

SPEECH & DRAMA

SIXTH GRADE

The student will interact with the words and concepts in a text to construct an appropriate meaning.

- a. Literal Understanding- Use pre-reading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
- b. Inferences and Interpretation- Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
- c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and plays).
- d. Analysis and Evaluation:
 - a. Evaluate the believability of a character and the impact they have on the plot.
 - b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.
 - c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
 - d. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

The student will read to construct meaning and respond to a wide variety of literary forms.

- a. The student will demonstrate knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including drama (plays and skits) and poetry.
 - b. Analyze characteristics of subgenres, including autobiography and biography.
- b. The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
 - b. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
- c. The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, and simile.
 - b. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned).
 - c. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
- d. Imagery: the use of language to create vivid pictures in the reader's mind.
- e. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

The student will conduct research and organize information.

- a. The student will select the best source for a given purpose.
 - a. Use card catalogs and computer databases to locate sources for research topics.
 - b. Access information from a variety of primary and secondary sources to gather information for research topics
 - c. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
 - d. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.

The student will express ideas effectively in written modes for a variety of purposes and audiences.

- a. The student will use the writing process to write coherently.
- b. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their written work (poetry, speeches, etc.).
- c. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

SEVENTH GRADE

The student will expand vocabulary through word study, literature, and class discussion.

Standard

Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

- a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as the apple of his eye or beat around the bush.
- b. Analogies: comparisons of the similar aspects of two different things.
- c. Metaphors: implies comparisons, such as, The street light was my security guard.
- d. Similes: comparisons that use like or as, such as A gentle summer breeze feels like a soft cotton sheet.

The student will read to construct meaning and respond to a wide variety of literary forms.

Standard

- a. Demonstrate knowledge of and an appreciation for various forms of literature.
- b. Analyze the characteristics of genres including drama and poetry.
- c. Analyze characteristics of subgenres including autobiography and biography.
- d. Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- e. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.

- a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
- b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
- c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned).
- d. Explain how sentence structure, line length, and punctuation convey mood or meaning of a poem.
- e. Describe how rhythm contributes to the purpose, or theme of a poem. Compare and contrast the rhythm of various poems.

The student will conduct research and organize information A.5.1

- a. Select the best source for a given purpose.
 - a. Use card catalogs and computer databases to locate sources for research topics.
 - b. Access a variety of primary and secondary sources to locate information relevant to research questions.
 - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
- b. The student will analyze and evaluate information from a variety of sources.
- c. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

The student will use the writing process to write coherently. Standard

- a. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
 - a. Use details, examples, reasons, and evidence to develop an idea.
 - b. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

- a. Write biographical or autobiographical narratives (stories) that:
 - a. Identify a real person, living or not, who has had a special influence on other people.
 - b. Provide a sequence of factual events and communicate the significance of the events to the person.
 - c. Isolate specific scenes and incidents in times and places significant to defining the person's influence.
 - d. Write persuasive/argumentative compositions that:
 - e. State a clear position or perspective in support of a proposition or proposal.
 - f. Describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.
 - g. Identify and address reader concerns and counterarguments.

The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing

- a. Demonstrate correct use of Standard English in speaking and writing.

The student will listen for information and for pleasure.

- a. Identify the major ideas and supporting evidence in informative and persuasive messages.
- b. Listen in order to identify and discuss topic, purpose, and perspective.
- c. Evaluate the spoken message in terms of content, credibility, and delivery.

The student will express ideas and opinions in group or individual situations.

- a. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
- b. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
- c. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).

EIGHTH GRADE

The student will read to construct meaning and respond to a wide variety of literary forms.

- a. The student will demonstrate knowledge of and an appreciation for various forms of literature.
- b. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
- c. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
- d. Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- e. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
- f. Identify figurative language and sound devices and analyze how they affect the development of a literary work.
- g. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
- h. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
- i. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.
- j. The student will read and respond to historically and culturally significant works of literature.
- k. Analyze and evaluate works of literature and the historical context in which they were written.

The student will conduct research and organize information.

- a. Select the best source for a given purpose; locate information relevant to research questioning.
- b. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.

- c. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.
- d. Analyze and evaluate information from a variety of sources.
- e. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).
- f. Analyze and paraphrase or summarize information from a variety of sources into a research paper.
- g. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, and appendix).
- h. The student will express ideas effectively in written modes for a variety of purposes and audiences.

The student will use the writing process to write coherently.

- a. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
- b. Use details, examples, reasons, and evidence to develop an idea.
- c. Use precise word choices, including figurative language that conveys specific meaning and tone.
- d. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

- a. Write biographical or autobiographical narratives or short stories that:
 - a. Tell about an incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about the subject.
 - c. Include narrative and descriptive strategies, such as, relevant dialogue, specific action, physical description, background description, and comparison or contrast characters.
- b. Write persuasive/argumentative compositions that:
 - a. Include a well-defined thesis that makes a clear and knowledgeable appeal.
 - b. Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.
 - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

- a. Demonstrate correct use of Standard English in speaking and writing.
- b. The student will demonstrate thinking skills in listening and speaking.

The student will listen for information and for pleasure.

- a. Identify the major ideas and supporting evidence in informative and persuasive messages.
- b. Listen in order to identify and discuss topic, purpose, and perspective.
- c. Evaluate the spoken message in terms of content, credibility, and delivery.

The student will express ideas and opinions in group or individual situations.

- a. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
- b. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
- c. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).
- d. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).
- e. Adjust message wording and delivery according to particular audience and purpose.

The student will create a visual message that effectively communicates an idea.

- a. Produce visual images, messages, and meanings that communicate with others.
- b. Use media forms to create a visual message that will compare and contrast ideas and points of view.