



A Planned Course of Study for

Critical Thinking for the Gifted 7

AJHS Course # 0870

Abington School District

Abington, Pennsylvania

August, 2019

a. Objectives

Students will demonstrate the appropriate level of proficiency in each of the following areas:

A. Reading Informational Text

- a. Key ideas and Details
- b. Craft and Structure
- c. Integration of Knowledge and Ideas
- d. Vocabulary Acquisition and Use
- e. Range of Reading

B. Reading Literature

- a. Key Ideas and Details
- b. Craft and Structure
- c. Integration of Knowledge and Ideas
- d. Vocabulary Acquisition and Use
- e. Range of Reading

C. Writing

- a. Informative/Explanatory
- b. Opinion/Argumentative
- c. Response to Literature
- d. Technology and Publication
- e. Conducting Research
- f. Credibility, Reliability, and Validity of Sources

D. Speaking and Listening

- a. Comprehension and Collaboration
- b. Presentation of Knowledge and Ideas
- c. Integration of Knowledge and Ideas

b. Major Concepts

Students will demonstrate the appropriate level of proficiency in each of the following areas:

A. Reading Informational Text**a. Key Ideas and Details**

- i. Determine two or more central ideas in a text and analyze their development over the course of the text and provide an objective summary of the text.
- ii. Cite several pieces of textual evidence to support analysis of what text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- iii. Analyze the interactions between individuals, events and ideas in a text.

b. Craft and Structure

- i. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ii. Analyze the structure of a text through evaluation of the author's use of graphics, charts and major sections of the text.
- iii. Determine the meaning of words and phrases as they are used in readings and content including interpretation of figurative, connotative, and technical meanings.

c. Integration of Knowledge and Ideas

- i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words)
- ii. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
- iii. Analyze how two or more authors present and interpret facts on the same topic.

d. Vocabulary Acquisition and Use

- i. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- ii. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

e. Range of Reading

- i. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

B. Reading Literature

a. Key Ideas and Details

- i. Determine a theme or central idea of a text, analyze its development over the course of the text and provide an objective summary of the text.
- ii. Cite several pieces of textual evidence what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text
- iii. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

b. Craft and Structure

- i. Analyze how the author develops and contrasts the points of view of different characters or narrators in a text.
- ii. Analyze how the structure or form of a text contributes to its meaning.
- iii. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

c. Integration of Knowledge and Ideas

- i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (lighting, sound, color, camera focus, or angles in a film).
- ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

d. Vocabulary Acquisition and Use

- i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

- ii. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather knowledge when considering a word or phrase important to comprehension or expression.

e. Range of Reading

- i. Read and comprehend literary fiction on grade level, reading independently and proficiently.

C. Writing

a. Informative/Explanatory

- i. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- ii. Identify and introduce the topic clearly, including a preview of what is to follow.
- iii. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- iv. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

b. Argumentative

- i. Write arguments to support claims with clear reasons and relevant evidence.
- ii. Introduce and state an opinion on a topic.
- iii. Acknowledge alternate or opposing claims and support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- iv. Organize the claim with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion
- v. Establish and maintain a formal style that includes precise language, domain specific vocabulary, varying sentence lengths, and consistent voice.
- vi. Provide a concluding statement or section that follows from and supports the argument presented.

c. Response to Literature

- i. Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

d. Technology and Publication

- i. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- ii. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

e. Conducting Research

- i. Conduct short research project to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

f. Credibility, Reliability, and Validity of Sources

- i. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

D. Speaking and Listening**a. Comprehension and Collaboration**

- i. Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ii. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- iii. Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

b. Presentation of Knowledge and Ideas

- i. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- ii. Adapt speech to a variety of contexts and tasks.

c. Integration of Knowledge and Ideas

- i. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

c. Instruction

A. Course Schedule

- a. 2 days a week
- b. 47 minute classes

B. Pacing

- a. Marking Period 1
- b. Marking Period 2
- c. Marking Period 3
- d. Marking Period 4

C. Methods

- a. Methods suggested by the texts will be employed
- b. Cooperative learning activities will be employed
- c. Writing experiences will be used throughout the course
- d. Student reading from the text will be an integral part of the course
- e. Supplementary materials will be used

D. Technology

- a. Use of computers will be incorporated into the course
- b. Online student resources connected to the course concepts will be utilized
- c.

E. Resources

- a. The units employed in this course come from the novels, *The House of the Scorpion* and *Watership Down*.
- b. Other reference books available in the school library will be used if necessary.
- c. Echoes and Reflections are used as resource for teaching the Holocaust activities focusing on attitudes and acts of discrimination.
- d. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.

IV. Assessment**A. Procedures for Evaluation**

- a. Summative assessments
 - i. A departmental common assessment will be administered at the end of each unit.
 - ii. A standards based benchmark assessment will be administered at the end of the course.
- b. Formative assessments will be administered in a variety of formats.
- c. Accommodations aligned with those permitted for the PSSA and included in IEPs will be provided for Special Education students who are enrolled in this course.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%