

Mifflin County School District Planned Instruction

Title of Planned Instruction: Written Communication

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: English 10

Course Description: This English elective helps students to increase their effectiveness in various types of writing: mass media, technical, poetry, short story, and drama. Written Communication may be taken in conjunction with Written Applications.

Required Time: One semester

Major Text(s) and Resources:

various creative writing texts
Writing! magazine

Names of District Subject Area Curriculum Writing Committee:

Theresa Dybach
Duane A. Rhodes

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Independently
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
E. Expand written and spoken vocabulary from acquired reading vocabulary.	Use new vocabulary in context.	Quiz Written response Test Discussion Journal Note taking
F. Understand the meaning of and apply content vocabulary.	Use appropriate terminology.	Quiz Written response Test Discussion Journal Note taking
G. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> • Compare and contrast writing samples. • Incorporate related ideas, topics, or information in an effective writing style 	Discussion Written response Group work Test Open-ended question Journal Note taking

Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> • Distinguish between essential and non-essential information. • Make decisions and draw conclusions using established criteria. • Evaluate organization and content. 	Test Journal Note taking Discussion Written response
B. Use, understand, and evaluate a variety of media.	Analyze forms of media.	Written response Journal Note taking

C. Produce works that follow the conventions of various genres.	Create original written works.	Written response Journal Note taking Peer conference
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Strand: 1.3 Reading, Analyzing, and Interpreting Literature
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Read, understand, and respond to works of literature.	Discuss, analyze, and critique works of literature.	Teacher observation Written response Journal Note taking
B. Understand the author's use of literary elements.	Analyze characters, setting, plot, theme, point of view, tone, and mood.	Teacher observation Written response Journal Note taking
C. Recognize the effect of author's use of literary devices.	Identify and analyze sound devices.	Test Quiz Written response Peer conference Journal Note taking
D. Read and evaluate various poems and analyze their poetic devices.	Identify and analyze figurative language, allusion, irony, and symbolism.	Test Quiz Written response Peer conference Journal Note taking
E. Analyze the components of drama.	Identify and analyze characters, suspense, theme, and staging.	Test Quiz Written response
F. Respond to literary works.	Relate literary works to personal experiences.	Test Quiz Written response

Strand: 1.4 Types of Writing
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Write creative pieces.	Create original works: poetry, short story, and drama.	Written response Journal Note taking Peer conference
C. Write persuasive pieces.	<ul style="list-style-type: none"> • Develop a clearly stated position/opinion. • Include pertinent documented evidence. • Develop reader interest. • Address reader arguments and concerns. • Select the best method of development to advance the argument or position to the audience. 	Written response Journal Note taking

Strand: 1.5 Quality of Writing
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> • Identify topic. • Support a selected point of view. 	Written response Journal Note taking PSSA rubric Peer conference
B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> • Gather, verify, and organize pertinent information. • Write paragraphs with sufficient detail. 	Written response Journal Note taking PSSA rubric Peer conference
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. 	Written response Journal Note taking PSSA rubric Peer conference

D. Write with effective style.	<ul style="list-style-type: none"> • Vary sentence structure. • Use vocabulary appropriate to the purpose and audience. 	Written response Journal Note taking PSSA rubric Peer conference
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E. Revise writing to improve first draft.	Improve word choice, sentence variety, paragraph development, clarity, and organization.	Written response Journal Note taking PSSA rubric Peer conference Quiz Test
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F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> • Spell words correctly. • Employ standard usage. • Vary sentence formations. • Punctuate and capitalize properly. 	Written response Journal Note taking Peer conference Test Quiz PSSA rubric
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G. Present and/or defend written work when appropriate.	Prepare a presentation.	Written response Journal Note taking Peer conference PSSA rubric Checklist
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Strand: 1.6 Speaking and Listening
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevance of information, ideas, and opinions. • Take notes when appropriate. 	Journal Teacher observation Note taking

D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Contribute pertinent information, ideas, and opinions. 	Teacher observation
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	<ul style="list-style-type: none"> • Paraphrase and summarize as needed. • Listen to and acknowledge the contributions of others. 	
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E. Participate in discussions and presentations.	<ul style="list-style-type: none"> • Engage in debate, discussions, and other oral presentations. • Critically evaluate group discussion. 	Teacher observation
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F. Use media for learning purposes.	<ul style="list-style-type: none"> • Use various forms of media to gather information to make as presentation. • Recognize the impact of media on public opinion. 	Teacher observation Written response
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<p>District Recommended Instructional Approach For the Course To Drive Teacher’s Instructional Activities</p>

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| <ul style="list-style-type: none"> • whole group instruction • small group instruction • flexible groups • cooperative groups • peer revising and editing • writing workshop • teacher and peer conferences • games • projects • creative activities • class discussion • modeling process • direction instruction • self-reflection • oral presentations • thematic units • role playing • dramatizations • literature circles • graphic organizers • read alouds • independent reading |
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