuasive, and comparison/contrast essays.</p> <p><u>Correctives</u> – Individual instruction when necessary.</p>	<ul style="list-style-type: none"> • Complete a research project using multiple sources • Complete a speech of information • Complete a biographical speech • Complete a group presentation using a variety of media • Write a poem • Write a play • Write a short story • Write narrative, persuasive, comparison/contrast, and expository essays 	<ul style="list-style-type: none"> • School library • School media equipment • Textbooks • Speech score sheets • Group presentation score sheets • Portfolios

<p>period.</p> <p>31. Produce work in at least on literary genre that follows the conventions of the genre.</p>	<p><u>Extensions</u> – Classroom informal debates and discussions in which the student can apply knowledge gained by reading texts and using other media.</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, and alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, and 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 and respond to short stories, plays, novels, and poems.</p> <p>56. Do exercises that follow literary selections in the textbook. Read specific works that will serve as discussion samples for various literary elements.</p> <p>57. Discuss and analyze poetry for its use of sound techniques and figurative language. Complete worksheets dealing with poetic devices.</p> <p>58. Read and discuss a variety of poetic forms from the textbook and teacher resources.</p> <p>59. Analyze and discuss plot, setting,</p>	<ul style="list-style-type: none"> • Read, understand, and discuss various works of literature. • Show an understanding of characters and their motivation through essays involving short stories and plays that students have read. • Pass quizzes that cover literature assignments. • Discuss plot, setting, characterization, theme, symbolism, and point of view in relation to literature read in class. • Answer textbook-generated questions on literature 	<ul style="list-style-type: none"> • Textbook • Supplementary classroom texts • Overhead projections on literary devices • Worksheets on poetic devices • Recordings of short stories • Videotapes of short stories • Quizzes • Tests

<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>characterization, and theme as revealed through dialogue in various plays.</p> <p>60. Read and respond to short stories, novels, play, poems, and works of nonfiction. Answer questions provided by the textbook following literature selections. Keep a reader's journal on selected works. Informal classroom discussion and debate. Essays on various aspects of literature selections (especially theme and character). Group work that involves discussion of literature selections read by the class. Quizzes and tests.</p> <p><u>Extensions</u> – Write an original short story, poem, and play. Book report. Listen to professional readings of short stories and plays. Watch videotaped short story productions.</p> <p><u>Correctives</u> – Individual help as needed.</p>	<p>selections.</p> <ul style="list-style-type: none"> • Keep a reader's journal. • Participate in group presentations that involve reading assignments. 	
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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, tables, and use of primary and secondary sources.</p>	<p>29. Write an original short story. Write a poem using at least 2 poetic devices. Write (and possible present) an original play (group project).</p> <p>30. Write creative pieces generated by specific literature. Write non-fiction pieces (narrative, persuasive, comparison/contrast). Write an interview using biographical information. Write essays for each literature unit (mostly related to character motivation and plot). Write a book report.</p> <p>31. Write a persuasive essay.</p> <p>32. Do journal entries.</p>	<ul style="list-style-type: none"> • Write an original short story. • Write an original poem using standard poetic devices. • Write an original play. • Write various types of essays. • Write an interview with a famous person. • Write a minimum of 4 essays that are related to themes from literature units. • Write a book report. • Write journal entries. 	<ul style="list-style-type: none"> • Textbook • Library resources • Portfolios • Journals • Sample pieces

31. Write persuasive pieces that include – a clearly stated position 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.
32. Maintain a written record of activities, course work, experience, honors, and interests.
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.

33. Write a narrative essay.

Correctives – Individual instruction as needed. Peer conferencing and self-assessment.

Extensions – Encourage students to submit pieces to contests and the school literary magazine.

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 a narrative paragraph. Rewrite it 3 times using 3 other points of view. Write topic sentences. Write single paragraphs and longer pieces.</p> <p>65. Write paragraphs developed by reasons, examples, facts/statistics, chronological order, and incidents.</p> <p>66. Practice using transitions in composition. Write thesis statements or statements of purpose for writing assignments. Write clincher sentences and conclusions for writing assignments.</p> <p>67. Practice in sentence combining. Exercises in choosing precise language (modifiers).</p>	<ul style="list-style-type: none"> • Write topic sentences that are neither too broad nor too narrow. • Write paragraphs with topic sentences, supporting details, transitions, and clincher sentences. • Write paragraphs developed by a variety of methods. • Use sentence variety and vivid language when writing. • Write pieces that have a minimum number of spelling, punctuation, and usage errors. • Write pieces that are free of 	<ul style="list-style-type: none"> • Textbook • Overhead projections (writing samples) • Worksheets on usage, punctuation, mechanics, and transitions • Portfolios • Tests and quizzes on usage, punctuation, and mechanics

<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, and 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>68. Revise writing through peer conferencing, self-assessment, and teacher instruction.</p> <p>69. Edit writing through peer conferencing, self-assessment, and teacher instruction. Do text exercises and worksheets dealing with usage, punctuation, fragments, and run-on sentences. Edit work by referring to correction symbols teacher has marked on rough copy.</p> <p>70. Publish written work.</p> <p><u>Corrective</u> – Individual instruction when necessary. Peer conferencing and self-assessment.</p> <p><u>Extensions</u> – Student-generated classroom newsletter.</p>	<p>fragments and run-on sentences.</p> <ul style="list-style-type: none"> • Use the writing process to produce quality pieces of writing. 	
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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. Take notes when appropriate during student presentations or teacher lecture. Take notes on media presentations.</p> <p>56. Listen to selections of literature. Apply: a. four types of conflict b. plot c. themes d. vocabulary</p> <p>57. Make speeches: a. Biographical b. Autobiographical c. Speech of information d. Interview</p> <p>58. Effectively participate in class discussions and debates.</p>	<ul style="list-style-type: none"> • Note taking on lectures and presentations • Analyze selections of literature • Participate in classroom discussions and debates • Make a presentation that involves the use of media • Make at least 4 speeches a year • Do an oral reading from a piece of literature • Do an interview and present findings to the class 	<ul style="list-style-type: none"> • Speech score sheets • Audio visual materials • Textbook • Library resources

audiences.

58. Contribute to discussions. Ask relevant, probing questions to gain information, clarify thinking, and understand others. Respond to question 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.
59. Participate in small and large group discussions and presentations. Initiate everyday conversation. Select a topic and present an oral reading. Conduct interviews as part of the research process. Plan and participate in informal debates. Analyze group discussions.
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 multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or use.

59. Effectively participate in group work and group presentations. Do an oral reading from a piece of literature of their choice

60. Use media to present literary works to the class. Have them compare and discuss the differences in the media presentations and the written works. Use media in presenting information gained during an interview.

Correctives – Immediate feedback during classroom discussion. Speech score sheets. Individual instruction when needed.

Extensions – Have students who have done excellent speeches and presentations repeat their work in front of other sections.

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. Use dictionaries to look up etymologies of given words. Learn the meaning of common Greek and Latin roots, prefixes, and suffixes. Learn foreign words that have become common in the English language.</p> <p>24. Peer evaluation of speeches and composition. Self-assessment of composition. Discussion of dialect used in Literature.</p> <p>25. Discuss slang terms and changes that have occurred in language over time. Do exercises in the textbook that deal with changes in language.</p> <p><u>Extensions</u> – Show video from B.C.I.U. Title – “Story of English, The Next Year’s Words”</p>	<ul style="list-style-type: none"> • Use root words, prefixes and suffixes, to help determine the meaning of certain words. • Recognize standard American English. • Recognize the fact that the English language is constantly changing and evolving. 	<ul style="list-style-type: none"> • Dictionaries • Textbooks • Worksheets on language chapter • Vocabulary quizzes

<u>Correctives</u> – Individual instruction as needed. Self-assessment and peer assessment.		
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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 #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</p>	<p>28. Select a topic for research and write a thesis statement or statement of purpose.</p> <p>29. Do research for a research project involving the life and works of an author. Use encyclopedias for an overview. Use other books and reference materials. Use electronic research tools.</p> <p>30. Take notes on research. Organize and outline main ideas. Write the rough and final copy of the presentation. Write a bibliography for the sources. Make the presentation to the class.</p> <p><u>Correctives</u> – Librarian assistance and</p>	<ul style="list-style-type: none"> • Choose a research topic. Write a thesis statement or statement of purpose. • Use the library to do research on that topic. • Find at least 3 sources of information. • Take notes from sources. • Organize those notes into an oral presentation that involves the use of media or audio-visual aids. • Give credit to research sources. 	<ul style="list-style-type: none"> • Textbook • Worksheets on documenting sources • Library sources • Library electronic research tools • Overhead projections on documenting sources and outlining

<p>the main ideas from the research. 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., heading, graphics) to aid reader understanding. Identify steps necessary to carry out research project.</p>	<p>individual instruction when necessary.</p> <p><u>Extensions</u> – Use of Power Point for presentations.</p>	<ul style="list-style-type: none">• Present research findings to the class.	
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