

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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"> •Maintain focus, logic, and cohesion. •Correctly document source material. •Follow written and oral directions. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<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 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Teacher observation 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials 	<ul style="list-style-type: none"> •Encourage publication in school newspaper, literary magazine and other publications. •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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<p>1.1 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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<p>1.1 Learning to Read Independently</p>						
<p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<ul style="list-style-type: none"> •Correctly document source material. •Take notes from narrative, expository, and other written materials. •Read and interpret a variety of genres. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Outlining •Note taking •Student/teacher conferencing •Technology •Library 	<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 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials 	<ul style="list-style-type: none"> •Encourage publication in school newspaper, literary magazine and other publications. •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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1.1 Learning to Read Independently						
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.	<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 • Outlining • Note taking • Self-monitoring/ editing 	<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 • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities:

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<p>1.1 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To do an independent research project -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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"> •Correctly document source material. •Take notes from narrative, expository, and other written materials. •Use various reference books/media to locate information. •Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) •Read and interpret a variety of genres. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Note taking •Peer review •Small group instruction •Self-monitoring/editing •Student/teacher conferencing 	<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 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: narrative, creative, etc. •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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1.1 Learning to Read Independently						
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.	<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 	<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 ●Transparencies 	<ul style="list-style-type: none"> ●Student writing: narrative, creative, etc. ●Journals ●Projects: videos, Power Point presentations, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Review directions ●Limit number and length of directions ●Encourage student to repeat instructions ●Teacher read tests ●Extended time ●Monitor example through models ●Use a multi-sensory approach ●Reduce distracting stimuli ●Present visual and/or auditory materials 	<ul style="list-style-type: none"> ●Encourage independent study and enrichment. ●Encourage publication in school newspaper, literary magazine and other publications. ●Encourage submission of student work to outside competitions. ●Provide more challenging materials. ●Provide opportunities: -To do an independent research project

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1.1 Learning to Read Independently						
F. Understand the meaning of and apply key vocabulary across the various subject areas.	<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. ● Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> ● Direct instruction 	<ul style="list-style-type: none"> ● Textbook ● Magazine ● Newspaper ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels ● Videos ● Filmstrips ● CD ROMs ● Record ● Cassette ● Power Point presentations ● Transparencies 	<ul style="list-style-type: none"> ● Teacher-made tests and quizzes ● Rubrics ● Student writing: narrative, creative, etc. ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Notes, outlines, etc. ● Peer review ● Research projects 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● Oral testing ● Break down complex tasks ● Review directions ● Limit number and length of directions ● Encourage student to repeat instructions ● Teacher read tests ● Extended time ● Monitor example through models ● Use a multi-sensory approach ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Encourage publication in school newspaper, literary magazine and other publications. ● Encourage submission of student work to outside competitions. ● Provide more challenging materials. ● Provide opportunities: -To do an independent research project

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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. 	<ul style="list-style-type: none"> • Create an original research project. • Correctly document source material. • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. • Participate in a literature circle (novels, short stories, poems, etc.). • Apply various techniques of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> • Direct instruction • Library 	<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 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: -To do an independent research project

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<p>1.1 Learning to Read Independently</p>						
<ul style="list-style-type: none"> • Evaluate the strategies of the author. • Critique public documents to identify strategies common in public discourse. 					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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1.1 Learning to Read Independently						
H. Demonstrate fluency and comprehension in reading. •Read familiar materials aloud with accuracy. •Self-correct mistakes. •Use appropriate rhythm, flow, meter and pronunciation. •Read a variety of genres and types of text. •Demonstrate comprehension (Standard 1.1.11G). (Recommend 25 books/year)	<ul style="list-style-type: none"> • Bring material in for discussion and read aloud. • Create writings that model various literary genres. • Recognize the function of style, purpose, audience, diction, and tone. • Demonstrate knowledge and application of proper usage in both spoken and written language. • Practice oral reading skills while reading drama and poetry. • Take notes from narrative, expository, and other written materials. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Student lead instruction 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Supplemental materials • Novels • Videos • Filmstrips • Power Point presentations 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage publication in school newspaper, literary magazine and other publications. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources.

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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>1.1 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Enhance listening skills. • Lead class discussion. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To present to peers (dramatic reading, etc.)</p>

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1.2 Reading Critically in All Content Areas.						
A. Read and understand essential content of informational texts and documents in all academic areas. <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"> • Lead discussion about source material. • Critique newspapers, magazines, media in general orally and in written form. • Correctly document source material. • Utilize proper grammar, punctuation, spelling, and manuscript form in writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Brainstorming • Journal writing • Small group instruction • Technology • Student lead instruction 	<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 	<ul style="list-style-type: none"> • Rubrics • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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1.2 Reading Critically in All Content Areas						
references or authorities and propaganda techniques where present. •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.					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.2 Reading Critically in All Content Areas.</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <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 	<p>Produce an original newspaper, web page, or PowerPoint critiquing media and its influence on society.</p>	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Predicting •Outlining •Note taking •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<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 •Transparencies 	<ul style="list-style-type: none"> •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.2 Reading Critically in All Content Areas</p>						
<p>(e.g., a major writer or literary period or movement).</p>					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</p>

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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"> • Create an original editorial, news story or feature essay. • Use various media to respond to, analyze, and/or create literature. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Note taking • Brainstorming • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • CD ROMs • Slide presentations • Power Point presentations • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Oral presentations • Teacher observation • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.2 Reading Critically in All Content Areas</p>						
					<ul style="list-style-type: none"> •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> • Use various reference books/media to locate information. • Analyze text structures including chronological order, cause and effect. • Read and interpret a variety of genres. • Read, respond, and reflect on selected literary works. • Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<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 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> • Support inferences with text evidence. • Use graphic organizer to construct meaning. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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>	<ul style="list-style-type: none"> • Analyze the relationship between various types of media and define the role of media on society. • Correctly document source material. • Follow written and oral directions. • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Small group instruction • Technology 	<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 • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<p>-To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)</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>	<ul style="list-style-type: none"> ● Critically analyze public documents (advertisements, editorials, directions, maps, correspondence, magazines, newspapers, etc.) ● Correctly document source material. ● Take notes from narrative, expository, and other written materials. ● Analyze how a reporter/writer creates tone and mood and how choice of words advances the theme or purpose of the work. ● 	<ul style="list-style-type: none"> ● Direct instruction ● Reciprocal teaching ● Modeling ● Discussion ● Predicting ● Outlining ● Note taking ● Peer review ● Brainstorming ● Self-monitoring/editing ● Student/teacher conferencing ● Technology 	<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 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Notes, outlines, etc. ● Graphic organizers, charts, etc. ● Peer review ● Research projects 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● Oral testing ● Break down complex tasks ● Review directions ● Limit number and length of directions ● Encourage student to repeat instructions ● Teacher read tests ● Extended time ● Monitor example through models ● Use a multi-sensory approach ● Reduce distracting stimuli ● Present visual and/or auditory materials 	<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Encourage publication in school newspaper, literary magazine and other publications. ● Encourage submission of student work to outside competitions. ● Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum.

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> • Write articles using tone and mood to advance theme. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<ul style="list-style-type: none"> •Read and respond to nonfiction/fiction as they relate to journalism and media. •Participate in a literature circle (novels, short stories, poems, etc.). •Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. •Use various reference books/media to locate information. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<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 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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<p>1.3 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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1.4 Types of Writing						
A. Write short stories, poems and plays that include: <ul style="list-style-type: none"> • Varying organizational methods • Relevant illustrations • Dialogue • A literary conflict • Varying literary characteristics (e.g., limerick, epic, whimsical, dramatic). • Literary elements (Standard 1.3.11.B) • Literary devices (Standard 1.3.11.C) 	<ul style="list-style-type: none"> • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<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 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project

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ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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<p>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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1.4 Types of Writing						
<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"> •Create a newspaper/ PowerPoint presentation that uses precise language and specific detail. •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. •Recognize the function of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/ editing •Student/teacher conferencing •Technology •Library 	<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 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials.

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ENGLISH CURRICULUM**

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<p>1.4 Types of Writing</p>						
	<ul style="list-style-type: none"> • Participate in a literature circle (novels, short stories, poems, etc.). • Utilize proper grammar, punctuation, spelling, and manuscript form in writing. 				<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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<p>1.4 Types of Writing</p>						
<p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> •Include a clearly stated position or opinion. •Include convincing, elaborated and properly cited evidence. •Develop reader interest. •Anticipate and counter reader concerns and arguments. •Include a variety of methods to advance the argument or position. 	<ul style="list-style-type: none"> •Create original editorials/news stories using evidence as support. •Create a research project to argue a point of view in regards to mass media and its future. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Modeling •Discussion •Graphic organizers (Venn Diagram, word webs, etc.) •Predicting •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology •Library 	<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 	<ul style="list-style-type: none"> •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide more challenging materials. •Provide opportunities: -To do an independent research project

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ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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<p>1.4 Types of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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1.4 Types of Writing						
D. Make a written record of activities, course work, experience, honors and interests.	<ul style="list-style-type: none"> • Use various reference books/media to locate information. • Take notes from narrative, expository, and other written materials. 	<ul style="list-style-type: none"> • Outlining • Note taking • Peer review 	<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 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Present visual and/or auditory materials • Study guides 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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1.4 Types of Writing						
E. Write a personal resume.						

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ENGLISH CURRICULUM**

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1.5 Quality of Writing						
A. Write with a sharp, distinct focus. •Identify topic, task and audience. •Establish and maintain a single point of view.	<ul style="list-style-type: none"> •Participate in a literature circle (novels, short stories, poems, etc.). •Establish and support a thesis statement. •Write news stories, essays, and editorials. 	<ul style="list-style-type: none"> •Library 	<ul style="list-style-type: none"> •Textbook •Magazine •Guest speakers •Adobe 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.

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ENGLISH CURRICULUM**

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1.5 Quality of Writing						
B. Write using well-developed content appropriate for the topic. <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"> • Follow written and oral directions. • Compile and organize information for individual/group projects. • Correctly assemble works cited/consulted (bibliography). • Correctly document source material. • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Library • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Power Point presentations 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions. • Provide more challenging materials. • Provide opportunities: <ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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1.5 Quality of Writing						
C. Write with controlled and/or subtle organization. <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"> •Evaluate validity and quality of resource materials. •Establish and support a thesis statement. 	<ul style="list-style-type: none"> •Direct instruction 	<ul style="list-style-type: none"> •Textbook •Power Point presentations 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ENGLISH CURRICULUM**

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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"> • Create original news stories, features, and editorials. • Add elements of style to writing. • Use a nut graph in writing. • Create interest early on in the writing. 	<ul style="list-style-type: none"> • Discussion • Graphic organizers (Venn Diagram, word • Self-monitoring/editing • Student/teacher conferencing • Technology 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Power Point presentations • Anchor papers/models 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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ENGLISH CURRICULUM**

GRADE 11 MASS MEDIA JOURNALISM

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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 peer, self, and instruction suggestions to revise essays, editorials, features, and news stories. 	<ul style="list-style-type: none"> •Direct instruction •Reciprocal teaching •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Supplemental •Anchor papers/models •Guest speakers 	<ul style="list-style-type: none"> •Teacher-made tests and quizzes •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions. •Provide opportunities: <ul style="list-style-type: none"> -To do an independent research project

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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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>1.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> -To create original audio and/or visual projects across the curriculum. -To create original creative compositions, poems, plays, etc. -To self-select from classroom or library sources. -To present to peers (dramatic reading, etc.)

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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"> • 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. • Effectively edit, revise, and prepare the final draft. 	<ul style="list-style-type: none"> • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Rubrics 	<ul style="list-style-type: none"> • Rubrics • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.5 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Effectively edit, revise, and prepare the final draft. • Participate in a literature circle (novels, short stories, poems, etc.) and present them to class. 	<ul style="list-style-type: none"> • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing 	<ul style="list-style-type: none"> • Slide presentations • Power Point presentations • Anchor papers/ models 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.6 Speaking and Listening</p>						
<p>A. Listen to others.</p> <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"> • 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 • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring/ editing • Student/teacher conferencing • Technology • Library 	<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 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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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. 	<ul style="list-style-type: none"> • Produce original newspapers, brochures, broadsides, advertisements, editorials, videos, programs, etc. • Analyze text structures including chronological order, cause and effect. • Read, respond, and reflect on an editorial news story. • Recognize, define and utilize selected vocabulary from various texts. • Use context clues to determine word meanings/ significance. 	<ul style="list-style-type: none"> •Direct instruction •Outlining •Note taking •Brainstorming •Small group instruction •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus 	<ul style="list-style-type: none"> •Rubrics •Journals •Class discussion •Oral presentations •Teacher observation •Notes, outlines, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.

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<p>1.6 Speaking and Listening</p>						
	<ul style="list-style-type: none"> • 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. 					

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<p>1.6 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <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"> •Orally present information and moderate discussion. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Library •Technology 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials •Study guides •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.

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<p>1.6 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> •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"> •Use various reference books/media to locate information. •Take notes from narrative, expository, and other written materials. •Take notes from oral presentations, lectures, and/or other audio/visual material. •Enhance listening skills. •Lead group in discussion of topic. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Journals •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/ or auditory materials •Study guides 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.

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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. 					<ul style="list-style-type: none"> • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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<p>1.6 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations.</p> <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 	<ul style="list-style-type: none"> •Orally present information and moderate discussion. •Follow written and oral directions. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<ul style="list-style-type: none"> •Textbook •Magazine •Newspaper •Dictionary •Thesaurus •Supplemental materials •Novels •Videos •Filmstrips •CD ROMs •Record •Cassette •Slide presentations •Power Point presentations •Transparencies 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications.

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<p>1.6 Speaking and Listening</p>						
<p>evaluate group discussion (e.g., of peers, on television).</p>					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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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"> • Create projects/writing samples for presentations. • Orally present information and moderate discussion. • Participate in a literature circle (novels, short stories, poems, etc.). 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology 	<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 • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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1.7 Characteristics and Functions of the English Language						
A. Describe the influence of historical events on the English language.	<ul style="list-style-type: none"> • Interpret and discuss history and its relation to media/ journalism. 	<ul style="list-style-type: none"> • Direct instruction • Note taking • Small group instruction 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Guest speakers 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Present visual and/or auditory materials • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Analyze when differences in language are a source of negative or positive stereotypes among groups.</p>	<ul style="list-style-type: none"> ● Critique the effect the news media has on stereotypes. ● Debate issues relating to news reporting. 	<ul style="list-style-type: none"> ● Direct instruction ● Reciprocal teaching ● Discussion ● Technology 	<ul style="list-style-type: none"> ● Textbook ● Magazine ● Newspaper ● Dictionary ● Thesaurus ● Library ● Supplemental materials ● Novels ● Videos ● Filmstrips ● CD ROMs ● Power Point presentations ● Transparencies ● Guest speakers 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: narrative, creative, etc. ● Class discussion ● Oral presentations ● Teacher observation ● Projects: videos, Power Point presentations, etc. ● Notes, outlines, etc. ● Graphic organizers, charts, etc. ● Peer review ● Research projects 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Break down complex tasks ● Review directions ● Limit number and length of directions ● Encourage student to repeat instructions ● Use a multi-sensory approach ● Present visual and/or auditory materials 	<ul style="list-style-type: none"> ● Encourage independent study and enrichment. ● Encourage publication in school newspaper, literary magazine and other publications. ● Encourage submission of student work to outside competitions.

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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>1.7 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>	<ul style="list-style-type: none"> • Apply various techniques of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> • Small group instruction • Technology 	<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 • Guest speakers 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.7 Characteristics and Functions of the English Language</p>						
					<ul style="list-style-type: none"> • Study guides • Peer tutoring • Small group instruction • Conferencing • Additional resources/ supplemental resources 	

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1.8 Research						
A. Select and refine a topic for research.	<ul style="list-style-type: none"> • Correctly assemble works cited/consulted (bibliography). • Correctly document source material. • Evaluate validity and quality of resource materials. • Follow written and oral directions. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Predicting • Outlining • Note taking • Peer review • Brainstorming • Journal writing • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<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 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Rubrics • Standardized tests • Student writing: narrative, creative, etc. • Journals • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Oral testing • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Teacher read tests • Extended time • Monitor example through models • Use a multi-sensory approach • Reduce distracting stimuli • Present visual and/or auditory materials 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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<p>1.8 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <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). • Use table of contents, indices, key words, cross references, and appendices. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Compile and organize information for individual/group projects. • Correctly assemble works cited/consulted (bibliography). • Correctly document source material. • Evaluate validity and quality of resource materials. • Establish and support a thesis statement. • Create writings that model various literary genres. • Recognize the function of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> • Direct instruction • Reciprocal teaching • Modeling • Discussion • Graphic organizers (Venn Diagram, word webs, etc.) • Outlining • Note taking • Brainstorming • Small group instruction • Self-monitoring/editing • Student/teacher conferencing • Technology • Library 	<ul style="list-style-type: none"> • Textbook • Magazine • Newspaper • Dictionary • Thesaurus • Supplemental materials • Novels • Videos • Filmstrips • CD ROMs • Record • Cassette • Slide presentations • Power Point presentations • Transparencies 	<ul style="list-style-type: none"> • Rubrics • Student writing: narrative, creative, etc. • Class discussion • Oral presentations • Teacher observation • Projects: videos, Power Point presentations, etc. • Notes, outlines, etc. • Graphic organizers, charts, etc. • Peer review • Research projects 	<ul style="list-style-type: none"> • Repeated practice • Design and/or adapt teacher materials • Design and/or adapt rubrics • Break down complex tasks • Review directions • Limit number and length of directions • Encourage student to repeat instructions • Extended time • Use a multi-sensory approach • Reduce distracting stimuli 	<ul style="list-style-type: none"> • Encourage independent study and enrichment. • Encourage publication in school newspaper, literary magazine and other publications. • Encourage submission of student work to outside competitions.

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1.8 Research						
<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"> • Orally present information and moderate discussion. • Correctly assemble works cited/consulted (bibliography). • Evaluate validity and quality of resource materials. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Outlining •Note taking •Peer review •Brainstorming •Small group instruction •Self-monitoring/editing •Student/teacher conferencing •Technology 	<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 	<ul style="list-style-type: none"> •Rubrics •Student writing: narrative, creative, etc. •Class discussion •Oral presentations •Teacher observation •Projects: videos, Power Point presentations, etc. •Notes, outlines, etc. •Graphic organizers, charts, etc. •Peer review •Research projects 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Break down complex tasks •Review directions •Limit number and length of directions •Encourage student to repeat instructions •Extended time •Monitor example through models •Use a multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Additional resources/supplemental resources 	<ul style="list-style-type: none"> •Encourage independent study and enrichment. •Encourage publication in school newspaper, literary magazine and other publications. •Encourage submission of student work to outside competitions.