

LANGUAGE ARTS - GRADE 8

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods: 180 days; 120 clock hours

Length of Class Periods (minutes): 42

Length of Course: 180 days

Unit of Credit: 1.0

Course Weight: 1.0

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 read and comprehend 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>65. Before reading, locate appropriate texts (i.e. literary, informational documents) for an assigned purpose.</p> <p>66. Identify and use common organizational structures and graphic features to comprehend information.</p> <p>67. During reading, use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas and use these words accurately in speaking and writing.</p> <p>68. Identify basic facts and ideas in text using strategies such as recalling genre characteristics, setting a purpose for reading, and generating essential questions as aids to comprehension and clarifying understanding through rereading and</p>	<p>67. Students will use various literary selections along with the dictionary to understand and properly utilize specialized vocabulary.</p> <p>68. Students will use various strategies and knowledge of literary genres to understand and comprehend the literary selections.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p> <p>Extensions: Students will be provided with additional materials, examples, and assignments as desired.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities • Oral work 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

<p>discussion.</p> <p>69. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>70. Understand the meaning of an applied key vocabulary across the various subject areas.</p> <p>71. After reading, demonstrate understanding and interpretation of both fiction and non-fiction texts including public documents. Make and support with evidence assertions about texts; compare and contrast texts using themes, setting, characters, and ideas; make extensions to related ideas or topics of information; describe the content of a document, analyze the positions, arguments, and evidence in public documents.</p> <p>72. 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 texts; demonstrate comprehension.</p>		<ul style="list-style-type: none"> • Written work • Commercial tests/quizzes • Teacher observation 	<ul style="list-style-type: none"> • Short stories used in class will be selected from the following works: <ul style="list-style-type: none"> “The Most Dangerous Game” “The Adventure of the Speckled Band” “By the Waters of Babylon” “To Build a Fire” “The Lottery” “The Veldt” “The Man Without a Country” “Tales and Poems of Edgar Allen Poe” • Worksheets (unit appropriate) • Overhead projections • Blackboard materials • Tape player/recorder • Computers (as appropriate, relevant, and available) • Dictionaries • Thesauri • Unit appropriate VCR tapes • Teacher resources
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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 read critically, understanding fact from fiction, and evaluate the quality of material from a variety of media sources.

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>26. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion utilizing resources that go beyond traditional texts to electronic media, newspapers, magazines, and periodicals. Distinguish between essential and nonessential information across texts and go beyond texts to a variety of media; identify bias and propaganda where present. Draw inferences based on a variety of informational sources. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's thesis, accuracy, and thoroughness.</p> <p>27. Use and understand a variety of</p>	<p>26. Students will read and understand the content of texts and documents in their preparation of a research paper. They will use a variety of media and determine the validity and value of materials found in various sources.</p> <p>28. Students will create a short story and will follow the conventions of the genre in writing their creation.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

media and evaluate the quality of material produced. Compare and analyze different media messages and their effect on a targeted audiences. Use, design, and develop media to expand understanding (e.g., authors and works from a particular historical period).

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

Extensions: Students will be provided with additional materials, examples, and assignments as desired.

- Oral work
- Written work
- Commercial tests/quizzes
- Teacher observation

- Short stories used in class will be selected from the following works:
 - “The Most Dangerous Game”
 - “The Adventure of the Speckled Band”
 - “By the Waters of Babylon”
 - “To Build a Fire”
 - “The Lottery”
 - “The Veldt”
 - “The Man Without a Country”
 - “Tales and Poems of Edgar Allen Poe”
- Worksheets (unit appropriate)
- Overhead projections
- Blackboard materials
- Tape player/recorder
- Computers (as appropriate, relevant, and available)
- Dictionaries
- Thesauri
- Unit appropriate VCR tapes
- Teacher resources

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 works of literature.

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>49. Read and understand works of literature.</p> <p>50. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.</p> <p>51. Analyze the effect of various literary devices such as sound techniques (e.g., rhyme, rhythm, meter, alliteration) and figurative language (e.g., personification, simile, metaphor, hyperbole, allusion).</p> <p>52. Identify poetic forms (e.g., ballad, sonnet, couplet).</p> <p>53. Analyze drama to determine the reasons for a character's actions, taking into account the situation and</p>	<p>49. Students will read and understand various works of literature including novels, short stories, and poems.</p> <p>50. Students will analyze literary works based on the characteristics of the genre and on characteristic elements used by the author.</p> <p>51. Students will analyze the effect of literary devices and figurative language through the study of various literary works.</p> <p>52. Students will work with a variety of literary forms.</p> <p>53. Students will analyze character actions and appropriate reasons for the actions in a variety of literary works.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature</i> – (certain selected materials) • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

<p>basic motivation of the character.</p> <p>54. Read and respond to fiction and non-fiction, including poetry and drama.</p>	<p>54. Students will read and respond to a variety of literary works.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p> <p>Extensions: Students will be provided with additional materials, examples, and assignments as desired.</p>	<ul style="list-style-type: none"> • Oral work • Written work • Commercial tests/quizzes • Teacher observation 	<ul style="list-style-type: none"> • Short stories used in class will be selected from the following works: <ul style="list-style-type: none"> “The Most Dangerous Game” “The Adventure of the Speckled Band” “By the Waters of Babylon” “To Build a Fire” “The Lottery” “The Veldt” “The Man Without a Country” “Tales and Poems of Edgar Allen Poe” • Worksheets (unit appropriate) • Overhead projections • Blackboard materials • Tape player/recorder • Computers (as appropriate, relevant, and available) • Dictionaries • Thesauri • Unit appropriate VCR tapes • Teacher resources
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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 write for a variety of purposes, including to narrate, to inform, and to persuade.

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>25. Write short stories, poems, and plays that include organizational methods, relevant illustrations, dialogue, a literary conflict, literary elements (Standard 1.3.8C).</p> <p>26. Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include : cause and effect, a problem and solution when appropriate to the topic, relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables, and use of primary and secondary sources.</p> <p>27. Write persuasive pieces that: include a clearly stated position or opinion,</p>	<p>25. Students will learn utilize the writing process to create a variety of written works including Type 1, Type 2, and Type 3 writings.</p> <p>26. Students will utilize the writing process to produce multi –paragraph informational works.</p> <p>27. Students will utilize the writing process to produce persuasive pieces of writing.</p> <p>28. Students and instructor will select items from course work and other areas determined by the student to be kept in a portfolio/classroom folder.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

<p>include convincingly elaborated and properly cited evidence, develop reader interest, and anticipate and counter reader concerns and arguments.</p> <p>28. Maintain a written record of activities, course work, experience, honors, and interests.</p>	<p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p> <p>Extensions: Students will be provided with additional materials, examples, and assignments as desired.</p>	<ul style="list-style-type: none"> • Oral work • Written work • Commercial tests/quizzes • Teacher observation 	<ul style="list-style-type: none"> • Short stories used in class will be selected from the following works: <ul style="list-style-type: none"> “The Most Dangerous Game” “The Adventure of the Speckled Band” “By the Waters of Babylon” “To Build a Fire” “The Lottery” “The Veldt” “The Man Without a Country” “Tales and Poems of Edgar Allen Poe” • Worksheets (unit appropriate) • Overhead projections • Blackboard materials • Tape player/recorder • Computers (as appropriate, relevant, and available) • Dictionaries • Thesauri • Unit appropriate VCR tapes • Teacher resources
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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 write with a focus in mind, use well developed content, apply subtle organization, understand style, and utilize the conventions of 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 5</p> <p>57. Write with a sharp, distinct focus. Identify topic, task, and audience. Establish a single point of view.</p> <p>58. Write using well-developed content appropriate for the topic. Gather, determine validity and reliability, and organize information. Employ 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> <p>59. Write with controlled and/or subtly organization. Sustain a logical order within sentences and between paragraphs using meaningful transitions. Establish topic and purpose in the introduction. Reiterate the topic and purpose in</p>	<p>57. Students will learn and utilize the steps in the writing process. Students, as appropriate to their ability, will write with focus, clarity, style, and point of view.</p> <p>58. Students, according to their ability, will utilize a variety of writings, including the research paper or report, to create pieces which have appropriate content and relevant details.</p> <p>59. Students, as appropriate to ability, will write focused and well-ordered topical pieces to include logical order and transition.</p> <p>60. Students, appropriate to their ability, will be expected to use different</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

<p>the conclusion.</p> <p>60. Write with an understanding of the stylistic aspects of composition. Use different types and lengths of sentences. Use tone and voice through the use of precise language.</p> <p>61. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.</p> <p>62. Edit writing using the conventions of language. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parenthesis). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative).</p> <p>63. Present and /or defend written work for publication when appropriate.</p>	<p>types and lengths of sentences and establish their own tone and voice in the pieces.</p> <p>61. Students will utilize the steps in the writing process such as revision to improve their written work.</p> <p>62. Students, as appropriate to their ability, will write and edit using the conventions of language. Students, as appropriate to their ability, will spell common words correctly, will use capital letters correctly, will punctuate correctly, will utilize parts of speech, phrases, and clauses correctly, and will write with complete sentences.</p> <p>63. Students, as appropriate to their ability, will present and defend written work.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p> <p>Extensions: Students will be provided with additional materials, examples, and assignments as desired.</p>	<ul style="list-style-type: none"> • Oral work • Written work • Commercial tests/quizzes • Teacher observation 	<ul style="list-style-type: none"> • Short stories used in class will be selected from the following works: <ul style="list-style-type: none"> “The Most Dangerous Game” “The Adventure of the Speckled Band” “By the Waters of Babylon” “To Build a Fire” “The Lottery” “The Veldt” “The Man Without a Country” “Tales and Poems of Edgar Allen Poe” • Worksheets (unit appropriate) • Overhead projections • Blackboard materials • Tape player/recorder • Computers (as appropriate, relevant, and available) • Dictionaries • Thesauri • Unit appropriate VCR tapes • Teacher resources
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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 demonstrate active listening skills and utilize speaking skills to be able to contribute to discussions.

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>49. Listen to others. Ask probing questions. Analyze information, ideas, and opinions to determine relevancy. Take notes when needed.</p> <p>50. Listen to selections of literature (fiction and/ or non-fiction). Relate them to previous knowledge. Predict content/ events. Summarize events and identify the significant points. Identify and determine new words and concepts. Analyze the selections.</p> <p>51. 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. Add stress</p>	<p>49. Students will listen to and evaluate oral presentations by their classmates.</p> <p>50. Students will listen to, evaluate, and analyze a variety of literary works. Summary, predictions, relating to previous knowledge, and relevance will be considered.</p> <p>51. Students will present a variety of speeches in formal classroom exercises. Speech techniques and conventions will be utilized.</p> <p>52. Students will listen and respond during presentations and class discussions on a variety of topics and works.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

<p>(emphasis) and inflection to enhance meaning.</p> <p>52. Contribute to discussions. Ask relevant, probing questions. Respond with relevant information, ideas, or give reasons in support of opinions expressed. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Clarify, illustrate, or expand on a response when asked. Present support for opinions. Paraphrase and summarize, when prompted.</p> <p>53. Participate in small and large group discussions and presentations. Initiate everyday conversations. Select a topic and present an oral reading. Conduct interviews as part of the research process. Organize and participate in informal debate.</p> <p>54. Use media for learning purposes. Describe how the media provides information that is sometimes accurate, sometimes biased, based on a point of view or by the opinion or beliefs of the presenter. Analyze the role of advertising in the media. Create a multi-media (e.g., film, music, computer graphic, verbal) presentation for display or transmission.</p>	<p>53. Students, as appropriate to their ability will present a variety of types of speeches.</p> <p>54. Students will use media for learning purposes in the preparation of their speeches, the research paper or report, and various writing assignments which they undertake.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p> <p>Extensions: Students will be provided with additional materials, examples, and assignments as desired.</p>	<ul style="list-style-type: none"> • Oral work • Written work • Commercial tests/quizzes • Teacher observation 	<ul style="list-style-type: none"> • Short stories used in class will be selected from the following works: <ul style="list-style-type: none"> “The Most Dangerous Game” “The Adventure of the Speckled Band” “By the Waters of Babylon” “To Build a Fire” “The Lottery” “The Veldt” “The Man Without a Country” “Tales and Poems of Edgar Allen Poe” • Worksheets (unit appropriate) • Overhead projections • Blackboard materials • Tape player/recorder • Computers (as appropriate, relevant, and available) • Dictionaries • Thesauri • Unit appropriate VCR tapes • Teacher resources
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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 use characteristics and proper functions 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>20. Describe the origins and meanings of common, learned, and foreign words used frequently in the English language (e.g., carte blanche, faux pas).</p> <p>21. Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>22. Identify new words that have been added to the English language over time.</p>	<p>20. Students will utilize the dictionary and context to describe the meaning and origin of common and foreign words in the English language.</p> <p>21. Students will analyze the role and place of standard English through writing, speaking, and the study of literary works.</p> <p>22. Students will analyze new words which are added to the language through vocabulary, writing, and reading.</p> <p>Correctives: Students will be provided with extra time on tests and assignments, additional peer and instructor help, and additional materials and examples.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities • Oral work 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

Extensions: Students will be provided with additional materials, examples, and assignments as desired.

- Written work
- Commercial tests/quizzes
- Teacher observation

- Short stories used in class will be selected from the following works:
 - “The Most Dangerous Game”
 - “The Adventure of the Speckled Band”
 - “By the Waters of Babylon”
 - “To Build a Fire”
 - “The Lottery”
 - “The Veldt”
 - “The Man Without a Country”
 - “Tales and Poems of Edgar Allen Poe”
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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 select a topic for research and locate information using appropriate sources. Then organize, summarize, and present the main ideas from the research.

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>25. Select and refine a topic for research.</p> <p>26. 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 essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases). Use table of contents, indices, key words, cross-references, and appendices. Use traditional and electronic research tools.</p> <p>27. Organize, summarize, and present the main ideas from the research.</p>	<p>25. Students will select and refine a topic for their research paper/report as appropriate to the individual student.</p> <p>26. Students will use traditional and electronic research tools. Students will identify and utilize appropriate materials and proper research methods.</p> <p>27. Students, as appropriate to ability, will research, prepare, and turn in a formal research paper /report. The research paper will include a thesis, outline, footnotes, and bibliography, as appropriate to the individual student.</p>	<ul style="list-style-type: none"> • Notebooks • Projects • Oral presentations • Homework assignments • Classroom work • Texts/quizzes (essay, multiple choice, true and false, etc.) • Composition assignments • Classroom discussion • Worksheets (unit appropriate) • Activities 	<ul style="list-style-type: none"> • <i>Houghton Mifflin English</i> • <i>Warriner's Composition and Grammar</i> • <i>McDougal Littell Literature – (certain selected materials)</i> • Novels used in class will be selected from the following titles: <i>Treasure Island</i> <i>Johnny Tremain</i> <i>The Call of the Wild and White Fang</i> <i>The Hobbit</i> <i>Flowers for Algernon</i>

Identify the steps necessary to carry out a research project. Take relevant notes from the sources. Give precise, formal credit for other's ideas, images or information using a standard method of documentation. Use formatting techniques to create an understandable presentation for the designated audience.

Correctives: Students will be provided with extra time on tests and assignments, additional peer and Instructor help, and additional materials and examples.

Extensions: Students will be provided with additional materials, examples, and assignments as desired.

- Oral work
- Written work
- Commercial tests/quizzes
- Teacher observation

- Short stories used in class will be selected from the following works:
 - “The Most Dangerous Game”
 - “The Adventure of the Speckled Band”
 - “By the Waters of Babylon”
 - “To Build a Fire”
 - “The Lottery”
 - “The Veldt”
 - “The Man Without a Country”
 - “Tales and Poems of Edgar Allen Poe”
- Worksheets (unit appropriate)
- Overhead projections
- Blackboard materials
- Tape player/recorder
- Computers (as appropriate, relevant, and available)
- Dictionaries
- Thesauri
- Unit appropriate VCR tapes
- Teacher resources