

## PLANNED COURSE –8TH GRADE ENGLISH ADVANCED

Unit: **Grammar**

State Curriculum Standard:   **1.1.8 Learning to Read Independently**  
   **1.2.8 Learning to Read in the Content Areas**  
   **1.5.8 Quality of Writing**  
   **1.6.8 Speaking and Listening**  
   **1.7.8 Characteristics and Functions of the English Language**

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<p>A Sentence Variety Enhanced Chapter 21.3</p> <p>B Fragments and Run On Sentences Chapter 21.4</p> <p>C Often confused words (WriteSource)</p> <p>D Punctuation mastery (including the dash, hyphen, colon and semicolon) Chapter 26</p> <p>E Diagramming</p> <p>F Workshop pgs. 658-669</p> <p>G Capitalization Chapter 27</p> <p>H Subject-verb agreement Chapters 22, 24.1</p> <p>I Pronoun Antecedent Agreement Chapters 23, 24.2</p> <p>J Glossary Terms</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Appositive</li> <li>• Conventions of language</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Locate appropriate texts</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Self-correct mistakes</li> <li>• Read and understand essential content of informational texts and documents in all academic areas</li> <li>• Edit writing using the conventions of language: spell common, frequently used words correctly; use capital letters correctly;</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Writing and Grammar Silver Level</i></li> <li>• <i>Prentice Hall Writing and Grammar Exercise Workbook</i></li> <li>• Prentice Hall On-line Essay scorer</li> <li>• <i>WriteSource</i></li> <li>• Prentice Hall provided audio, CD's, tapes, videos, unit resources.</li> <li>• Supplemental materials provided by teacher as needed.</li> <li>• <i>Shostak Vocabulary Level C</i></li> </ul>	<ul style="list-style-type: none"> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Response to PSSA prompts and/or teacher generated prompts</li> </ul>

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<ul style="list-style-type: none"> <li>• Syntax</li> <li>• Possessive</li> </ul>	<p>punctuate correctly; use all parts of speech properly, and use complete sentences</p> <ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Speak using skills appropriate to formal speech situations pronouncing words correctly</li> <li>• Contribute to discussions</li> <li>• Analyze the role and place of standard American English in speech, writing and literature</li> </ul>		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
A Autobiographical Writing Chapters 4 and 6 B Persuasive Writing Chapter 7 C Comparison and Contrast Chapter 8 D Cause and Effect Writing Chapter 9 E How To Writing Chapter 10 F Response to Literature Writing Chapter 12 G Writing for Assessment Chapter 13 H Autobiographical Movie Creation I Glossary Terms: <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> <li>• Assertion</li> <li>• Author’s Purpose</li> <li>• Author’s Thesis</li> <li>• Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>• Write a minimum of two three- paragraph essays, which will be scored online from Prentice Hall online essay scorer</li> <li>• Write a minimum of four teacher scored essays and one research piece. The teacher chooses from the following categories:                             <ul style="list-style-type: none"> <li>• Autobiographical Writing</li> <li>• Persuasive Writing</li> <li>• Comparison and Contrast Writing</li> <li>• Cause and Effect Writing</li> <li>• How To Writing</li> <li>• Response to Literature Writing</li> <li>• Writing for Assessment</li> </ul> </li> <li>• Use an MLA Heading</li> <li>• Write an effective introduction of at least four</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Writing and Grammar</i></li> <li>• <i>Prentice Hall Writing and Grammar Exercise Workbook</i></li> <li>• Prentice Hall On-line Essay scorer.</li> <li>• <i>WriteSource</i> 2000.</li> <li>• Prentice Hall provided audio, CD’s, tapes, videos, unit resources</li> <li>• Supplemental materials provided by teacher as needed</li> <li>• Four Square Writing Method</li> <li>• Four Square Personal Writing Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student and/or generated essays</li> <li>• Response to PSSA prompts</li> <li>• Multimedia presentations/project(s)</li> <li>• Oral individual/group project(s) presentations</li> </ul>

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Bias</li> <li>• Biography</li> <li>• Cause and Effect</li> <li>• Characterization</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/Problem</li> <li>• Content</li> <li>• Contrast</li> <li>• Conventions of Language</li> <li>• Descriptive Text</li> <li>• Dialogue</li> <li>• Editorials</li> <li>• Evaluate</li> <li>• Explanatory sentence</li> <li>• Expository Text</li> <li>• Figurative Language</li> <li>• Fluency</li> <li>• Focus</li> <li>• Generalization</li> </ul>	<ul style="list-style-type: none"> <li>to six sentences using the funnel method</li> <li>• Write an effective conclusion of at least four to six sentences using the inverted funnel</li> <li>• Write a body paragraph with a minimum of eight to twelve sentences</li> <li>• Read and understand works of literature</li> <li>• Attain proficiency/advanced in PSSA writing prompts</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Write multi-paragraph informational pieces including cause and effect; develop a problem and solution when appropriate to</li> </ul>		

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Inference</li> <li>• Main Idea</li> <li>• Multiple-meaning Words</li> <li>• Narrative</li> <li>• Organization</li> <li>• Problem/Solution</li> <li>• Persuasive Tactics</li> <li>• Sentence Fluency</li> <li>• Style</li> <li>• Syntax</li> <li>• Thesis</li> <li>• Tone</li> <li>• Voice</li> </ul>	<p>topic; use relevant graphics; use primary properly cited evidence</p> <ul style="list-style-type: none"> <li>• Write multi-paragraph persuasive pieces with a clearly stated position or opinion; convincing, elaborated and properly cited evidence; develop reader interest; anticipate and counter reader concerns and arguments</li> <li>• Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view</li> <li>• Write using well-developed content appropriate for topic; gather, determine validity and reliability of and organize information; employ the most effective</li> </ul>		

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	<p>format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus</p> <ul style="list-style-type: none"> <li>• Write with controlled and/or subtle organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</li> <li>• Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail style, tone and word choice</li> <li>• Edit writing using the conventions of language</li> <li>• Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the various types and structures</li> <li>• Present and/or defend written work when appropriate</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Read and understand essential content of informational texts and documents in all academic areas</li> <li>• Use and understand a variety of media and evaluate the quality of material produced</li> <li>• Use, design and develop a media project that expands understanding</li> <li>• Produce work in at least one literary genre that follows the conventions of the genre</li> <li>• Listen to others</li> <li>• Ask probing questions</li> <li>• Analyze information, ideas and opinions to determine relevancy</li> <li>• Take notes when needed</li> <li>• Speak using skills</li> </ul>		



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	appropriate to formal speech situations pronouncing words correctly <ul style="list-style-type: none"> <li>• Use complete sentences</li> <li>• Pronounce words correctly</li> <li>• Adjust volume to purpose and audience</li> <li>• Adjust pace to convey meaning</li> <li>• Add stress and inflection to enhance meaning</li> <li>• Contribute to discussions</li> <li>• Ask relevant, probing questions</li> <li>• Respond with relevant information, ideas or reasons in support of opinions expressed</li> <li>• Listen to and acknowledge the contributions of others</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Adjust tone and involvement to encourage equitable participation</li> <li>• Clarify, illustrate or expand on a response when asked.</li> <li>• Present support for opinions</li> <li>• Paraphrase and summarize, when prompted</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Use media for learning purposes</li> <li>• Create a multimedia presentation for display or transmission</li> <li>• Analyze the role and place of standard American English in speech, writing and literature</li> </ul>		

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A Research Report Chapter 11 B Citing Sources and Preparing Manuscript, p. 764-768. C Internet Research Handbook, p. 769-771. D Topic Outline E Note Card Format F MLA Style Documentation, p. 764-768 G Glossary Terms: <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> <li>• Assertion</li> <li>• Author’s Purpose</li> <li>• Author’s Thesis</li> <li>• Bias</li> <li>• Conclusion</li> <li>• Conventions of Language</li> <li>• Editorials</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Create topic outline and thesis</li> <li>• Summarize and paraphrase main ideas and supporting details</li> <li>• Write a multi-paragraph report</li> <li>• Add MLA style documentation</li> <li>• Cite sources</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Write multi-paragraph informational pieces including cause and effect; develop a problem and solution when appropriate to topic; use relevant graphics; use primary properly cited evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Prentice Hall Writing and Grammar</li> <li>• Prentice Hall Writing and Grammar Exercise Workbook</li> <li>• Prentice Hall On-line Essay scorer</li> <li>• WriteSource 2000</li> <li>• Four Square Writing Method</li> <li>• Four Square Personal Writing Coach</li> <li>• Prentice Hall provided audio, CD’s, tapes, videos, unit resources</li> <li>• Supplemental materials provided by teacher as needed</li> <li>• Library Technologies / computer on-line sources and other sources</li> <li>• Citationmachine.net</li> <li>• Noodlebib.com</li> </ul>	<ul style="list-style-type: none"> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Response to PSSA prompts and/or teacher generated prompts</li> <li>• Multimedia presentation(s)/project(s)</li> <li>• Peer response groups</li> <li>• Teacher assessments</li> <li>• Rubrics</li> <li>• Self-Evaluation / Self-editing / self-reflection</li> <li>• Peer / Outside Audience Editing</li> <li>• Conferencing</li> <li>• Preliminary Works Cited</li> </ul>

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<ul style="list-style-type: none"> <li>• Expository Text</li> <li>• Fluency</li> <li>• Focus</li> <li>• Generalization</li> <li>• Graphic Organizer</li> <li>• Headings, Graphics and Charts</li> <li>• Inference</li> <li>• Informational Texts</li> <li>• Main Idea</li> <li>• Multiple-meaning Words</li> <li>• Paraphrase</li> <li>• Plagiarism</li> <li>• Primary Source</li> <li>• Print Media</li> <li>• Research</li> <li>• Style</li> <li>• Summarize</li> <li>• Syntax</li> <li>• Thesis</li> <li>• Tone</li> <li>• Validity</li> </ul>	<ul style="list-style-type: none"> <li>• Write multi-paragraph persuasive pieces with a clearly stated position or opinion; convincing, elaborated and properly cited evidence; develop reader interest; anticipate and counter reader concerns and arguments</li> <li>• Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view</li> <li>• Read and understand works of literature</li> <li>• Write using well-developed content appropriate for topic; gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>• Review of Rough Drafts</li> <li>• Review of Revised Drafts</li> <li>• Review of notecards / outlines</li> <li>• Final Research paper/project</li> <li>• Oral individual / group project(s) presentations</li> </ul>

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<ul style="list-style-type: none"> <li>• Voice</li> </ul>	<p>that have details and information specific to the topic and relevant to the focus</p> <ul style="list-style-type: none"> <li>• Write with controlled and/or subtle organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</li> <li>• Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language</li> <li>• Revise writing after rethinking logic of organization and rechecking central idea,</li> </ul>		

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	<p>content, paragraph development, level of detail style, tone and word choice</p> <ul style="list-style-type: none"> <li>• Edit writing using the conventions of language</li> <li>• Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the various types and structures</li> <li>• Present and/or defend written work when appropriate</li> <li>• Read and understand essential content of informational texts and documents in all academic areas</li> <li>• Use and understand a variety of media and evaluate the quality of material produced</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Use, design and develop a media project that expands understanding</li> <li>• Produce work in at least one literary genre that follows the conventions of the genre</li> <li>• Listen to others</li> <li>• Ask probing questions.</li> <li>• Analyze information, ideas and opinions to determine relevancy</li> <li>• Take notes when needed.</li> <li>• Speak using skills appropriate to formal speech situations pronouncing words correctly</li> <li>• Use complete sentences</li> <li>• Pronounce words correctly</li> <li>• Adjust volume to purpose and audience</li> <li>• Adjust pace to convey meaning</li> </ul>		

**PLANNED COURSE –8TH GRADE ENGLISH ADVANCED**

Unit: **Research**

State Curriculum Standard:   **1.1.8 Learning to Read Independently**  
   **1.2.8 Learning to Read in the Content Areas**  
   **1.3.8 Reading, Analyzing, and Interpreting Literature**  
   **1.5.8 Quality of writing**  
   **1.6.8 Speaking and listening**  
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PSSA Anchor: **See Checklist**

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>• Add stress and inflection to enhance meaning</li> <li>• Contribute to discussions.</li> <li>• Ask relevant, probing questions</li> <li>• Respond with relevant information, ideas or reasons in support of opinions expressed</li> <li>• Listen to and acknowledge the contributions of others</li> <li>• Adjust tone and involvement to encourage equitable participation</li> <li>• Clarify, illustrate or expand on a response when asked</li> <li>• Present support for opinions</li> <li>• Paraphrase and summarize, when prompted</li> <li>• Participate in small and large group discussions and presentations</li> </ul>		



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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>• Use media for learning purposes</li> <li>• Create a multimedia presentation for display or transmission</li> <li>• Analyze the role and place of standard American English in speech, writing and literature</li> <li>• Select and refine a topic for research</li> <li>• Locate information using appropriate sources and strategies</li> <li>• Determine valid resources for researching the topic, including primary sources</li> <li>• Evaluate the importance and quality of the sources</li> <li>• Select essential sources</li> <li>• Use tables of contents, indices, key words, cross-</li> </ul>		

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	references and appendices <ul style="list-style-type: none"> <li>• Use traditional and electronic search tools.</li> <li>• Organize, summarize and present this main ideas from research</li> <li>• Identify the steps necessary to carry out a research project</li> <li>• Take relevant notes from sources</li> <li>• Develop a thesis statement based on research</li> <li>• Give precise, formal credit for others’ ideas, images or information using a standard method of documentation</li> <li>• Use formatting techniques to create an understandable presentation for a designated audience</li> </ul>		

**PLANNED COURSE –8TH GRADE ENGLISH ADVANCED**

Unit: **Vocabulary**

State Curriculum Standard:   **1.1.8 Learning to Read Independently**  
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A Vocabulary Workshop Shostak Level C</p> <p>B Glossary terms:</p> <ul style="list-style-type: none"> <li>• Affix</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Context clues</li> <li>• Root word</li> <li>• Synonym</li> <li>• Antonym</li> <li>• Target words</li> <li>• Inflectional endings</li> <li>• Multiple meaning words</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words</li> <li>• Understand the meaning of and apply key vocabulary across the various subject areas</li> <li>• Use precise language and specific detail</li> <li>• Spell all words correctly.</li> <li>• Listen to others</li> <li>• Understand that vocabulary units are cumulative</li> </ul>	<ul style="list-style-type: none"> <li>• Shostak Workbook Level C</li> <li>• Write Source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made tests and quizzes.</li> <li>• Shostak tests and quizzes</li> <li>• Text Exercises</li> <li>• Worksheets</li> <li>• Essays</li> <li>• Projects</li> <li>• Student/Teacher generated activities</li> </ul>

## PLANNED COURSE –8TH GRADE ENGLISH ADVANCED

Unit: **PSSA Preparation**

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A Various sample essays to edit and revise</p> <p>B Multiple choice questions in editing and revising.</p> <p>C Writing to the domains.</p> <p>D Writing to the rubrics.</p> <p>E Glossary Terms:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Conventions of language</li> <li>• Focus</li> <li>• Organization</li> <li>• Sentence Fluency</li> <li>• Style</li> <li>• Tone</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Write an effective introduction of at least four to six sentences using the funnel method of writing</li> <li>• Write an effective conclusion of at least four to six sentences using the inverted funnel method of writing</li> <li>• Write a body paragraph with a minimum of eight to twelve sentences</li> <li>• Attain proficiency/advanced in PSSA writing prompts</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Write multi-paragraph informational pieces including cause and effect; develop a problem and solution when appropriate to topic; use relevant graphics;</li> </ul>	<ul style="list-style-type: none"> <li>• <i>PSSA Prep Grade 8 Editing and Revising</i> (Queue),</li> <li>• <i>Better Test Scores for PSSA Writing.</i></li> <li>• <i>WriteSource</i></li> <li>• <i>Four Square Writing Method</i></li> <li>• <i>Four Square Writing Method Personal</i></li> <li>• Supplemental materials provided by teacher as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/ teacher generated essays</li> <li>• Response to PSSA and/or teacher generated prompts</li> </ul>

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	use primary and secondary properly cited evidence <ul style="list-style-type: none"> <li>• Write multi-paragraph persuasive pieces with a clearly stated position or opinion; convincing, elaborated and properly cited evidence; develop reader interest; anticipate and counter reader concerns and arguments</li> <li>• Write with a sharp, distinct focus; identify topic, task and audience; establish a single point of view</li> <li>• Write using well-developed content appropriate for topic; gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and</li> </ul>		

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	<p>information specific to the topic and relevant to the focus</p> <ul style="list-style-type: none"> <li>• Write with controlled and/or subtle organization; sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</li> <li>• Write with an understanding of the stylistic aspects of composition; use different types and lengths of sentences; use tone and voice through the use of precise language</li> <li>• Revise writing after rethinking logic of organization and rechecking central idea, content,</li> </ul>		

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Course Content	Student Performance	Resources	Assessments
	paragraph development, level of detail style, tone and word choice <ul style="list-style-type: none"> <li>• Edit writing using the conventions of language</li> <li>• Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; use the eight parts of speech properly; use complete sentences including the various types and structures</li> <li>• Present and/or defend written work when appropriate</li> <li>• Listen to others</li> <li>• Ask probing questions</li> <li>• Analyze information, ideas and opinions to determine relevancy</li> <li>• Take notes when needed</li> <li>• Contribute to discussions:</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Ask relevant, probing questions</li> <li>• Respond with relevant information, ideas or reasons in support of opinions expressed</li> <li>• Listen to and acknowledge the contributions of others</li> <li>• Adjust tone and involvement to encourage equitable participation</li> <li>• Clarify, illustrate or expand on a response when asked</li> <li>• Present support for opinions</li> <li>• Paraphrase and summarize, when prompted</li> <li>• Use media for learning purposes</li> </ul>		



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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"><li>• Create a multimedia presentation for display or transmission</li><li>• Analyze the role and place of standard American English in speech, writing and literature</li><li>• Participate in small and large group discussions and presentations</li></ul>		