

ENGLISH STANDARDS III 2006

COURSE DESCRIPTION:

English Standards III is an English course designed to help students develop basic skills that will prepare them for the HSPA as well as skills to prepare them for real life experiences. Using technology enriched and teacher assisted instruction to address individual student needs, students will complete writing and reading assignments that mimic Language Arts assessment tools found on the HSPA. Attention will be given to analysis of workplace text, such as printed consumer information, labels, owner's manuals, warranties, and contracts. The student will write a variety of essays including picture-prompted short stories, persuasive essays, and will read narrative/persuasive passages and answer multiple choice and open-ended questions.

CORE CURRICULUM CONTENT STANDARDS

STANDARD 3.1 (READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.4 (LISTENING) All students will listen actively for information from a variety of sources in a variety of situations.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) All students will access, view, evaluate and respond to print, non-print, and electronic texts and resources.

STANDARD 3.1 (READING)

CUMULATIVE PROGRESS INDICATORS

Strand D: Fluency

Students will:

- (1) Read developmentally appropriate materials (at an independent level) with accuracy and speed.
- (2) Use appropriate rhythm, flow, meter, and pronunciation when reading.
- (3) Read a variety of genres and types of text with fluency and comprehension.

Strand E: Reading Strategies (before, during, and after reading)

Students will:

- (1) Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
- (2) Practice visualizing techniques before, during, and after reading to aid in comprehension.
- (3) Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

Strand F: Vocabulary and Concept Development

Students will:

- (1) Use knowledge of word origins and word relationships, as well as historical and literary context to determine the meanings of specialized vocabulary.
- (2) Use knowledge of root words to understand new words.
- (3) Apply reading vocabulary in different content areas.

Strand G: Comprehension Skills and Response to Text

Students will:

- (1) Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- (2) Understand the study of literature and theories of literary criticism.
- (3) Understand that our literary heritage is marked by distinct literary movements and is part of a greater literary tradition.
- (4) Compare and evaluate the relationship between past literary traditions and contemporary writing.
- (5) Analyze how works of a given period reflect historical and social events and conditions.
- (6) Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effects on meaning.
- (7) Interpret how literary devices affect reading emotions and understanding.
- (8) Analyze and evaluate the appropriateness of diction and figurative language.
- (9) Distinguish between essential and nonessential information, identifying the use of proper reference and propaganda techniques where present.
- (10) Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- (11) Analyze how author's use of words creates tone and mood and how choice of words advances theme or purpose of the work.
- (12) Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, etc.
- (13) Read, comprehend, and be able to follow information gained from technical and instructional material (e.g., how to books, computer manuals, instructional manuals.)

Strand H: Inquiry and Research

Students will:

- (1) Select appropriate electronic media for research and evaluate the quality of the information researched.
- (3) Develop increased ability to critically select works to support a research topic.
- (4) Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals) about one issue or topic, or books by a single author and produce evidence of reading.
- (5) Apply information gained from several sources or books on a single topic or by a single author to prove an argument, draw conclusions, or advance a position.
- (6) Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences and the extent to which they anticipate and address reader concerns.

STANDARD 3.2 WRITING CUMULATIVE PROGRESS INDICATORS

Strand A: Writing as a Process

Students will:

- (1) Engage in the full writing process by writing daily and for sustained amounts of time.
- (2) Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
- (3) Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
- (4) Review and edit work for spelling, usage, clarity, and fluency.
- (5) Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- (6) Use a scoring rubric to evaluate and improve own writing and writing of others.
- (7) Reflect on own writing and establish goals for growth and improvement.

Strand B: Writing as a Product

Students will:

- (1) Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
- (2) Critique published works for authenticity and credibility.
- (3) Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
- (4) Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.

- (5) Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.
- (6) Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
- (7) Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews discourse, electronic sources, etc.
- (8) Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
- (9) Provide compelling openings and strong closure to written pieces.
- (10) Employ relevant graphics to support a central idea (e.g. charts, graphic organizers, pictures, computer-generated presentation).
- (11) Use the responses of others to review content, organization, and usage for publication.
- (12) Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Strand C: Mechanics, Spelling, and Handwriting

Students will:

- (1) Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling.)
- (2) Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
- (3) Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
- (4) Use transition words to reinforce a logical progression of ideas.
- (5) Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
- (6) Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
- (7) Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
- (8) Write legibly in manuscript or cursive to meet district standards.

Strand D: Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Students will:

- (1) Employ the most effective writing formats and strategies for the purpose and audience.
- (2) Demonstrate command of a variety of writing genres, such as:
 - Persuasive essay

- Personal narrative
 - Research report
 - Literary research paper
 - Descriptive essay
 - Critique
 - Response to literature
 - Parody of a particular narrative style (fable, myth, short story, etc.)
 - Poetry
- (3) Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements and literary merit and produce an interpretation of overall effectiveness.
 - (4) Apply all copyright laws to information used in written work.
 - (5) When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
 - (6) Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.
 - (7) Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
 - (8) Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

STANDARD 3.3 (SPEAKING) CUMULATIVE PROGRESS INDICATORS

Strand A: Discussion

Students will:

- (1) Support a position integrating multiple perspectives.
- (2) Support, modify, or refute a position in small or large-group discussions.
- (3) Assume leadership roles in student-directed discussions, projects, and forums.
- (4) Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

Strand B: Questioning (Inquiry) and Contributing

Students will:

- (1) Ask prepared and follow-up questions in interviews and other discussions.
- (2) Extend peer contributions by elaboration and illustration.
- (3) Analyze, evaluate, and modify group processes.
- (4) Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
- (5) Question critically the position or viewpoint of an author.

- (6) Respond to audience questions by providing clarification, illustration, definition, and elaboration.
- (7) Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., puns, parallelism, allusion, alliteration).

Strand C: Word Choice

Students will:

- (1) Modulate tone and clarify thoughts through word choice.
- (2) Improve word choice by focusing on rhetorical devices (e.g. puns, parallelism, allusion, alliteration).

Strand D: Oral Presentation

Students will:

- (1) Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
- (2) Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words.)
- (3) Demonstrate effective delivery strategies (e.g. eye contact, body language, volume, intonation, and articulation) when speaking.
- (4) Edit drafts of speeches independently and in peer discussions.
- (5) Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation.
- (6) Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 (LISTENING) CUMULATIVE PROGRESS INDICATORS

Strand A: Active Listening

Students will:

- (1) Explore and reflect on ideas while hearing and focusing attentively.
- (2) Listen skillfully to distinguish emotive and persuasive rhetoric.
- (3) Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

Strand B: Listening Comprehension

Students will:

- (1) Listen to summarize, make judgments, and evaluate.
- (2) Evaluate the credibility of a speaker.
- (3) Determine when propaganda and argument are used in oral forms.
- (4) Listen and respond appropriately to a debate.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

CUMULATIVE PROGRESS INDICATORS

Strand A: Constructing meaning from Media

Students will:

- (1) Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
- (2) Identify and evaluate how a media product expresses the values of the culture that produced it.
- (3) Identify and select media forms appropriate for the viewer's purpose.

Strand B. Visual and Verbal Messages

Students will:

- (1) Analyze media for stereotyping (e.g., gender, ethnicity).
- (2) Compare and contrast three or more media sources.

Strand C: Living with Media

Students will:

- (1) Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture.
- (2) Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
- (3) Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

STANDARD 3.1 (READING)

Employ computer-assisted learning strategies through the use of internet based software programs such as PLATO.

Read from a wide range of thematic unit material representing diverse cultures, time periods, and genres represented by graphic novels and *Teen Ink*.

Apply reading strategies in real life situations such as directions, manuals, cookbooks, and job applications.

Relate new information to prior knowledge and experience with use of graphic novels, magazines, newspapers and other nonfiction sources through use of responses to open-ended questions.

Select and read books, magazines, articles, newspapers, for recreation by having students bring in and/or suggest titles/topics of interest.

Read and respond to nonfiction articles from magazines, newspapers and electronic text sources (CNN, abc.com, Daily Record Online).

Develop test-taking strategies and cognitive learning strategies for reading from online sources such as Kurzweil, PLATO, and workbooks.

Present and compare classic literature in contemporary formats such as recognizing reoccurring studied thematic units in television, motion picture movies, and downloadable internet files (DVD, CD, JPEG, and MP3).

STANDARD 3.2 (WRITING)

Employ computer-assisted learning strategies through the use of internet based software programs such as PLATO.

Use computers to create and edit written assignments by use of Microsoft Word and Wiki web sites.

Read and respond using Microsoft Word and Publishing websites to nonfiction articles from magazines, newspapers and electronic text sources (such as CNN, abc.com, Daily Record Online).

Write journals using a variety of modes and styles such as online publishing websites and *Teen Ink*.

Write essays in each of the following basic modes: narration, descriptions, illustration, process analysis, definition, division and classification, comparison and contrast, cause and effect, and argumentation.

Write for real purposes and audiences such as job applications, business letters, college applications and memoranda.

Develop test-taking strategies for use in answering open-ended and multiple-choice questions, picture-prompts, and essays that model standardized test formats.

STANDARD 3.3 (SPEAKING)

Employ computer-assisted learning strategies through the use of internet based software programs such as PLATO.

Conceive, write, and deliver speeches of various functions, ie. extemporaneous, narrative, informative, and persuasive.

Work in groups to research, prepare and participate in oral presentations.

Prepare visuals such as charts, graphs, and pictures with the aid of computers for use in presentations (Power Point presentations).

Conduct research through books, magazines, and online sources to prepare for oral presentations.

STANDARD 3.4 (LISTENING)

Listen to a variety of oral presentations made by peers, instructors, and noted professionals through use of live presentations, Ipods, and tapes.
View and analyze live and taped presentations/speeches delivered by students and professionals through use of rubrics.
Listen, understand, evaluate, and speak effectively in both formal and informal situations using the appropriate conventions of language to communicate ideas through the use of role playing and modeling.
Listen responsively and respectfully to others' point of view as demonstrated through class discussions.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Employ computer-assisted learning strategies through the use of internet based software programs such as PLATO.
Read and respond using Microsoft Word and Publishing websites to nonfiction articles from magazines, newspapers and electronic text sources (such as CNN, abc.com, Daily Record Online).
Use multimedia resources such as ERIC to access electronic magazine and newspaper texts.
Access online information for research purposes.
Apply multi-media technology such as digital arts programs and music to communicate thoughts and ideas (creating a picture book in place of the story book).
Compare and contrast media such as books and film versions of a story and/or theme.

INSTRUCTIONAL STRATEGIES:

Instructional strategies may include, but are not limited to:
Metacognitive skills, cooperative learning, teacher directed instruction, computer assisted instruction, modeling, peer learning, differentiated learning, journal writing, portfolios, interdisciplinary activities, small group instruction, extended time, tutorials.

EVALUATION/ASSESSMENT OF STUDENTS:

Diagnostic assessments, N.J. Holistic Rubric model, computer generated summary reports, self-evaluation, test/quizzes (oral, written, and electronic generated), projects, presentations, observations, portfolios, multiple choice and alternate choice assessments.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In

addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

Computers/Laptops (to be used with PLATO, writing, research, and multi-media projects)

Internet based software programs such as PLATO.

Additional software/internet support sites such as:

 Wiki/Editing Sites (Journal writing, editing skills)

 Publishing Sites (Journals and essays)

 BLOG Sites (Free writing)

Internet access for learning resource sites such as:

 N.J. PEP

 IKeepBookmarks.com

 Webenglishteacher.com

 Geocities.com/~educationplace/element.html

Television (comparing media and film versions of thematic units, visual presentations, using multiply sensory format).

DVD's (visual presentations, using multiply sensory format of literature)

IPOD's (lectures, poetry, books on tape, music, prepared lesson plans, Camtasia Studio 4)

Business Software Packages from Workplace Essentials Skills (Business writing, applications, resumes)

Smartboard (interactive activities/presentations via online sources and research)

Access to Graphic Arts department (Power Point presentations, visual art computations)

BOLD and high interest/low level reading books

Writing for Teens Magazine, Weekly Reader, Teen Ink (Current/relevant issues in everyday format)

A variety of novels and reading selections including classical literature, contemporary writing, magazines, newspapers, and graphic novels such as *Ultimate Spider-Man: Power and Responsibility, Tellos, Amy Unbounded, Clan Apis, Meridian: Flying Solo, Castle Waiting: The Lucky Road, Magic Pickle, Bone, Scary Godmother, and Alison Dare*. All titles written by various authors and recommended by www.noflyingnotights.com.

Kurzweil Software Program – Reading, writing, study skills, and test taking aided program. Designed for struggling and disabled students to provide audio of all classroom materials.

Color Printer (visual presentations)