

COURSE PROFICIENCY OUTLINE

PACE – Pre-Achieving Content Excellence - 2175 Language Arts Grades 9 & 10

2.5 Credits

Purpose

This half-year course is designed to prepare the grades nine and ten student for success on the HSPA: a state-mandated requirement for graduation which will be administered in Grade 11. The **PACE: Language Arts** program will cover both the reading and writing areas assessed on the HSPA. The students' previous scores on the NJASK, prior performance in the regular content class, teacher recommendation, and/or rigor of schedule will determine the emphasis on each cluster.

PACE: Language Arts instruction will provide opportunities and support for students to increase their skills in understanding and responding to two types of reading texts: persuasive and narrative. Writing instruction will develop their strengths in two types of written responses: persuasive and writing to speculate using an expository. Students will learn how to construct a well-written response to an open-ended question after reading a persuasive or narrative text. Students will also practice the skills needed to write a persuasive essay and a persuasive letter to a select audience. Emphasis will be placed on the writing process in terms of revision and peer-editing. In addition to skill development and mastery, students will acquire a level of confidence through exposure to test-taking strategies and practice tasks.

- I. Student Outcomes 3.1, 3.2, 3.3, 3.4, 3.5
 - A. The student will demonstrate understanding of the language and meaning of a variety of reading texts.
 - B. The student will demonstrate understanding of both concrete and inferential questions based on textual language.
 - C. The student will demonstrate that he/she can understand text at literal level, an analytical level, and an inferential-evaluative-applicative level.
 - D. The student will demonstrate understanding and use of language and writer techniques that convey meaning and connect the writer to the reader.
 1. Narrative: use of theme, setting, characterization, symbol, conflict, irony, speaker, etc.
 2. Persuasive/Argumentative: discriminating between fact and opinion; use of main idea and supporting details; use of analogies, comparisons, and contrasts, speaker.
 - E. The student will respond to an expository writing prompt.
 - F. The student will demonstrate in writing his/her ability to weigh evidence, cite details, analyze ideas, evaluate, synthesize and present his/her own views in an organized and insightful manner.
 - G. The student will demonstrate how to construct meaning through writing when presenting ideas that are solutions to problems, speculation about cause and effect, or opinions about controversial issues.
 - H. The student will demonstrate ability to write to a selected audience: personal (peers); school: and community/society.

- I. The student will demonstrate ability to reconstruct meaning by revising and editing the written text of another writer through various skills:
 - 1. Identifying and correcting mechanical and usage errors
 - 2. Revising awkward or labored sentence construction
 - 3. Selecting words and phrases that complete sentences in well-organized, comprehensible ideas
 - 4. Selecting transition words to create logical progressions through the text
 - 5. Organizing content of written text
 - H. Students will utilize technology for literary tasks that will ultimately facilitate reading comprehension, enhance vocabulary development and word processing.
- II. Content and Skills 3.1, 3.2, 3.3, 3.4, 3.5
- A. The Writing Process
 - 1. Use of prewriting, drafting, revising, editing, and post-writing techniques
 - 2. Application of these procedures to written tasks
 - 3. Peer-Editing to advance the final draft
 - B. Varieties of Reading Text
 - 1. Understanding text in the narrative and persuasive clusters
 - 2. Understanding connotative and figurative language
 - 3. Understanding authorial techniques in creating meaning
 - 4. Comprehending reading passages literally and inferentially
 - C. Responding to Reading Texts
 - 1. Writing the open-ended focused response
 - 2. Extending understanding through discussion with peers
 - D. Editing and Revising Text
 - 1. Creation of improved language and meaning through reading, revising and editing of sustained written text using social letters, letters to editors, memos, essays, and narratives
 - 2. Competence in recognition of errors in mechanics, usage, sentence structure, punctuation, coherence, and structure
 - E. Expository Writing
 - 1. Reacting to an expository writing prompt.
 - F. Writing for a Selected Audience
 - 1. Propose a solution to a problem
 - 2. Address a controversial issue
 - 3. Speculate about cause or effects of events, trends, and problems
 - 4. Use effective strategies to reach the audience:
proper sequencing, anecdotes, comparisons and contrasts, factual support of evidence, definitions, and opinions based on evidence and thought

III. Texts and Materials

- A. A diversified list of reading and writing materials related to test preparation.
- B. Technology will be utilized as reading and writing tools.
- C. Notebooks, pencils, pens, etc.
- D. Various photographic and artistic visual prints for picture-prompt writing.

IV. Evaluation

- A. The student will be expected to complete class work, homework, notebooks, and take tests and quizzes as administered by the classroom teacher.
- B. The student will be expected to demonstrate an acceptable level of proficiency in the objectives and content of the course in accordance with the state's holistic scoring rubrics and NJCCC Standards for Language Arts.
- C. The student will be expected to demonstrate at all times appropriate classroom behavior such as self-control, respect for others, respect for property, and a mature attitude.
- D. The student will be expected to adhere to the district regulations concerning attire, behavior, and attendance.
- E. The final grade for the course represents the teacher's professional judgment of the student's performance in all aforementioned activities and expectations.
- F. Students who do not demonstrate proficiency in Language Arts Literacy in the **PACE 10** program will be placed in the full-year **ACE** program in Grade 11. The **ACE** course will provide the "at risk" student additional support and enrichment to ensure that he/she will pass the HSPA in the spring of his/her junior year. Proficient levels for Language Arts Literacy and Math sections on the HSPA are required by state law for graduation.