

LANGUAGE ARTS - GRADE 7

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods: All numbers x 2

Length of Class Periods (minutes): 42

Length of Course: 180 days; 120 clock hours

Unit of Credit: 1

Course Weight: 1

VOCABULARY- 1.61, 1.62, 7.17, 7.19

PARTS OF SPEECH- 5.55 (editing marks)

USAGE-7.18

POETRY- 1.64, 3.45, 3.46

SPEECHES- 6.43, 6.45

ESSAY- 4.23, 4.24

STORIES TO ANALYZE- 3.43

TYPES OF STORIES- 5.53

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.

Terence R. Maher, Ed.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.

Pennsylvania Academic Content Standard 1.1 Learning to Read Independently

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p> <p style="text-align: center;"><i>* Anchors are italicized</i></p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</p> <p style="text-align: center;"><i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 1.1.A Before reading, locate appropriate texts for a specific purpose (e.g., literary, informational, etc.) for an assigned purpose.</p> <p>STANDARD 1.1.B Identify and use common organizational structures and graphic features to comprehend information.</p> <p>STANDARD 1.1.C During reading, use knowledge of structural analysis, context clues, and glossaries to understand content area vocabulary words. Use these words accurately in speaking and writing. <i>R7.A.1.1 Identify the meaning of vocabulary.(fiction)</i> <i>R7.A.1.2 Apply word recognition skills (fiction)</i> <i>R7.A.2..2 Apply word recognition skills (non-fiction)</i></p>	<p>1. Students start with a question/answer session on background students have acquired on previous stories of the genre (e.g., myths, legends, fables, short story, etc.)</p> <p>2. Use of common organizational structures such as compare/contrast, and graphic features to comprehend information.</p> <p>3. Students will do various activities prior to reading a story using strategies such as context clues, glossaries, and dictionary use to understand the vocabulary in the content areas. <u>These words will be used accurately in speaking and writing.</u></p>	<ul style="list-style-type: none"> • An accurate example of the story genre given • Text supplied and teacher generated tests/quizzes • Notebook checks- Students will take notes and maintain a notebook graded for accuracy, completeness, and readability • Classroom discussion • Skill application written/oral work • Accountable Talk 	<ul style="list-style-type: none"> • District Supplied Text • Films • Videotapes of stories • Newspapers • Dictionary/glossary • Worksheets • Transparencies • Multiple tradebooks on grade level

STANDARD 1.1.D

Identify basic facts and ideas in texts using strategies such as activating prior knowledge, using text features (e.g. illustrations, headings, graphs, tables and charts), setting as purpose for reading, and generating essential questions as aids to comprehension and clarifying understanding through rereading and discussion.

STANDARD 1.1.E

Expand reading vocabulary by correctly identifying words with literal or figurative meanings using a dictionary or related reference and using appropriate words.

STANDARD 1.1.F

Understand the meaning of and apply key vocabulary across various subject areas.

**R7.A.2.1 Identify the meaning of vocabulary from various subject area.*

4. Students will preview questions prior to or after reading story either alone or in a group. Re-reading parts of story is encouraged for clarifying understanding. Accountable talk.

5. Students will expand reading vocabulary by correctly using strategies such as activating prior knowledge, setting a purpose, and using text generated pre and post reading exercise .

6. Sources will include worksheets and overhead transparencies to help understand words in context such as synonyms, homographs, homophones, root words and affixes, idioms, and figurative language through the use of dictionaries or other related references.

- Apply knowledge of word structures and patterns to read with automaticity
- Students will demonstrate appropriate use of phrasing in text
- Students will attend to sentence patterns and structures that signal meaning in text

Dramatization of story

- Homework assignments graded for completeness, accuracy, and readability
- Computer sites matched to story, play or drama for extra knowledge or skills testing
- Computer generated quizzes on play or story

STANDARD 1.1.G

After reading demonstrate understanding and interpretation of both fiction and nonfiction text.

- Make assertions about the text and cite evidence
- Compare and contrast texts using themes, setting, character, and ideas
- Make extensions to related ideas or topics or information
- Respond critically to the major ideas, themes, or procedures of the text.

**R7.A.1.3 Make inferences, draw conclusions, and make generalizations based on fictional text.*

**R7.A.1.4 Identify the main ideas and relevant detail in fiction texts.*

**R7.A.1.5 Retell or summarize the main ideas/ themes of fiction text*

**R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on non-fictional text.*

**R7.A.2.4 Identify the main ideas and relevant details in nonfiction text.*

**R7.A.2.5 Retell or summarize the main ideas and important details of nonfiction text.*

**R7.B.3.1 Differentiate fact from opinion in text.*

7. Students will be introduced to vocabulary from various subject areas from lists generated from teachers in subject areas. Students will be able to compare and contrast two or three versions of a story type by reading “The Origin of Fire”, as explained by the Greek, African, and Indian version. They will use a graphic organizer explaining their choice of which students think was most creative and interesting.

STANDARD 1.1.H

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

8. Students will read aloud various reading selections both in text and other sources. These include plays, newspaper articles, and poetry. Comprehension is demonstrated by reading activities such as analyzing information, applying ideas to life and responding to pros and cons of what was read.

Correctives-

Have another student read orally to a student.
Listen to professional recordings of taped stories.

Extensions- Media presentation on DVD or VHS of story or play.
Extra activities found on computer sites-
Ex. www.titanic-titanic.com as an extension of a unit based on the sea

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.

Pennsylvania Academic Content Standard 1. Reading Critically in All Content Areas

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p> <p style="text-align: center;"><i>* Anchors are italicized</i></p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</p> <p style="text-align: center;"><i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 1.2.A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text, electronic media, newspapers, magazines, and periodicals. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media, identifying bias and propaganda where present. • Make inferences and draw conclusions based on a variety of informational sources. • Evaluate text organization and content to determine the author's purpose and effectiveness. <p><i>*R7.A.1.3 Make inferences, draw conclusions, and make generalizations based on fictional text.</i></p>	<p>1. Use inserts from Pottsville Republican, Reading Eagle, Lebanon Daily News, and Lancaster Intelligence on various information topics which go across and beyond textbook stores. Students will discuss bias and propaganda so that they may make intelligent inferences and conclusions. Inserts used (but are not confined to) the topics below:</p> <ul style="list-style-type: none"> (a) The Irish Potato Famine (b) The Millenium (c) Time (d) The Environment (e) Women in History (f) The History of Schuylkill County <p>2. Use of literature circles as discussion groups</p> <ul style="list-style-type: none"> • activities, such as these: <ul style="list-style-type: none"> a. small-group problem-centered discussions conducive to high levels of peer interaction concerning specific tasks b. plenty of opportunity for guided 		<ul style="list-style-type: none"> • Homework • Newspaper inserts – special topics • Internet • Current events • Newspaper activities • Library • Multiple trade books on grade level

**R7.A.1.6 Identify fictional text as narrative or poetic.*

**R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on non-fiction text.*

**R7.A.2.4 Identify the main ideas and relevant details in non-fiction text..*

**R7.A.2.6 Identify non-fiction text as narrative, informational, persuasive, or instructional.*

**R7.B.3.1 Differentiate fact from opinion in text.*

**R7.B.3.2 Distinguish between essential and nonessential information within or across text.*

**R7.B.3.3 Analyze text organization including sequence, question/answer, comparison/contrast, cause/effect, problem/solution, headings, graphics and charts to derive meaning.*

STANDARD 1.2.B

Use and understand a variety of media and evaluate the quality of material produced.

- Compare how different media offer a unique perspective on the information presented.
- Distinguish the techniques of particular media messages and identify their targeted audience
- Use, design, and develop a media project (e.g., script, play, audiotape, website) to demonstrate understanding

and independent practice with new concepts and skills
c. models and other materials which explain and illustrate the concept

3. Discuss what propaganda entails by examining political cartoons, advertisements, cartoons, and comics. Students will develop a media project of their choice emphasizing the ideas of propaganda. They will develop a design-an-ad project using techniques learned.

STANDARD 1.2.7C

Produce work in at least one literary genre that follows the conventions of the genre.

4. Students will write a story/letter that follows one of the conventions of the genre. Students will write from the viewpoint of a child of Schuylkill County involved in jobs/activities from a particular time period. Students will read about and write a report on an example of social injustice. Students will tape an interview with a senior citizen asking pertinent questions on their genre. Students will investigate websites on the internet on these topics.

Correctives-

Reteach by these:

1. further discussion,
2. reinforcement activities
3. review
4. retest
5. STARS after school program
6. Peer tutoring

Extensions-

1. Students will find articles in magazines or periodicals—teacher given that deals with the subject at hand and adds to or adds more depth to the theme being read in the text

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.

Pennsylvania Academic Content Standard 1.3 Reading, Analyzing, and Interpreting Literature.

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p> <p style="text-align: center;"><i>* Anchors italicized</i></p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</p> <p style="text-align: center;"><i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 1.3.A Read and understand works of literature.</p> <p>STANDARD 1.3.B Compare and contrast literary elements within a genre including characterization, setting, plot, theme, point of view, and style. <i>*R7.B.1.1 Describe/interpret the components of fiction and nonfiction text.</i> <i>*R7.B.2.1 Identify and analyze figurative language in text.</i> <i>*R7.B.2.2 Identify and analyze effectiveness of the author's point of view.</i></p>	<p>1. Student will read novels, plays, short stories, newspapers, and poetry. Students will discuss individual stories in small groups and teacher-led groups. Various exercises, written and oral, dealing with literary elements.</p> <p>2. Identify if the poem or story is written in first or third person point of view while analyzing the effectiveness of view used by the author.</p> <ul style="list-style-type: none"> • Increase sight words read fluently 	<ul style="list-style-type: none"> • Student self-written poetry based on rubric of focus area- ex. Idioms, descriptive adj., certain holidays • Text generated or teacher rubric on student's correct analyzing of character and motivation • Participate in an oral reading of poems individually or in groups • Students will orally convey and be evaluated on a memorized poem • Student's oral or written interpretation of selected poem or work of literature-rubric based • Text-based projects will be assigned at teacher's discretion 	<ul style="list-style-type: none"> • Homework • Posters • Texts • Radio scripts • Drama scripts • Teacher activities • Audiotapes • Library • Internet • Current events

STANDARD 1.3..C

Compare and contrast the use of various literary devices.

- Sound techniques (e.g., rhyme, rhythm, meter, and alliteration).
- Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, imagery).

STANDARD 1.3.D

Identify the characteristics of poetic forms (e.g., ballad, sonnet, couplet).

STANDARD 1.3.E

Analyze drama as information source, entertainment, persuasion or transmitter of culture. Identify characters actions and infer the basic motivation of the character.

STANDARD 1.3.F

Read and respond to nonfiction and fiction, including poetry and drama.

**R7.A.1.6 Identify text as narrative or poetic.*

**R7.B.1.1 Describe/interpret the components of fiction and nonfiction text.*

**R7.B.2.1 Identify and analyze figurative language in text.*

3 Myths and short stories will be analyzed for the literary devices such as point of view, first person, and characters outside/inside story that are included in stories throughout the year.

- Oral presentations
- Literature circles
- Use punctuation cues to guide meaning and expression

Increase sight words read fluently

4. The poetry of Poe, Frost, Sandburg, Shakespeare, and other poets in their reading/English texts Students will write their own poem using the conventions of the genre. Students will memorize a poem per semester

5 .Students will read Grandpa and the Statue by Arthur Miller. An audiotape version will be available. Students will analyze characters, use sequencing and techniques of motivation, discuss symbolism and climax.

6. Students select a poem or work of literature and respond to it in either an oral or written interpretation.

7. Students will read various poems self-written, from Drama Club, or from text.

8.Students will create a poem using a digital camera to create a watermark on their poems.

9.Students will be asked to compare two characters in the book with a Venn

- Worksheets will be given to small groups to answer collectively. Students must be accountable for all answers given orally or written.
- Students will be asked to recall, analyze, deduce, and synthesize a selection of poetry and give possible responses.
- Various charts and graphs will be used to record samples of details of poetry and drama.
- The creation of a poem using a digital camera image as a watermark correctly based on a rubric

- District Supplied Text
- Library reference materials
- Student handbook
- Drawings, charts, graphs
- Portfolios
- Worksheets
- Study guides
- Written and oral discussion
- Presentations
- Projects
- Participation
- Quizzes
- Tests
- Reading assignments
- Films

Diagram.

10. Read another book by the author.
Compare the two books with a Venn Diagram.

11. Write another ending to the story.

12. Draw another cover for the book.
Remember to include title, author, and
illustrator.

Correctives-

Reteach by any of these strategies:

1. further discussion
2. reinforcement activities,
3. review

Extensions-

1. Illustrate a poem, story, a scene
from a play or short story
2. Dramatize an excerpt from one
of the selections read
3. Create a recognizable character
puppet from a story

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.

Pennsylvania Academic Content Standard 1.4: Types of Writing

ESSENTIAL CONTENT PERFORMANCE STANDARD <i>*Anchors Italicized</i>	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 1.4.A Write short stories, poems, and plays that include:</p> <ul style="list-style-type: none"> • organized thoughts, • detailed in descriptions • relevant illustrations • dialogue, • literary conflict • characterization, setting, plot, theme, point of view, tone and style • rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole, and allusion. 	<p>12. Students will write three to five paragraph persuasive, Informational, and narrative/imaginative essays, poems, or dramas on a choice of any these (or other) topics:</p> <ul style="list-style-type: none"> • A cause and effect essay using transitional words. • A persuasive essay on a product of their choosing or a product they have created. • An original poem using metaphor and/or alliteration. • A Haiku • An character essay to become a character in a story and describe how they would agree or disagree with the characters actions. • A descriptive essay using all the senses • A persuasive essay to keep or change a rule in the 	<p>Use of the FIVE types of writing samples (ex. Collins Writing Program)</p> <p>TYPE 1</p> <ul style="list-style-type: none"> a. Free writing/ stream of consciousness writing/ journal writing b. Assessed by time, number of lines generated <p>TYPE 2</p> <ul style="list-style-type: none"> a. one draft –correct answer to a specific question b. graded as a quiz <p>TYPE 3</p> <ul style="list-style-type: none"> a. Must meet up to three ‘focus correction areas’ b. Revision and editing are done on the original c. one SAVED draft d. can be read out loud, is easy 	<ul style="list-style-type: none"> • Internet • Current events • District Supplied Text • Library reference materials • Student handbook • Drawings, charts, graphs • Portfolios • Worksheets • Study guides • written and oral discussion

STANDARD 1.4.B

Write multi-paragraph, informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include:

- cause and effect
- relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables. Distinguishing between primary and secondary sources.

STANDARD 1.4.C

Write persuasive pieces that – include a clearly stated position or opinion. Include convincing and specific detail, properly cited evidence; focus on the audience to establish reader interest.

- student handbook
- An essay dealing with a moral dilemma
- An informative report turning
- A book report on a novel
- A business letter to a company
- A persuasive essay written as a travel agent to visit a country.
- An essay using a step by step process
- Composing and illustrating a print ad for a company
- An essay citing the advantages/disadvantages of test taking
- A persuasive essay to get someone to visit any site visited on the student's class trip
- A narrative report on their favorite Christmas present
- A comparison and contrast essay
- A collage based on the students current likes and interests
- An essay written using material from another subject area
- Prepositional phrase poetry –every line must contain at least one prepositional phrase
- Critiqued responses to political cartoons in newspapers and magazines

to read, and meets standards of focus correction areas.

TYPE 4

- Two SAVED drafts
- Writing critiqued by a peer for focus correction areas–then REVISED by the author
- Read aloud by someone else

TYPE 5

- Multiple drafts, published work
- Of publishable quality-all grammar and usage correct.

- rehearsals,
- presentations
- projects
- participation
- quizzes
- tests
- reading assignments
- films
- open book tests

- Writing a problem-solution story that tells about a character, what the character is thinking and feeling; the setting; the problem, and formulating solutions
- Writing about topics that involve personal experiences or preferences
- Write clear directions and descriptions
- Note inconsistencies and contradictions
- Evaluate and critique misleading articles

Correctives-

Re-teach by any of these:

1. further discussion,
 2. reinforcement activities
 3. review
 4. STARS after school program
 5. Teacher/student conferencing
 6. websites to improve student writing
- ex. www.geocities.com/Athens/Delphi

Extensions-

1. Students will correct their rough draft and final draft by peer editing. and parental guidance and teacher conferencing before turning in for a grade
2. Creating a "letter box" to increase teacher/student communication

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.

Pennsylvania Academic Content Standard 1.5: Quality of Writing

ESSENTIAL CONTENT PERFORMANCE STANDARD <i>*Anchors Italicized</i>	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 1.5.A</p> <ul style="list-style-type: none"> • Write with a sharp, distinct focus. Identify topic, task, and audience. • Identify point of view. <p>STANDARD 1.5.B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Determine the most effective format for purpose and audience • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p>1. Students will identify the topic, task, and audience by using a graphic organizer and constructing notes. Point of view will be established before writing.</p> <p>2. Students will use various techniques in their prewriting activities such as: brainstorming, mapping, inquiring, note taking, discussing, drawing, journaling, or any other technique.</p> <ol style="list-style-type: none"> a. Write a rough draft with teacher and peer conferencing. b. Students will develop their focus asking these questions before writing: Audience Task Purpose <p>3. Make objectives operationally clear by engaging students in their writing</p>	<ul style="list-style-type: none"> • Completion of these types of writing samples: persuasive, narrative, cause and effect, letters, compare and contrast, poetry, letters of complaint and request and drama. • Write essays which contain topic sentences, thesis statements, well-developed paragraphs which supply supportive detail, consistent voice, consistent verb tense, and a conclusion. • Teacher rubric will measure level attained on each current focus correction area • Completion of graphic organizer and/or rough draft. 	<ul style="list-style-type: none"> • District Supplied Text • Quizzes/Tests • Texts Supplied Worksheets • Homework assignments

STANDARD 1.5.C

Write with controlled and/or subtle organization.

- Sustain a logical order within sentences and between paragraphs using an expanded list of meaningful transitions.
- Illustrate the topic and purpose in the introduction
- Identify the topic and purpose
- In the conclusion.

STANDARD 1.5.D

Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice.

- Use different types and lengths of sentences.
- Use a variety of precise language including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning.
- Develop and maintain a consistent voice.

STANDARD 1.5.E

Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail and word choice.

through structured tasks"

- EX. Write about one of thirty seashells so that the reader would be able to pick out the seashell written about.

4. Students will organize each essay by writing a rough draft using writing tools presented by lessons in writing a topic sentence, supplying details, varying sentence length, transitional words and phrases, setting, character, and persuasive language. (Chapter 9 in English text)

5. Students will use ever expanding vocabulary to become more precise in their writing. The use of colorful adjectives, strong verbs, and specific detail will each be topic highlighted at different phases in their writing curriculum.

- Writers will be allowed and encouraged to use their personal experiences as the basis of their writing
- Small-group, problem-centered discussions, conducive to high levels of peer interaction concerning specific task

6. A discussion of sentence structure and types and lengths of sentences from Unit 14 and 8 in reading text including longer, more complicated sentence structure and a VARIETY of sentence types in writing.

- (a) Discuss usage and punctuation from Unit 3 in English text and Unit 10 in Reading text.
- (b) Discuss voice and point of view from Unit 6.

- Teacher generated or text based vocabulary tests and lessons geared to go along with the level of student writing. Teacher tests based on focus words generally misspelled by group.

- Students will choose work to be displayed based on their own judgement as to how their work depicted the objectives of the lesson.

- Use of website for testing and reteaching purposes

http://www.skilltest.org/basic_skills_tests.htm

STANDARD 1.5.F

Edit writing using the conventions of language.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolon, and parentheses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
- Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).

STANDARD 1.5.G

Present and/or defend written work for publication when appropriate.

7. Students will work on activities working on these aspects of writing and editing:

- (a) Self/peer editing of assignments
- (b) Discussions before writing on certain subjects
- (c) Punctuation rules from Unit 24.
- (d) Correct use of eight parts of speech from Units 11, 12, and 14.
- (e) Correct use of sentence structure from Unit 9 16.

8. Student's work will be presented on the walls and boards of the classroom and hallways.

Correctives-

Reteach by these:

1. further discussion,
2. reinforcement activities
3. review
4. use of websites-

www.skilltest.org/basic_skills_tests.htm

5. STARZ after school program

6. Students will engage in more concentrated peer groups ex.—one on one with a better student

Extentions-

1. Use of website as a reward and a means to improve

www.skilltest.org/basic_skills_tests.htm

2. Students will play trivia based games based on what they learned during the year.

3. Students will play Parts of Speech Bingo.

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.

Pennsylvania Academic Content Standard 1.6 Speaking and Listening

ESSENTIAL CONTENT PERFORMANCE STANDARD <i>*Anchors Italicized</i>	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 1.6.A Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Differentiate between relevant and irrelevant information, ideas, and opinions. • Take notes when required. <p>STANDARD 1.6.B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to prior knowledge. • Predict content/events. • Summarize the events and identify the significant points. • Identify and define new words and concepts. • Compare and contrast selections. 	<p>1. In small groups students will interact in a variety of team activities involving questioning techniques, making notes of responses, to ask the student who has read his report or essay. This is ongoing through the year.</p> <p>2. Students will read or listen to selections or stories from a variety of authors using the CD-ROM supplied by the text.</p> <p>a. Students will summarize the events and how they differ, ex. (book vs. movie).</p> <p>3. Students will listen to a story and change the ending based on prior knowledge of the story.</p>	<ul style="list-style-type: none"> • Students will complete speech that can be read to class on a topic assigned by the teacher-rubric based. • Students will participate in small and large group discussions. • Students will present one to three oral reports or either their written work or another topic pertinent to what is being discussed in class or a subject presented in a text from another Subject. These reports will be graded by rubric based on content, delivery, and word usage. 	<ul style="list-style-type: none"> • VCR/TV • Literature books • Podium • Voting cards • Computer • Internet • CD-ROM • Use of a recognized format for documentation, such as MLA

STANDARD 1. 6.C

Speak using skills appropriate to formal speech situations.

- Use complete sentences.
- Pronounce words correctly. Adjust volume to purpose and audience.
- Adjust pace to convey meaning.
- Adjust content and style to enhance meaning.

STANDARD 1. 6.D

Contribute to discussions.

- Ask relevant, leading questions to gain information, clarify thinking, and understand others.
- Respond with relevant information, ideas, or supported opinions.
- Listen to and acknowledge the contributions of others.
- Adjust involvement to encourage equitable participation.
- Present support for opinions.
- Paraphrase and summarize, when prompted.

STANDARD 1. 6.E

- Participate in small and large group discussions and presentations.
- Participate in everyday conversation.
- Present an oral reading of assigned material.
- Conduct interviews for a specific purpose.
- Encourage and participate in informal debates.

3. Students will be introduced into speech techniques including interest, purpose, projection, and body language. Students will read essays previously written to class using techniques learned.

4. Adjust intonation and pitch (rise and fall of spoken voice) appropriately

4. Students will follow guidelines for discussions as group member or chairperson. Students will write at least one positive comment after each group's presentation. Use these discussion topics throughout the year:

- (a) Stranded on a desert island – how would your group react to what supplies are left?
- (b) Are 13 year olds grown up enough to understand and appreciate adult things or still too childish?
- (c) Should uniforms be worn to school?

5. Students will all have a chance to respond to everyday class discussions. Students will read at least one written essay orally to class. Students will vote on essay written by holding up number cards with points to be added. Students will debate one of the topics above using clarifying questions and public speaking techniques.

6. Students will discuss role of advertising such as positive image, set, what is included as parameters, etc. Students brainstorm rough draft and final draft for Design-an-Ad submission of an ad to the newspaper. Ad will be viewed

- **Students will** compose oral, written, and visual presentations that express personal ideas-all rubric based
- Students will use suitable, traditional, and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation
- Self edit
- Peer edit
- Spell checker
- Language handbook
- Grammar checker
- MLA style book

STANDARD 1. 6.F

- Use media for learning purposes.
- Describe how the media provides information that is sometimes accurate and or/ sometimes biased
- Describe how the media different media (e.g., television, radio, newspapers, and Internet).
- Analyze the role of advertising in the media.
- Use a variety of media to create an effective presentation for display or transmission.

7. before brainstorming as to the techniques used in previous ads. Ads may be computer-generated.
8. Group oriented activities and opportunities for pair/sharing, and peer editing

Correctives-

Reteach by these:

- 1.further discussion,
- 2.reinforcement activities
- 3.review
4. use of writing websites
ex.

www.geocities.com/Athens/Delphi
www.collegeboard.com (for SAT Question of the Day)

Extensions-

1. Students will use a PSSA based word bingo card game to build their vocabulary knowledge
2. Students will present a play both on text-generated or self-written ideas to show to the class.
3. Use of websites in the lab to

hone their skills
ex.www.collegeboard.com (for SAT Question of the Day)

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.

Pennsylvania Academic Content Standard 1.7 Characteristics and Function of the English Language

ESSENTIAL CONTENT PERFORMANCE STANDARD <i>*Anchors Italicized</i>	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 1.7.A Identify the origin and meaning of foreign words and phrases used frequently in English language.</p> <p>STANDARD 1.7.B Identify the role and place of standard American English in speech, writing, and literature.</p> <p>STANDARD 1.7.C Identify new words that have changed over time.</p>	<p>1. Complete activities using the dictionary to look up Spanish, French, Greek, and Latin words that have evolved into the English language. Look up the etymology of given words.</p> <p>2. Activities will include discussing, jargon, slang, and standard English and how and when they are used to show character, setting, and to set a mood in stories.</p> <p>3. Use the dictionary to look up given words to see how the spelling and meanings have changed over time.</p> <p>4. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation</p> <p>5. Write and read a piece using jargon or colloquial phrases.</p> <p>6. Investigate songs and poems which</p>	<ul style="list-style-type: none"> • Completion of dictionary activities. • Understand the English language is always evolving by engaging in dictionary exercise and daily speaking • Use different functions of language to write to a certain setting • Use of various skills testing sites such as http://www.skilltest.org/ • Find two books which use foreign words or phrases, jargon, or colloquialisms and cite the examples—give the standard written English form 	<ul style="list-style-type: none"> • Dictionary activities • District Supplied Textbook • Library Resources • Homework • Internet testing sites

	<p>make new uses of words just entering our language.</p> <p>7. Explain specialized use of vocabulary in specific content areas</p> <p><u>Correctives-</u></p> <ol style="list-style-type: none">1. Student may give speech to teacher personally rather than class for the first speech assignment2. <p><u>Extensions-</u></p> <ol style="list-style-type: none">1. Presentation as a group of a play or poem in an oral reading form2. Students listen to other presentation and write CONSTRUCTIVE only comments for student to read privately.	<p>for these words or phrases.</p> <ul style="list-style-type: none">• Teacher created rubrics	
--	--	--	--

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.

Pennsylvania Academic Content Standard 1.8 Research.

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p> <p style="text-align: center;"><i>*Anchors Italicized</i></p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</p> <p style="text-align: center;"><i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD 1.8.A Select and refine a topic for research.</p> <p>STANDARD 1.8.B</p> <ul style="list-style-type: none"> • Locate information using appropriate sources and strategies. • Evaluate the importance and quality of the sources. • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, observations, interviews, and computer databases. • Use table of contents, indices, keywords, cross-references, and appendices. • Use traditional and electronic search tools. 	<ol style="list-style-type: none"> 1. Students will select a topic to research based on a topic taken from one/any of their other curriculum subjects. 2. The techniques associated with using a search engine, atlas, encyclopedia, reader's guide, biography, and Internet will be reviewed. Students will use note-taking techniques using notecards and/or outlining their rough draft. 3. Students will interview a senior citizen or an elder family member about some aspect of how life was different when they were young. 	<ul style="list-style-type: none"> • Teacher-generated tests • Tests using the Internet • Oral reading • Completion of research report in MLA format • Complete interview according to worksheet or rubric generated • peer evaluation,/tutoring, and editing to reinforce routine assessment procedures 	<ul style="list-style-type: none"> • Library/materials • Text • Notecards • Internet • Worksheets • MLA booklet

STANDARD 1.8.C

Organize, summarize, and present the main idea from the research.

- Identify the steps necessary to carry out a research project. Take notes from sources.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.

4. Students will use interviewing techniques such as brainstorming, stating purpose, and open-ended questioning. Students will learn how to write a formal bibliography citing credit for and sources of material according to the MLA format and booklet. Students will go to the computer room in 3 week sessions to type their research reports in this order:

- (a) Title page
- (b) Outline
- (c) Body
- (d) Bibliography

5. Students will use a recognized format such as MLA to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism

Correctives-

1. Present report orally as an interview asking pertinent questions discussed in interviewing technique in text.

Extensions-

1. Present report in Powerpoint
2. Reports submitted to a newspaper for publication
3. Reports submitted to a school newspaper for publication

- Reading to a live audience,
- which helps students assume a reader's perspective as they write