

*Elizabethtown Area
School District*

Communication Arts - Kindergarten

Name of Course

Course Number:

Length of Course: School Year

Grade Level: Kindergarten

Total Clock Hours:

Length of Period: School Year

Date Written: 2004/05

Periods per Week/Cycle: Daily

Written By: CA committee members

Credits (if app.):

Course Description:

Communication is an essential part of our society. Therefore, it is the goal of EASD teachers to develop proficient communicators. This goal can be achieved through the utilization of positive and effective teaching strategies that recognize the unique nature of all learners and foster confidence in their ability to succeed. Success will be facilitated by providing all students ample and varied opportunities to become active and critical listeners, thinkers, readers, writers, and participants through the power of language. Specific skills and knowledge will be taught as a continuum thereby addressing individual needs and progress, beginning with an emphasis on beginning literacy skills (i.e. concepts about print, phonological awareness, phonics, exposure to literature, listening, speaking and writing skills).

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I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Read independently using pre-reading and beginning reading skill sets (i.e. phonemic awareness, concepts about print, and alphabetic principles).
- B. Read critically in all content areas by responding to read-aloud literature.
- C. Analyze and interpret literature through read-alouds.
- D. Recognize the difference between a story, factual material and a poem. Use beginning writing skills (i.e. first, middle, last).
- E. Use beginning writing skills (i.e. use beginning, middle, and ending letters to represent words).
- F. Use a period and capital letters in writing.
- G. Write a paragraph consisting of a beginning, middle and ending sentence.
- H. Speak in complete sentences; convey meaning using appropriate volume and pacing; and participate in conversations.
- I. Research: identify a topic and sequence related details.
- J.
- K.

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**II. Content
Major Areas of Study**

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Realistic Fiction and Fantasy	Approx. 60 days	
2. Nonfiction	Approx. 60 days	
3. Poetry (Free Verse) and Media	Approx. 60 days	
4. Research	Integrated	
5. Listening and Speaking	Integrated	
6. Writing (incorporates process, spelling, handwriting)	Integrated	
7.		
8.		
9.		
10.		
11.		

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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy
 Essential Question for the Unit: How do children learn to read realistic fiction and fantasy independently?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you use pictures to predict a story?	E	A	1.1A
B. How does prediction and prior knowledge aid in understanding text?	E	A	1.1A
C. How do you handle a book?	E	A	1.1B
D. How do you identify the author, illustrator, title page, parts of a book, directionality of letters, words and text?	E	A	1.1B
E. How do you recognize & explain that letters form words and words form sentences?	E	A	1.1B, C
F. How do you distinguish between and select a poetry or non-fiction or fiction book for silent reading?	E	A	1.1B
G. How do you use letter-sound relationships, structure, context, and visual clues to predict unknown words during reading?	E	A	1.1 C
H. How do you apply concept of phonological awareness (concept of word, concept of rhyme, letter recognition, syllables, blending, segmenting)?	E	A	1.1C
I. How do you demonstrate knowledge of alphabetic principle?	E	A	1.1C
J. How do you identify letters and their sounds? How do you recognize beginning letter/sound relationships? How do you recognize ending sound relationships?	E	A	1.1C

K. How do you identify unknown words when listening to a story or poem?	E	A	1.1C
L. How do you differentiate between words and pictures? How do you use illustrations to decode a message? How do you recognize and apply concepts of print using simple text?	E	A	1.1C
M. How do you blend sounds of individual letters?	E	A	1.1C
N. How do you read district selected star words?	E	A	1.1C
O. How do you demonstrate automaticity in naming letters, producing letter sounds, phoneme segmentation and reading district related star words?	E	A	1.1C
P. How do you listen to text read orally using self monitoring comprehension strategies (prior knowledge, illustrations, predict and revise predictions, make associations, question and clarify meaning)?	E	1.1	1.1D
Q. How do you develop a basic reading, listening, and speaking vocabulary by using meaning cues, picture cues, structure cues, visual cues, and letter/sound correspondence?	E	A	1.1E
R. How do you develop a sight word vocabulary using synonyms and antonyms?	E	A	1.1E
S. How do you use background knowledge and predicting to understand the text?	E	A	1.1F
T. How do you make inferences and draw conclusions to make connections to self and text?	E	A	1.1F
U. How do you demonstrate comprehension of a realistic text through, retelling the story (including beginning, middle and end), orally or pictorially responding to the text, visualizing, and citing evidence from the text or illustrations to support answers or conclusions?	E	A	1.1F
V. How do you learn fluency by listening to text read aloud in chants, choral readings, rereading familiar text and pattern, and predictable text?			
W. How do you listen to literature and recognize the importance of dialect and the importance of punctuation?	E		

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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy
 Essential Question for the Unit: How do children learn to read, analyze, and interpret realistic fiction and fantasy?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to a variety of works of literature? <ul style="list-style-type: none"> • Can students identify whether a story is fiction or nonfiction? 	I	C	1.3A
B. What are the <ul style="list-style-type: none"> • characters • setting • problem • beginning, middle, and end of story? 	E	C	1.3B
C. What are the <ul style="list-style-type: none"> • rhyme • rhythm • repetition • patterns? 	I	C	1.3C
D. How do you recognize <ul style="list-style-type: none"> • language patterns • choral readings • read aloud • patterns and predictable books • nursery rhymes? 	I	C	1.3 D
E. How do you identify and use dialogue to act out stories and simple poems?	C	C	1.3E
F. How do you respond to stories? <ul style="list-style-type: none"> • orally • drawings • create or construct a different ending 	I	C	1.3F

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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy

Essential Question for the Unit: How do children learn to write a fictional piece?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you use personal experiences to write a narrative story?	E	D	1.4A
B. How do you write a personal opinion?	E	D	1.4C

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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy
 Essential Question for the Unit: How do children learn to write a quality piece of fiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you orally tell a story and present information?	E	E	1.5A
B. How do you demonstrate content in a piece of writing? <ul style="list-style-type: none"> • use prewriting strategies • connect related ideas • use background knowledge • relate to personal experiences 	E	E	1.5.B
C. How do you write a story? <ul style="list-style-type: none"> • story makes sense • story is in sequence 	I	E	1.5C
D. How do you dictate and write using appropriate language patterns? <ul style="list-style-type: none"> • use questions, commands, and statements How do you speak orally? <ul style="list-style-type: none"> • use complete sentences • appropriate volume • pace • eye contact • expression • body language 	E	E	1.5D
E. How do you revise your writing with the help of the teacher ? <ul style="list-style-type: none"> • story elements in order • phonetic spelling • introduce upper and lower case conventions • introduce punctuation 	E	E	1.5E

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
F. How do you edit your work after proofreading? <ul style="list-style-type: none"> • spell phonetically and/or use Star Words • introduce upper and lower case conventions • introduce and mark punctuation • spacing between letters and words 	I	E	1.5F
G. How do you publish and share your writings?	I	E	1.5G

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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy
 Essential Question for the Unit: How do children learn to listen to and talk about fiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to others? <ul style="list-style-type: none"> • formulate and verbalize questions • distinguish between fantasy and reality 	I	F	1.6A
B. How do you listen to a selection of literature (realistic fiction or fantasy)? <ul style="list-style-type: none"> • relate it to similar experiences • predict what will happen next • retell beginning, middle, and end • identify characters • identify new word concepts • identify how the story makes you feel 	E	F	1.6B
C. How do you demonstrate appropriate speech skills? <ul style="list-style-type: none"> • use complete thoughts • use appropriate volume and pace • pronounce most words correctly • make eye contact • use expressions, gestures and body language 	E	F	1.6D
D. How do you contribute to discussion? <ul style="list-style-type: none"> • ask questions to gain information • respond to questions • listen to the contributions of others • display appropriate turn taking behavior • provide information • express personal needs, choices, plans, experiences, ideas, feelings, and points of view 	E	F	1.6D
E. How do you participate in small and large group discussions and presentations? <ul style="list-style-type: none"> • participate in everyday conversation • give simple presentations (Show and Tell) • use oral language to work cooperatively with others 	E	F	1.6E

<p>F. How does the media help us learn?</p> <ul style="list-style-type: none">• recognize different forms of media (television, radio, film, and internet) in everyday life• students will be able to know how to use computers, cassette recorders, etc.	C	F	1.6F
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Name of Course: Communication Arts Name of Unit: Realistic Fiction and Fantasy
 Essential Question for the Unit: How do children learn to use research in fiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you discuss content topics for research?	C	H	1.8A
B. How do you locate information using appropriate sources and strategies? <ul style="list-style-type: none"> • think about the topic • look at pictures • discuss the topic 			1.1A
C. How do students apply prior knowledge to topic? How do you select a book to find information?	I	H	1.8B
D. How do you organize and present one or more ideas from research? <ul style="list-style-type: none"> • draw and sequence pictures • give summary 	I	H	1.8C
E. How do you participate in conversation and respond appropriately to others' contributions? How do you present information orally (Show and Tell)?	E	H	1.8D

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Name of Course: Communication Arts Name of Unit: Nonfiction
 Essential Question for the Unit: How do children learn to read nonfiction independently?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you use pictures to predict?	E	A	1.1A
B. How does prediction and prior knowledge aid in understanding text?	E	A	1.1A
C. How do you handle a book?	E	A	1.1B
D. How do you identify the author, illustrator, title page, and parts of a book, directionality of letters, words and text?	E	A	1.1B
E. How do you recognize and explain that letters form words and words form sentences?	E	A	1.1B + C
F. How do you distinguish between and select a non-fiction book for silent reading?	E	A	1.1B
G. How do you use letter-sound relationships, structure, context, and visual clues to predict unknown words during reading?	E	A	1.1 C
H. How do you apply concept of phonological awareness (concept of word, concept of rhyme, letter recognition, syllables, blending, segmenting)?	E	A	1.1C
I. How do you demonstrate knowledge of alphabetic principle?	E	A	1.1C
J. How do you identify letters and their sounds? How do you recognize beginning letter/sound relationships? How do you recognize ending sound relationships?	E	A	1.1C
K. How do you identify unknown words when listening to a story or poem?	E	A	1.1C
L. How do you differentiate between words and pictures? How do you use illustrations to decode a message? How do you recognize and apply concepts of print using simple text?	E	A	1.1C

M. How do you blend sounds of individual letters?	E	A	1.1C
N. How do you read district selected star words?	E	A	1.1C
O. How do you demonstrate automaticity in naming letters, producing letter sounds, phoneme segmentation and reading district related star words?	E	A	1.1C
P. How do you listen to text read orally using self-monitoring comprehension strategies (prior knowledge, illustrations, predict and revise predictions, make associations, question and clarify meaning)?	E	A	1.1D
Q. How do you develop a basic reading, listening, and speaking vocabulary by using meaning cues, picture cues, structure cues, visual cues, and letter/sound correspondence?	E	A	1.1E
R. How do you develop a sight word vocabulary using synonyms and antonyms?	E	A	1.1E
S. How do you use background knowledge and predicting to understand the text?	E	A	1.1F
T. How do you make inferences and draw conclusions to make connections to self and text?	E	A	1.1F
U. How do you demonstrate comprehension of a nonfiction text through retelling the story (include main idea and details), orally or pictorially responding to the text, visualizing, and citing evidence from the text or illustrations to support answers or conclusions?	E	A	1.1F
V. How do you learn fluency by listening to text read aloud using chants, choral readings, rereading of familiar text, patterns and predictable text? How do you listen to literature and recognize the importance of dialect and the importance of punctuation?	E		

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Name of Course: Communication Arts Name of Unit: Nonfiction
 Essential Question for the Unit: How do children learn to read critically in all content areas?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you distinguish between: <ul style="list-style-type: none"> • information and facts • retell important information • fantasy and reality when you listen to informational texts and define nonfiction?	I	B	1.2
B. How do you facilitate learning through a variety of media, which includes cassette recorders and computers?	I	B	1.2
C. How do students recognize the following forms of genre: <ul style="list-style-type: none"> real, nursery rhymes, poetry fairy tales? 	I	B	1.2C

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Name of Course: Communication Arts Name of Unit: Nonfiction
 Essential Question for the Unit: How do children learn to read, analyze, and interpret fiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to a variety of works of literature? Can students identify whether a story is fiction or nonfiction?	I	C	1.3A
B. What are the <ul style="list-style-type: none"> • characters • setting • beginning, middle, end of nonfiction texts? 	E	C	1.3B
C. What are the <ul style="list-style-type: none"> • rhyme • rhythm • repetition • patterns? 	I	C	1.3C
D. How do you recognize language patterns using choral readings, read aloud, patterns, predictable books and nursery rhymes?	I	C	1.3 D
E. How do you identify and use dialogue to act out nonfiction stories and simple poems ?	C	C	1.3E
F. How do you respond to nonfiction texts using: <ul style="list-style-type: none"> • oral language • drawing • the creation of a different ending? 	I	C	1.3F

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Name of Course: Communication Arts Name of Unit: Nonfiction

Essential Question for the Unit: How do children learn to write an informational piece?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you write to inform using lists, letters, descriptions, definitions, and a collection of facts?	E	D	1.4B
B. How do you write a personal opinion?	E	D	1.4C

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Name of Course: Communication Arts Name of Unit: Nonfiction
 Essential Question for the Unit: How do children learn to write a quality informational piece?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you orally tell information and present information?	E	E	1.5A
B. How do you demonstrate content in a piece of writing by <ul style="list-style-type: none"> • using prewriting strategies • connecting related ideas • using background knowledge • relating to personal experiences? 	E	E	1.5.B
C. How do you write nonfiction that <ul style="list-style-type: none"> • makes sense • has a sequence? 	I	E	1.5C
D. How do you dictate and write using appropriate language patterns using questions, commands, and statements?	E	E	1.5D
E. How do you speak orally? <ul style="list-style-type: none"> • use complete sentences • appropriate volume • pace • eye contact • expression • body language 			
F. How do you revise your writing with the help of the teacher ? <ul style="list-style-type: none"> • story elements in order • phonetic spelling • introduce upper and lower case conventions • introduce punctuation 	E	E	1.5F

<p>G. How do you edit your work after proofreading?</p> <ul style="list-style-type: none"> • spell phonetically and/or use Star words • introduce upper and lower case conventions • introduce and mark punctuation • spacing between letters and words 	I	E	1.5G
H. How do you publish and share your writings?	I	E	1.5H

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Name of Course: Communication Arts Name of Unit: Nonfiction
 Essential Question for the Unit: How do children learn to listen to and talk about nonfiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to others to <ul style="list-style-type: none"> • formulate and verbalize questions • distinguish between fantasy and reality? 	I	F	1.6A
B. How do you listen to nonfiction to <ul style="list-style-type: none"> • relate it to similar experiences • predict what will happen next • retell beginning, middle, and end • identify characters • identify new word concepts • identify how the story makes you feel? 	E	F	1.6B
C. How do you demonstrate appropriate speech skills to <ul style="list-style-type: none"> • use complete thoughts • use appropriate volume and pace • pronounce most words correctly • make eye contact * use expressions, gestures and body language? 	E	F	1.6D
D. How do you contribute to discussion by <ul style="list-style-type: none"> • asking questions to gain information • responding to questions • listening to the contributions of others • displaying appropriate turn taking behavior • providing information • expressing personal needs, choices, plans, experiences, ideas, feelings, and points of view? 	E	F	1.6D
E. How do you participate in small and large group discussions and presentations by <ul style="list-style-type: none"> • participating in everyday conversations • giving simple presentations (Show and Tell) • using oral language to work cooperatively with others? 	E	F	1.6E

F. How does media help us learn to <ul style="list-style-type: none">• recognize different forms of media (television, radio, film, and internet) in everyday life• use computers, cassette recorders, etc.?	C	F	1.6F
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Name of Course: Communication Arts Name of Unit: Nonfiction

Essential Question for the Unit: How do children learn to use research in nonfiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you discuss content topics for research?	C	H	1.8A
B. How do you locate information using appropriate sources and strategies, such as, <ul style="list-style-type: none"> • thinking about the topic • looking at pictures • discussing the topic? 	C	H	1.8A
C. How do students apply prior knowledge to topic? How do you select a book to find information?	I	H	1.8B
D. How do you organize and present one or more ideas from research using <ul style="list-style-type: none"> • drawing and sequencing pictures • summarizing? 	I	H	1.8C
E. How do you participate in conversation and respond appropriately to others' contributions? How do you present information orally (show and tell)?	E	H	1.8C

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Name of Course: Communication Arts Name of Unit: Poetry and Media
 Essential Question for the Unit: How do children learn to read poetry and media independently?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you use pictures to predict?	E	A	1.1A
B. How does prediction and prior knowledge aid in understanding text?	E	A	1.1A
C. How do you handle a book?	E	A	1.1B
D. How do you identify the author, illustrator, and directionality of letters, words and text?	E	A	1.1B
E. How do you recognize and explain that letters form words and words form sentences?	E	A	1.1B + C
F. How do you distinguish between and select a poetry book for silent reading?	E	A	1.1B
G. How do you use letter-sound relationships, structure, context, and visual clues to predict unknown words during reading?	E	A	1.1 C
H. How do you apply concept of phonological awareness (concept of word, concept of rhyme, letter recognition, syllables, blending, segmenting)?	E	A	1.1C
I. How do you demonstrate knowledge of alphabetic principle?	E	A	1.1C
J. How do you identify letters and their sounds? How do you recognize beginning letter/sound relationships? How do you recognize ending sound relationships?	E	A	1.1C
K. How do you identify unknown words when listening to a story or poem?	E	A	1.1C

L. How do you differentiate between words and pictures? How do you use illustrations to decode a message? How do you recognize and apply concepts of print using simple text?	E	A	1.1C
M. How do you blend sounds of individual letters?	E	A	1.1C
N. How do you read district selected star words?	E	A	1.1C
O. How do you demonstrate automaticity in naming letters, producing letter sounds, phoneme segmentation and reading district related star words?	E	A	1.1C
P. How do you listen to text read orally using self monitoring comprehension strategies (prior knowledge, illustrations, predict and revise predictions, make associations, question and clarify meaning)?	E	A	1.1D
Q. How do you develop a basic reading, listening, and speaking vocabulary by using meaning cues, picture cues, structure cues, visual cues, and letter/sound correspondence?	E	A	1.1E
R. How do you develop a sight word vocabulary using synonyms and antonyms?	E	A	1.1E
S. How do you use background knowledge and predicting to understand the text?	E	A	1.1F
T. How do you make inferences and draw conclusions to make connections to self and text?	E	A	1.1F
U. How do you demonstrate comprehension of a poem through retelling the story (include main idea and details), orally or pictorially responding to the text, visualizing, and citing evidence from the text or illustrations to support answers or conclusions?	E	A	1.1F
V. How do you learn fluency by listening to text read aloud using chants, using choral readings, using rereading of familiar poems, using patterns and predictable poems? How do you listen to literature and recognize the importance of dialect and the importance of punctuation?	E		

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Name of Course Communication Arts Name of Unit Poetry and Media

Essential Question for the Unit: How do children learn to read critically in all content areas?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you distinguish between: <ul style="list-style-type: none"> • information and facts • retell important information • fantasy and reality when you listen to poetry?	I	B	1.2
B. How do you facilitate learning through a variety of media which includes cassette recorders and computers?	I	B	1.2
C. How do students recognize the following forms of genre: nursery rhymes and poems?	I	B	1.2C

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Name of Course: Communication Arts Name of Unit: Poetry and Media
 Essential Question for the Unit: How do children learn to read, analyze, and interpret poetry?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to a variety of poetry? Can students identify poetry?	I	C	1.3A
B. What are the <ul style="list-style-type: none"> • characters • setting • beginning, middle, end of a poem? 	E	C	1.3B
C. What are the <ul style="list-style-type: none"> • rhyme • rhythm • repetition • patterns? 	I	C	1.3C
D. How do you recognize language patterns using choral readings, read aloud, patterns predictable books and nursery rhymes?	I	C	1.3 D
E. How do you identify and use dialogue to act out simple poems ?	C	C	1.3E
F. How do you respond to poems using: <ul style="list-style-type: none"> • oral language • drawing and • the creation of a different ending? 	I	C	1.3F

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Name of Course: Communication Arts Name of Unit: Poetry and Media
Essential Question for the Unit: How do children learn to write free verse?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you write a poem to express a personal idea?	E	D	1.4A
B. How do you write a poem to inform using lists, letters, descriptions, definitions, and a collection of facts?	E	D	1.4B
C. How do you write a poem to express a personal opinion?	E	D	1.4C

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Name of Course: Communication Arts Name of Unit: Poetry and Media
 Essential Question for the Unit: How do children learn to write free verse?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you orally tell information and present a poem?	E	E	1.5A
B. How do you demonstrate content in a piece of poetry by <ul style="list-style-type: none"> • using prewriting strategies • connecting related ideas • using background knowledge • relating to personal experiences? 	E	E	1.5.B
C. How do you write a poem that <ul style="list-style-type: none"> • makes sense • has a sequence? 	I	E	1.5C
D. How do you dictate and write using appropriate language patterns that use questions, commands, and statements? How do you speak orally using <ul style="list-style-type: none"> • complete sentences • appropriate volume • pace • eye contact • expression • body language? 	E	E	1.5D
E. How do you revise your writing with the help of the teacher, including <ul style="list-style-type: none"> • story elements in order • phonetic spelling • introduce upper and lower case conventions • and the introduced punctuation? 	E	E	1.5E

<p>F. How do you edit your work after proofreading, including</p> <ul style="list-style-type: none"> • spelling phonetically and/or use Star words • using introduced upper and lower case conventions • marking punctuation that was introduced • spacing between letters and words? 	I	E	1.5F
<p>G. How do you publish and share your poems?</p>	I	E	1.5G

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Name of Course: Communication Arts Name of Unit: Poetry and Media
 Essential Question for the Unit: How do children learn to listen to and talk about poetry?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you listen to others to <ul style="list-style-type: none"> • Formulate and verbalize questions • Distinguish between fantasy and reality? 	I	F	1.6A
B. How do you listen to poetry to <ul style="list-style-type: none"> • relate it to similar experiences • predict what will happen next • retell beginning, middle, and end • identify characters • identify new word concepts • identify how the story makes you feel? 	E	F	1.6B
C. How do you demonstrate appropriate speech skills when you <ul style="list-style-type: none"> • use complete thoughts, • use appropriate volume and pace, • pronounce most words correctly • make eye contact • use expressions, gestures and body language? 	E	F	1.6C
D. How do you contribute to discussion by <ul style="list-style-type: none"> • asking questions to gain information • responding to questions • listening to the contributions of others • displaying appropriate turn taking behavior • providing information • expressing personal needs, choices, plans, experiences, ideas, feelings, and points of view? 	E	F	1.6D
E. How do you participate in small and large group discussions and presentations by <ul style="list-style-type: none"> • participating in everyday conversations • giving simple presentations (Show and Tell) • using oral language to work cooperatively with others? 	E	F	1.6E
F. How does media help us learn to <ul style="list-style-type: none"> • recognize different forms of media (television, radio, film, and internet) in everyday life • use computers, cassette recorders, etc.? 	C	F	1.6F

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Name of Course: Communication Arts Name of Unit: Poetry and Media
 Essential Question for the Unit: How do children learn to use research in poetry?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you discuss poetry topics for research?	C	H	1.8A
B. How do you locate information using appropriate sources and strategies, such as, <ul style="list-style-type: none"> • thinking about the poem • looking at pictures • discussing the poem? 	C	H	1.8A
C. How do students apply prior knowledge to poems? How do you select a poem to find information?	I	H	1.8B
D. How do you organize and present one or more ideas from research using <ul style="list-style-type: none"> • drawing and sequencing pictures • summarizing? 	I	H	1.8C
E. How do you participate in conversation and respond appropriately to others' contributions? How do you present information orally (Show and Tell)?	E	H	1.8C

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes | <input checked="" type="checkbox"/> Response Journals |
| <input checked="" type="checkbox"/> Constructed Responses | <input checked="" type="checkbox"/> Logs |
| <input checked="" type="checkbox"/> Writing Samples | <input type="checkbox"/> Computer Simulations |
| <input checked="" type="checkbox"/> Reports | <input checked="" type="checkbox"/> Research Papers |
| <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Notetaking |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Daily Assignments |
| <input type="checkbox"/> Other <input checked="" type="checkbox"/> Kid watching observations notes _____ | |
| _____ | _____ |

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Assessment	When given?
1. Grade Level Pre test	September
2. Individual Benchmarks	November, March
3. Grade Level Posttest	May
4. Writing Samples	Sept., Nov., Jan., March, May
5. Log of 25 independently read books	June

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IV. Expected levels of achievement

Current grading scale:

Progress Key:

Δ Independent

+Progress towards independence

√Constant Support needed

Reading Code:

AL = above expectations for grade level

ON = meeting expectations for grade level

BL = below expectations for grade level

PA Proficiency Levels
Advanced
Proficient
Basic
Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course:

1. Writing Rubric
2. November and March benchmark performance grids
3. Pre/Jan/Post performance grids