

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 COLLEGE PREP

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Learning to Read Independently						
A. Before reading, locate various texts, media and traditional resources for assigned and independent projects.	<ul style="list-style-type: none"> • Additional resources/ supplemental resources • Correctly use dictionary, thesaurus, and online resources. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. • Maintain focus, logic, and cohesion. • Locate and assemble college resources from career center. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Career center 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Videos • CD ROMs • Power Point presentations • Anchor papers/ models • Transparencies • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Present visual and/ or auditory materials • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics • Encourage research and application for scholarships • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.1 Learning to Read Independently						
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	<ul style="list-style-type: none"> • Maintain focus, logic, and cohesion. • Create writings that model various literary genres. 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Note taking • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Magazine • Supplemental materials • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Teacher observation 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics • Encourage research and application for scholarships • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.1 Learning to Read Independently</p>						
<p>C. During reading use knowledge of root words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.</p>	<ul style="list-style-type: none"> • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/ significance. • Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. • Use word origins to decipher word meanings. • Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Predicting • Note taking • Brainstorming • Self-monitoring • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Use a multi-sensory approach • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.1 Learning to Read Independently</p>						
<p>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.</p>	<ul style="list-style-type: none"> ●Read and interpret a variety of genres. ●Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> ●Direct instruction ●Modeling ●Discussion ●Note taking ●Brainstorming ●Self-monitoring ●Student/teacher conferencing ●Technology ●Career Center 	<ul style="list-style-type: none"> ●Textbook ●Supplemental materials ●Guest speakers ●Career center resources ●Internet sites ●Software programs 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Standardized tests ●Class discussion ●Oral presentations ●Teacher observation ●Power Point presentations ●Notes, outlines, etc. ●Research projects 	<ul style="list-style-type: none"> ●Repeated practice ●Monitor example through models ●Conferencing ●Additional resources/ supplemental resources 	<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Provide more challenging materials.

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<p>1.1 Learning to Read Independently</p>						
<p>E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.</p>	<ul style="list-style-type: none"> ●Recognize, define and utilize selected vocabulary from various texts. ●Use context clues to determine word meanings/ significance. ●Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ●Use word origins to decipher word meanings. ●Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> ●Direct instruction ●Modeling ●Discussion ●Note taking ●Brainstorming ●Self-monitoring ●Technology 	<ul style="list-style-type: none"> ●Textbook ●Dictionary ●Thesaurus ●Supplemental materials ●Software programs 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Standardized tests ●Class discussion ●Teacher observation ●Notes, outlines, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Monitor example through models ●Use a multi-sensory approach ●Study guides ●Peer tutoring ●Small group instruction ●Conferencing ●Additional resources/ supplemental resources 	<ul style="list-style-type: none"> ●Encourage independent study and enrichment.

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<p>1.1 Learning to Read Independently</p>						
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<ul style="list-style-type: none"> ●Recognize, define and utilize selected vocabulary from various texts. ●Use context clues to determine word meanings/ significance. ●Recognize, analyze, and/or apply root words, prefixes, and/or suffixes to understand vocabulary. ●Use word origins to decipher word meanings. ●Correctly use dictionary, thesaurus, and online resources. 	<ul style="list-style-type: none"> ●Direct instruction ●Modeling ●Discussion ●Note taking ●Brainstorming ●Self-monitoring ●Technology 	<ul style="list-style-type: none"> ●Textbook ●Dictionary ●Thesaurus ●Supplemental materials 	<ul style="list-style-type: none"> ●Standardized tests ●Teacher observation ●Notes, outlines, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Monitor example through models ●Use a multi-sensory approach ●Peer tutoring ●Conferencing ●Additional resources/ supplemental resources 	<ul style="list-style-type: none"> ●Encourage independent study and enrichment.

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<p>1.1 Learning to Read Independently</p>						
<p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Assess the validity of the document based on context. • Evaluate the strategies of the author. • Critique public documents to identify strategies common in public discourse 	<ul style="list-style-type: none"> • Support inferences with text evidence. • Apply active reading strategies prior to, during, and after reading. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Predicting • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Career Center resources • Internet sites 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.1 Learning to Read Independently						
H. Demonstrate fluency and comprehension in reading.						

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>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 across a variety of texts by using complete and accurate information, coherent arguments and points of view. • Distinguish between essential and nonessential information across a variety of resources, identifying the use of proper 	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Correctly document source material. • Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Magazine • Dictionary • Thesaurus • Library • Supplemental materials • Guest speakers • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Standardized tests • Class discussion • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>references or authorities and propaganda techniques where present.</p> <ul style="list-style-type: none"> •Use teacher and student established criteria for making decisions and drawing conclusions. •Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness, logic and reasoning. 						

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1.2 Reading Critically in All Content Areas.						
B. Use and understand a variety of media and evaluate the quality of material produced. <ul style="list-style-type: none"> • Select appropriate electronic media for research and evaluate the quality of the information received. • Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes. • Use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement). 	<ul style="list-style-type: none"> • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) • Correctly document source material. • Maintain focus, logic, and cohesion 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Library • Supplemental materials • Guest speakers • Internet sites • Software programs 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Use a multi-sensory approach • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Write an effective persuasive essay. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Outlining • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Teacher observation • Peer review • College essay • College application 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Monitor example through models • Peer tutoring • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterizations, setting, plot, theme, point of view, tone and style.</p>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Analyze the effectiveness in terms of literary quality, of the author's use of literary devices.</p>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).</p>						

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Analyze how a scriptwriter’s use of words creates tone and mood, how choice of words advances the theme or purpose of the work.</p>						

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<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>						

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1.4 Types of Writing						
A. Write short stories, poems and plays that include:						

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<p>1.4 Types of Writing</p>						
<p>B. Write complex informational pieces such as research papers, analyses, evaluations, and essays that include:</p> <ul style="list-style-type: none"> •A variety of methods to develop the main idea. •Precise language and specific detail. •Cause and effect. •Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables. •Use of primary and secondary sources. 	<ul style="list-style-type: none"> • Write an effective persuasive essay. • Analyze text structures including chronological order, cause and effect. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Outlining • Note taking • Peer review • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Magazine • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models • Transparencies • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Rubrics • Student writing: college essay • Class discussion • Teacher observation • Power Point presentations • Notes, outlines, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Review directions • Monitor example through models • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.4 Types of Writing						
C. Write persuasive pieces that:						

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<p>1.4 Types of Writing</p>						
<p>D. Make a written record of activities, course work, experience, honors and interests.</p>	<p>Compile a college portfolio that contains: -FAFSA -College essay -College applications -Scholarship -Internet sites -College research</p>	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Magazine • Supplemental materials • Power Point presentations • Anchor papers/ models • Internet sites 	<ul style="list-style-type: none"> • Student writing: narrative, creative, etc. • College portfolios 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.4 Types of Writing						
E. Write a personal resume.	<ul style="list-style-type: none"> • Compile personal information on Internet site. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Outlining • Note taking • Brainstorming • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/models 	<ul style="list-style-type: none"> • Rubrics • Student writing • Class discussion • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Design and/or adapt rubrics • Break down complex tasks • Review directions • Monitor example through models • Conferencing • Additional resources/supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.5 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> •Identify topic, task and audience. •Establish and maintain a single point of view. 	<ul style="list-style-type: none"> •Write a college essay. •Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. •Analyze text structures including chronological order, cause and effect. •Express an understanding through creative and critical writing (modes of discourse). •Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Brainstorming •Self-monitoring/ editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Supplemental materials •Anchor papers/ models •Internet sites 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Teacher observation •Notes, outlines, etc. 	<ul style="list-style-type: none"> •Repeated practice •Break down complex tasks •Review directions •Monitor example through models •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage writing additional college essays with various topics. •Encourage research and application for scholarships. •Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Establish and support a thesis statement. • Preview reading materials (textbook, library and Internet sources, etc.) • Create writings that model various literary genres. • Recognize the function of style, purpose, audience, diction, and tone. 					

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<p>1.5 Quality of Writing</p>						
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, analyze 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. 	<ul style="list-style-type: none"> • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Express an understanding through creative and critical writing (modes of discourse). • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Brainstorming • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Teacher observation • Notes, outlines, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Break down complex tasks • Review directions • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> • Participate in a literature circle (novels, short stories, poems, etc.). • Correctly document source material. • Establish and support a thesis statement. • Preview reading materials (textbook, library and Internet sources, etc.) • Create writings that model various literary genres. • Recognize the function of style, purpose, audience, diction, and tone. 					

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<p>1.5 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> •Sustain a logical order throughout the piece. •Include an effective introduction and conclusion. 	<ul style="list-style-type: none"> • Follow written and oral directions. • Establish and support a thesis statement. • Preview reading materials (textbook, library and Internet sources, etc.) • Organize and format compositions. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Note taking •Brainstorming •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Dictionary •Thesaurus •Supplemental materials •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Teacher observation •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Break down complex tasks •Review directions •Monitor example through models •Conferencing •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage writing additional college essays with various topics. •Encourage research and application for scholarships. •Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.5 Quality of Writing						
D. Write with a command of the stylistic aspects of composition.	<ul style="list-style-type: none"> • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Use a variety of sentence structures. • Effectively edit, revise, and prepare the final draft. • Preview reading materials (textbook, library and Internet sources, etc.) • Organize and format compositions. • Recognize the function of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Teacher observation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.5 Quality of Writing</p>						
<p>E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>	<ul style="list-style-type: none"> ● Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. ● Analyze text structures including chronological order, cause and effect. ● Demonstrate knowledge and application of proper usage in both spoken and written language. ● Use a variety of sentence structures. ● Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Discussion ● Self-monitoring/ editing ● Student/teacher conferencing ● Technology 	<ul style="list-style-type: none"> ● Textbook ● Supplemental materials ● Anchor papers/ models 	<ul style="list-style-type: none"> ● Rubrics ● Standardized tests ● Student writing: narrative, creative, etc. ● Class discussion ● Teacher observation ● Notes, outlines, etc. ● Peer review 	<ul style="list-style-type: none"> ● Repeated practice ● Break down complex tasks ● Monitor example through models ● Conferencing ● Additional resources/ supplemental resources 	<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Encourage writing additional college essays with various topics. ● Encourage research and application for scholarships. ● Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> •Establish and support a thesis statement. •Preview reading materials (textbook, library and Internet sources, etc.) •Organize and format compositions. •Create writings that model various literary genres. •Recognize the function of style, purpose, audience, diction, and tone. 					

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<p>1.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses hyphen, brackets and ellipsis). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. 	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Effectively edit, revise, and prepare the final draft. • Enhance listening skills. • Preview reading materials (textbook, library and Internet sources, etc.) • Organize and format compositions. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Peer review • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Dictionary • Thesaurus • Supplemental materials • Anchor papers/ models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Class discussion • Teacher observation • Notes, outlines, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage writing additional college essays with various topics. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.5 Quality of Writing						
<ul style="list-style-type: none"> •Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 						

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1.5 Quality of Writing						
G. Present and/or defend written work for publication when appropriate.						

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1.6 Speaking and Listening						
A. Listen to others. <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize why information, ideas and opinions are relevant or irrelevant. • Take notes. 	<ul style="list-style-type: none"> • Practice oral reading skills while reading drama and poetry. • Take notes from narrative, expository, and other written materials. • Take notes from oral presentations, lectures, and/or other audio/visual material. • Enhance listening skills. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Self-monitoring/ editing • Technology • Career Center 	<ul style="list-style-type: none"> • Supplemental materials • Videos • Cassette • Power Point presentations • Transparencies • Guest speakers 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Class discussion • Oral presentations • Projects: videos, Power Point presentations, etc. 	<ul style="list-style-type: none"> • Repeated practice 	

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1.6 Speaking and Listening						
B. Listen to selections of literature (fiction and/or nonfiction). <ul style="list-style-type: none"> •Relate them to previous knowledge. •Predict solutions to identified problems. •Summarize and reflect on what has been heard. •Identify and define new words and concepts. •Analyze and synthesize the selections relating them to other selections heard or read. 						

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1.6 Speaking and Listening						
C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> •Use a variety of sentence structures to add interest to an presentation. •Pace the presentation according to audience and purpose. •Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	<ul style="list-style-type: none"> •Demonstrate knowledge and application of proper usage in both spoken and written language. •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Supplemental materials •Power Point presentations 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Power Point presentations •Notes, outlines, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Conferencing 	

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1.6 Speaking and Listening						
D. Contribute to discussions. • Ask relevant, clarifying questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Facilitate total group participation.	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Work effectively with peers in a cooperative learning activity. • Orally present information and moderate discussion. • Practice oral reading skills while reading drama and poetry. • Take notes from oral presentations, lectures, and/or other audio/visual material. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Self-monitoring/ editing • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Power Point presentations 	<ul style="list-style-type: none"> • Class discussion • Oral presentations • Teacher observation • Power Point presentation • Notes, outlines, etc. 	<ul style="list-style-type: none"> • Repeated practice • Conferencing 	

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<p>1.6 Speaking and Listening</p>						
<ul style="list-style-type: none"> •Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. •Paraphrase and summarize as needed. 						

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1.6 Speaking and Listening						
E. Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> •Initiate everyday conversation. •Select and present an oral reading on an assigned topic. •Conduct interviews. •Participate in an formal interview (e.g., for job, college). •Organize and participate in informal debate around a specific topic. •Use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). 	<ul style="list-style-type: none"> •Orally present information and moderate discussion. •Practice oral reading skills while reading drama and poetry. •Take notes from oral presentations, lectures, and/or other audio/visual material. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Peer review •Small group instruction •Self-monitoring •Student/teacher conferencing •Technology •Career Center 	<ul style="list-style-type: none"> •Textbook •Supplemental materials •Power Point presentations •Guest speakers 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. 	<ul style="list-style-type: none"> •Repeated practice •Conferencing 	

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<p>1.6 Speaking and Listening</p>						
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use various forms of media to elicit information to make a student presentation, complete class assignments, and projects. • Evaluate the role of media in focusing attention and forming opinions. • Create a multimedia (e.g., film, music, computer-graphic verbal) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it. 	<ul style="list-style-type: none"> • Demonstrate knowledge and application of proper usage in both spoken and written language. • Create projects/writing samples for presentations. • Orally present information and moderate discussion. • Recognize the function of style, purpose, audience, diction, and tone. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Self-monitoring • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Videos • Cassette • Anchor papers/ models • Guest speakers 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Power Point presentations • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Monitor example through models • Use a multi-sensory approach • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage research and application for scholarship.

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>A. Describe the influence of historical events on the English language.</p>						

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1.7 Characteristics and Functions of the English Language						
B. Analyze when differences in language are a source of negative or positive stereotypes among groups.						

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>C. Explain and evaluate the role and influence of the English language within and across countries.</p>						

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1.8 Research						
A. Select and refine a topic for research.	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. • Enhance listening skills. • Follow written and oral directions. • Correctly document source material. • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. • Select appropriate college for research. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Library • Career Center 	<ul style="list-style-type: none"> • Supplemental materials • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Power Point presentations • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Monitor example through models • Conferencing • Additional resources/ supplemental resources. 	<ul style="list-style-type: none"> • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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1.8 Research						
B. Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> •Determine valid resources for researching the topic including primary and secondary sources. •Evaluate the importance and quality of the sources. •Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). 	<ul style="list-style-type: none"> • Correctly use dictionary, thesaurus, and online resources. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. • Enhance listening skills. • Follow written and oral directions. • Establish and support a thesis statement. • Maintain focus, logic, and cohesion. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Note taking • Brainstorming • Self-monitoring • Student/teacher conferencing • Technology • Career Center 	<ul style="list-style-type: none"> • Textbook • Supplemental materials • Career Center resources • Internet sites • Software programs 	<ul style="list-style-type: none"> • Standardized tests • Class discussion • Teacher observation • Power Point presentations • Notes, outlines, etc. • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Monitor example through models • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage research and application for scholarships. • Provide opportunities to self-select from career center, Internet sites, and/or software programs.

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<p>1.8 Research</p>						
<ul style="list-style-type: none"> •Use table of contents, indices, key words, cross references, and appendices. •Use traditional and electronic search tools. 						

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<p>1.8 Research</p>						
<p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"> •Take notes relevant to the research topic. •Develop a thesis statement based on the research. •Anticipate readers' problems or misunderstandings •Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. 	<ul style="list-style-type: none"> •Effectively edit, revise, and prepare the final draft. •Follow written and oral directions. •Correctly document source material. •Establish and support a thesis statement. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Brainstorming •Self-monitoring •Student/teacher conferencing •Technology •Career Center 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •Anchor papers/ models •Transparencies •Guest speakers •Career Center resources •Internet sites •Software programs 	<ul style="list-style-type: none"> •Rubrics •Class discussion •Oral presentations •Teacher observation •Power Point presentations •Notes, outlines, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Monitor example through models •Use a multi-sensory approach •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage research and application for scholarships. •Provide opportunities to self-select from career center, Internet sites, and/or software programs.