

PLANNED COURSE

SUBJECT AREA: English

GRADE/COURSE: 9

Standard And Strand 1.1 Learning to Read Independently

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Before reading, locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work)</p> <p>Recognize and interpret common organizational structures and graphic features to comprehend information.</p> <p>During reading, use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p>	<p>Locate and distinguish valuable multi-media sources for research.</p> <p>Employ methods of pre-reading strategies to aide reading comprehension.</p> <p>Identify vocabulary specialized to individualized lessons.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric.</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p>Supplemental worksheets.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as an aide to comprehension. Discuss the effectiveness of selected reading strategies.</p> <p>Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p> <p>Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>After reading, demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents: make, and support with evidence, assertions about texts; compare and contrast texts using themes, settings, characters and ideas; explain the context of a document; analyze the positions, arguments and evidence in public documents.</p>	<p>Participate in post-reading analysis through questioning/answer sessions, discussion, and written response.</p>	<p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
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.		

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Standard And Strand 1.2 Reading Critically in All Content Areas

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion verifying complete and accurate information by utilizing a variety of resources (e.g., texts, electronic media, newspapers and periodicals); distinguish between essential and non-essential information across a variety of sources, identifying bias and propaganda where present; make decisions and draw conclusions based on the use of multiple sources of information; evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness.</p>	<p>Identify purpose, genre, methodology and type of organization.</p> <p>Utilize different media techniques to illustrate comprehension of authors, genre, and works from a literary or historical period.</p> <p>Model a variety of literary genres.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric.</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Use and understand a variety of media and evaluate the quality of material produced: evaluate the unique perspective of the information presented via different media; evaluate the techniques of media messages and determine their effect on different audiences; use, design and develop media to extend understanding of authors, genre, works form a literary or historical period.</p> <p>Produce work in at least one literary genre that follows the conventions of the genre.</p>		<p><u>Enrichment</u> Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.3 Reading, Analyzing and Interpreting Literature

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Read and understand works of literature.</p> <p>Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p> <p>Analyze the effect of various literary devices: sound techniques (e.g., rhyme, rhythm, meter, alliteration); figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism).</p> <p>Read and react to a variety of poetic forms.</p> <p>Analyze drama to determine plot, setting and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.</p> <p>Read and respond to fiction and nonfiction, as well as poetry and drama.</p>	<p>Read literary selections and apply understanding of literary elements to a variety of reading materials.</p> <p>Apply knowledge of literary devices to selections.</p> <p>Respond to various poetic forms.</p> <p>Apply understanding of literary devices to dramatic literature.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric.</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
		<u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources

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GRADE/COURSE: 6

Standard And Strand 1.4 Types of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write short stories, poems and plays that include: varying organizational methods; relevant illustrations; dialogue; a literary conflict; literary elements and literary devices.</p> <p>Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: a problem and solution when appropriate to the topic; appropriate language and details; cause and effect; relevant graphics such as graphs, illustrations, photographs, and tables; and use of primary and secondary sources.</p>	<p>Apply all stages of the writing process in composing narrative/imaginative, informational, and/or persuasive multi-paragraph writings.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric.</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Display competency in writing in various modes.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write persuasive pieces that: include a clearly stated position or opinion; include convincing, elaborated and properly cited evidence; develop reader's interest; anticipate and counter reader concerns and arguments, and utilize a single method to advance the argument or position.</p> <p>Maintain a written record of activities, course work, experience, honors and interests.</p> <p>Write a multi-page, personal narrative, including: clear, chronological sequence and specific narrative details.</p>	<p>Utilize additional writing activities specific to particular pieces of literature.</p>	<p><u>Enrichment</u> Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.5 Quality of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write with a sharp, distinct focus: identify topic, task and audience; experiment with various points of view.</p> <p>Write, using well-developed content appropriate for the topic: gather, determine validity and reliability of, consider and organize information; employ the most effective format for purpose and audience; write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; develop an introduction which engages the audience while establishing topic and purpose; restate the topic and purpose in the conclusion.</p>	<p>Follow Pennsylvania assessment for the characteristics of effective writing in the areas of focus, content, organization, style and conventions while utilizing the writing process.</p> <p>Identify grammatical errors in writing.</p> <p>Complete a variety of practice activities from grammatical resources.</p> <p>Review elements of an effective essay: introduction, support, conclusion.</p> <p>Complete mini lessons to address common errors made by students.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric.</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Self/peer/teacher revision and editing</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p>Conferencing and modeling</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write by using stylistic aspects of composition: use different types and lengths of sentences; establish appropriate tone and voice through the use of precise language.</p> <p>Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience and genre.</p> <p>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 and hyphens); use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly; use complete sentences.</p> <p>Present and/or defend written work for publication when appropriate.</p>	<p>Employ methods of teacher and peer revision, conferencing, and editing.</p> <p>Review grammar, mechanics, and usage and synthesize skills with writing samples.</p>	<p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.6 Speaking and Listening

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Listen to others: ask clarifying questions; analyze information, ideas and opinions to determine relevancy; take notes when needed.</p> <p>Listen to selections of literature; relate them to previous knowledge; identify conflicts and predict resolutions; summarize events and explain the significant points; identify and define new words and concepts; analyze the selections.</p> <p>Speak, using skills appropriate to formal speech situations; use a variety of sentence structures; adjust pace according to purpose and audience; adjust volume, content and style for different audiences.</p>	<p>Apply appropriate techniques of listening to others and listening to multiple literary selections.</p> <p>Practice effective characteristics and techniques of oral presentation.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Oral presentations</p> <p>Oral/independent reading.</p> <p>Writing assignment rubric</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p>Self/peer/teacher revision and editing</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Contribute to discussions: ask relevant, probing questions to gain information, clarify thinking, and understand others; respond to questions asked with relevant information, ideas or opinions; listen to and acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; clarify, explain by example, or enhance responses when asked; support opinions with relevant evidence; paraphrase and summarize when necessary.</p> <p>Participate in small/large group discussions/presentations; initiate everyday conversation; select a topic and present an oral reading; conduct interviews as part of the research process; plan and participate in informal debates; analyze group discussions.</p>		<p><u>Remediation</u> Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
Use media for learning purposes; analyze the validity of information received through different media sources; critique the role of media in advertising; create an effective multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or use.	Present multi-media demonstrations and presentations and participate in various modes of discussion.	

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Standard And Strand 1.7 Characteristics and Functions of the English Language

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Explain the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>Evaluate speech, writing, and literature to determine its conformity to standard American English.</p> <p>Explain new words that have been added to the English language over time.</p>	<p>Explore origins and developments of Standard American English.</p>	<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p>Vocabulary activities</p> <p><u>Remediation</u></p> <p>Retesting and testing accommodations</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p><u>Enrichment</u></p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.8 Research

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Select and refine a topic for research.</p> <p>Locate information using appropriate sources/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, keywords, cross references, and appendices; use traditional and electronic search tools.</p>		<p>Formative and summative quizzes and tests.</p> <p>Class and group participation.</p> <p>Writing assignment rubric</p> <p>Completion of assigned tasks, including homework and projects.</p> <p>Ongoing teacher assessment through record-keeping maintenance.</p> <p>Create a written piece utilizing appropriate research and documentation during the 4th quarter to count towards final examination.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Organize, summarize and present the main idea from research; take notes relevant to the research topic; develop a theses statement based on the research; anticipate the needs of your audience; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques (e.g., headings, graphics) to aid reader understanding; identify steps necessary to carry out a research project.</p>		<p><u>Remediation</u> Retesting and testing accommodations Alternative evaluation Teacher assistance</p> <p><u>Enrichment</u> Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p>

English I Resources

Adventures in Reading:

Short Stories: focus on plot, character, point of view, setting, theme, irony, symbolism, foreshadowing, suspense.

Drama: *Romeo and Juliet*; focus on comic, tragic, satirical elements, blank verse, heroic couplet, imagery, monologue, soliloquy, aside, puns, allusions, predicting outcomes.

Novel: *Great Expectations*; focus on plot, comedy, suspense, character, themes, symbolism, predicting outcomes.

The Epic Poem: *The Odyssey*; focus on plot, character, foreshadowing, simile, epithet.

Nonfiction: Selections from Biography, Autobiography, Essay; focus on effective use of language, analysis and interpreting of nonfiction, identification of main ideas, feelings, influences, impressions, and new perceptions expressed in nonfiction, details revealed about author.

Poetry Selections: focus on speaker, diction, imagery, figurative language, sound patterns, structures, forms, tone, themes.

Warriner's Grammar and Composition, Fourth Course:

Writing process

Parts of the sentence

Agreement

Correct use of pronouns

Writing multi-paragraph compositions

Parts of speech

Writing complete/effective sentences

Correct use of verbs

Writing paragraphs

Vocabulary Workshop Level D (Sadlier-Oxford)

Summer Reading List

Additional English I supplemental novels may include:

Animal Farm

Of Mice and Men

The Old Man and the Sea

A Midsummer Night's Dream