

ACADEMIC ENGLISH - GRADE 10

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes): 42

Length of Course: 180 days; 120 clock hours

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>80. Before reading, locate appropriate resources (computerized, traditional, and media) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>81. Interpret the organizational structures and graphic features of informational materials and relate this to text-based information.</p> <p>82. 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>83. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g.,</p>	<p>80. Do research for a research paper. Do research for a panel presentation. Do research for a speech or award presentation.</p> <p>81. Do research for a research paper.</p> <p>82. Read various texts – novels, drama, poetry, and nonfiction and prepare to participate in class discussions of the materials following guidelines provided by the instructor. Participate in class discussions and analysis of specific texts.</p> <p>83. Same as #82.</p> <p>84. Look up and study vocabulary words that have been taken from assigned readings. Write sentences using the vocabulary words.</p>	<ul style="list-style-type: none"> • Participate in class discussions • Lead class discussions • Complete vocabulary tests • Complete tests on background and analysis of literature, including essay questions • Make oral interpretation presentations • Participate in a panel discussion • Complete a research paper 	<ul style="list-style-type: none"> • Syllabus • Various texts • Video tapes • Dictionaries • Teacher-made handouts • Library reference sources • Shakespeare workshop

<p>surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, and rereading). Evaluate the effectiveness of preferred strategies.</p> <p>84. Expand and enhance a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, and specialized vocabulary) acquired through the study of word relationships. Use a dictionary or related reference.</p> <p>85. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>86. 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>87. 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>85. Same as #84.</p> <p>86. Participate in class discussion and analysis of assigned works. Lead class discussion of assigned works. Complete essay questions on assigned works.</p> <p>87. Present various oral interpretation projects including prose, verse, dramatic verse, and dialogue.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Peer 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 #2: All students will identify and solve situational problems and justify decisions in written or oral form 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. Do research for a research paper. Do research for a panel presentation. Develop materials for a panel presentation. Prepare critical book reports. Do research for costuming, props, and style of presentation for a scene from a 20th century play. Present the above scene.</p> <p>33. Same as #32.</p> <p>34. Write a short story. Write several poems, specific types of essays, and a character sketch.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Peer evaluation and director's workshop.</p>	<p>Produce:</p> <ul style="list-style-type: none"> • A research paper • A short story • Several poems • Essays • A character sketch <p>Present:</p> <ul style="list-style-type: none"> • A panel discussion • A scene from a play 	<ul style="list-style-type: none"> • Library materials • Teacher-made handouts • Various texts • Director's workshop • Filmstrips

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| <p>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.</p> <p>34. Produce work in at least one literary genre that follows the conventions of the genre.</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>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, and alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, and symbolism).</p> <p>64. Read and react to a variety of poetic themes and devices and analyze the</p>	<p>61. Read, discuss, and analyze various texts, novels, drama, poetry, and nonfiction from works of different cultures. Follow the development of the concept of "hero" through these works. Write a paper discussing a modern-day "tragic" hero.</p> <p>62. Same as #61.</p> <p>63. Read, discuss, and analyze various poems. Discuss the writer's use of various poetic devices. Write analyses of various poems. Prepare an anthology of various poems and differing cultures.</p> <p>64. Same as #63.</p> <p>65. Discuss themes of language in</p>	<ul style="list-style-type: none"> • Participate in class discussions • Lead class discussions • Complete essay questions • Present panel discussion • Present poetry anthology • Write poetry analyses • Write various poems • Write a book report • Essay tests 	<ul style="list-style-type: none"> • Syllabus • Texts • Teacher-made handouts • Videotapes

<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>various works of literature.</p> <p>66. Read, discuss, and analyze various essays and biographical works. Write a critical book report of a biographical work.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Peer 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 #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>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>34. Write a short story, historical fiction, and a biographical nonfiction sketch of a modern-day tragic hero.</p> <p>35. Write instructions on "how to...", a persuasive essay and letter, poetic analysis, and essay questions concerning literature.</p> <p>36. Write a position paper in response to a quote and an essay stating and defending an ethical position.</p> <p>37. Keep logs of various long-term assignments.</p> <p>38. Write a narrative essay.</p> <p><u>Correctives</u> – Individual conferencing. <u>Extensions</u> – Peer evaluation.</p>	<p>Write:</p> <ul style="list-style-type: none"> • A short story • A character sketch • Numerous poems • A persuasive letter • Two written book reports • A research paper • Various essays • A poetic analysis • A position paper 	<ul style="list-style-type: none"> • Syllabus • Texts • Teacher-made handouts • Examples of various genres

<p>36. 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 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>		<ul style="list-style-type: none"> • Various logs • Responses in journals to quotations 	
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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>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. Complete all writing projects enumerated in Standard #4 using the standard writing process: prewriting, 1st draft, editing, revision #1, editing, final product.</p> <p>72. Same as #71.</p> <p>73. Same as #71.</p> <p>74. Same as #71.</p> <p>75. Edit and revise all writing projects. Teacher editing – student revision based on teacher editing. Peer editing.</p> <p>76. Same as #75.</p> <p>77. All writing projects must be</p>	<ul style="list-style-type: none"> • Students will produce all writing projects enumerated in Standard 4 showing evidence of the use of the writing process. • Students will write, illustrate, edit and publish a children's story. • Students writing projects will show evidence of editing and revision for organization, logic, introduction, sentence structure, style, tone, wording, clarity, purpose, voice, and mechanics appropriate to the level of 10th grade academic English. 	<ul style="list-style-type: none"> • Texts • Dictionaries • Word processor • Teacher-made handouts • Examples of various genres

<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, and 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>presented in final form, typed, and ready for publication.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Peer 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 #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>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. Students will take notes and participate with questions and comments on lectures concerning the background of various literature and the history of the English language.</p> <p>62. Students will take notes and interpret various medieval tales presented to them in the oral tradition of storytelling.</p> <p>63. Give a variety of speeches.</p> <p>64. Participate in class discussions of literature and background materials.</p> <p>65. Prepare a panel presentation on a novel. Prepare a panel presentation of poetry analysis. Prepare a readers' theater production of a</p>	<ul style="list-style-type: none"> • Complete tests based on notetaking and discussions • Present speeches, panel presentations, scenes, and oral interpretation presentations • Participate in class discussions • Write critiques • Use media in presentations • Take an oral exam 	<ul style="list-style-type: none"> • Syllabus • Teacher-made handouts • Video examples of panel presentations • Various reference sources • Shakespeare workshop • Literary texts

<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>scene from a play. Present various oral interpretation projects. Encourage discussion of various possible interpretations of text during panel presentations. Write critiques of group presentations.</p> <p>66. Use various media for research projects. Read articles on use of language in media and discuss its effect on the listener. Use various media in panel and scene presentations.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Instruction in Shakespeare workshop.</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. Students will look and compare the use of language from Ancient Greece to modern times through literature. They will look at how war, religion, and government impact language and cause stereotypes. Students will also discuss English as a world language.</p> <p>27. Same as #26.</p> <p>28. Same as #26.</p> <p><u>Correctives</u> – Individual conferencing. <u>Extensions</u> – Individual conferencing.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of the material covered by participating in class discussions • Complete appropriate worksheets • Complete tests and quizzes covering the material 	<ul style="list-style-type: none"> • Syllabus • Teacher-made worksheets • Video materials • Dictionaries • Handouts of text excerpts and relevant articles from various media sources

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 technologies.

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<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. Students will research a topic related to the English academic curriculum and write a 6-8 page research paper that includes a statement of purpose, an outline, an introduction, text citation, a bibliography, and a conclusion. Students will appropriately publish this paper using the relevant technology.</p> <p>32. Same as #31.</p> <p>33. Same as #31.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Option of expanded paper.</p>	<ul style="list-style-type: none"> • Complete research • Take notes • Write and publish a major research paper according to guidelines presented by the teacher 	<ul style="list-style-type: none"> • Syllabus • Library resources • Text • Teacher-made handouts • Word processor

<p>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 and graphics) to aid reader understanding. Identify steps necessary to carry out research project.</p>			
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