

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 9 CP
Course Number: 00009
Course Prerequisites: Successful completion of the Middle Level Curricula

Course Description: Designed to prepare students for post-secondary career opportunities, this course provides instruction in the reading of fiction and nonfiction texts. Through active involvement in the course, students will utilize textual analysis to comprehend the connections between literature and real life. Students will write effectively and with a purpose appropriate to their audience, while understanding the essential types of writing – narrative, informative, and argumentative. Students will establish a mastery of language conventions and mechanics. With a focus on career readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards as a guide, the course will prepare students for the state standardized assessments.

Suggested Grade Level: Grade 9

Length of Course: Two Semesters

Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 42

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 01001

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Into Literature (Grade 9)
Publisher: Houghton Mifflin Harcourt
ISBN #: 978-1-328-47480-3
Copyright Date: 2020
WCSD Board Approval Date: 6/29/2020

Supplemental Materials: [Click or tap here to enter text.](#)

Required	Optional
Novel: To Kill a Mockingbird Drama: Romeo & Juliet	Drama: West Side Story
Novels: (3 out of 4) The Five People You Meet in Heaven Children of the River First They Killed My Father (NF) The Glass Castle (NF)	
Oral Component	Written Component
Demonstrative Speech	Multiple Constructed Responses Informative Essay Argumentative Essay Narrative Essay

Curriculum Document

WCSD Board Approval:

Date Finalized: 6/5/2020
Date Approved: 6/29/2020
Implementation Year: 2020-2021

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently	CC.1.2.9-10.L	September May
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.9-10.K	September May
Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.E	September May
Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.	CC.1.3.9–10.E	September <small>Choose an item.</small>
Identify and/or analyze the author’s intended purpose of a text.	L.F.1.1.1	September April
Explain, describe, and/or analyze examples of a text that support the author’s intended purpose	L.F.1.1.2	September April
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action 	L.F.2.3.3	September <small>Choose an item.</small>
Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	CC.1.2.9–10.E	September <small>Choose an item.</small>
Identify and/or analyze the author’s intended purpose of a text.	L.N.1.1.1	September <small>Choose an item.</small>
Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.	L.N.1.1.2	September April
Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.1.2.9–10.C	September April
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action 	L.N.2.3.3	September <small>Choose an item.</small>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.9–10.A	September April

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.9–10.C	September April
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.9–10.S	September April
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.9–10.D	September October
Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	CC.1.3.9–10.C	October <small>Choose an item.</small>
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.	CC.1.3.9–10.I	October <small>Choose an item.</small>
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	CC. 1.3.9–10.B	October April
Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	L.F.1.2.3	October <small>Choose an item.</small>
Draw conclusions about connotations of words	L.F.1.2.4	October <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text 	L.F.2.3.1	October <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) 	L.F.2.3.2	October <small>Choose an item.</small>
Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.1.2.9–10.C	October <small>Choose an item.</small>
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.	CC.1.2.9–10.K	October <small>Choose an item.</small>
Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	L.N.1.2.3	October <small>Choose an item.</small>
Draw conclusions about connotations of words.	L.N.1.2.4	October <small>Choose an item.</small>

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	CC.1.2.9–10.B	October <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text 	L.N.2.3.1	October <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) 	L.N.2.3.2	October <small>Choose an item.</small>
Identify, analyze, and evaluate the structure and format of complex informational texts.	L.N.2.4.1	October May
Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	L.N.2.4.2	October May
Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts	L.N.2.4.3	October May
Make connections between a text and the content of graphics and charts.	L.N.2.4.4	October May
Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts	L.N.2.4.5	October May
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.9–10.B	October April
Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	CC.1.4.9–10.D	October <small>Choose an item.</small>
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9–10.F	October <small>Choose an item.</small>
Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	CC.1.5.9–10.A	October November
Identify and/or apply a synonym or antonym of a word used in a text.	L.F.1.2.1	November <small>Choose an item.</small>

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	CC.1.3.9–10.D	November Choose an item.
Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	L.F.2.3.6	November Choose an item.
Identify and/or apply a synonym or antonym of a word used in a text.	L.N.1.2.1	November Choose an item.
Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	CC.1.2.9–10.D	November Choose an item.
Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	L.N.2.3.6	November Choose an item.
Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.9–10.B	November December
Write narratives to develop real or imagined experiences or events	CC.1.4.9–10.M	December Choose an item.
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.9–10.N	December Choose an item.
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.9–10.O	December Choose an item.
Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.9–10.P	December Choose an item.
Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest. 	CC.1.4.9–10.Q	December Choose an item.
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9–10.R	December Choose an item.
Analyze how words and phrases shape meaning and tone in texts.	CC.1.3.9-10.F	January Choose an item.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

<p>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> -the relationship between the tone, style, and/or mood and other components of a text -how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text -how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	L.F.2.3.5	<p>January Choose an item.</p>
Analyze how words and phrases shape meaning and tone in texts.	CC.1.2.9-10.F	<p>January Choose an item.</p>
Explain how an author's use of key words or phrases in text informs and influences the reader.	L.N.1.1.4	<p>January Choose an item.</p>
<p>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	L.N.2.3.5	<p>January Choose an item.</p>
Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	CC.1.2.9-10.H	<p>January Choose an item.</p>
Differentiate between fact and opinion.	L.N.2.5.1	<p>January Choose an item.</p>
Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	L.N.2.5.2	<p>January Choose an item.</p>
Distinguish essential from nonessential information.	L.N.2.5.3	<p>January Choose an item.</p>
Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	L.N.2.5.4	<p>January Choose an item.</p>
Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	L.N.2.5.5	<p>January Choose an item.</p>
Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	L.N.2.5.6	<p>January Choose an item.</p>
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.9-10.G	<p>January Choose an item.</p>
<p>Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> -Introduce the precise claim. 	CC.1.4.9-10.H	<p>January Choose an item.</p>
Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	CC.1.4.9-10.I	<p>January Choose an item.</p>

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims(s); provide a concluding statement or section that follows from and supports the argument presented.	CC.1.4.9-10.J	January Choose an item.
Write with an awareness of the stylistic aspects of composition. -Use precise language and domain-specific vocabulary to manage the complexity of the topic. -Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.9-10.K	January Choose an item.
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.L	January Choose an item.
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.2.9-10.A	February Choose an item.
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.3.9-10.A	
Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	L.F.1.3.1	February Choose an item.
Summarize the key details and events of a fictional text, in part as a whole.	L.F.1.3.2	February Choose an item.
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.	CC.1.3.9-10.J	February Choose an item.
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.	CC.1.2.9-10.J	February
Identify how the meaning of a word changes when an affix is added; identify the meaning of a word with an affix from a text.	L.F.1.2.2	February Choose an item.
Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of a text; comparing and contrasting how major themes are developed across genres; the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres; the way in which a work of literature is related to the themes and issues of its historical period	L.F.2.3.4	February Choose an item.
Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	L.F.2.5.1	February Choose an item.
Identify, explain, and analyze the structure of poems and sound devices.	L.F.2.5.3	February Choose an item.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.9-10.K	February <small>Choose an item.</small>
Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.N.1.2.2	February <small>Choose an item.</small>
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.2.9-10.A	February <small>Choose an item.</small>
Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	L.N.1.3.1	February <small>Choose an item.</small>
Summarize the key details and events of a nonfictional text, in part as a whole.	L.N.1.3.2	February <small>Choose an item.</small>
Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	L.N.1.3.3	February <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: the relationship between theme and other components of a text; comparing and contrasting how major themes are developed across genres; the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres; the way in which a work of literature is related to the themes and issues of its historical period	L.N.2.3.4	February <small>Choose an item.</small>
Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic, Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing	CC.1.4.9-10.E	February <small>Choose an item.</small>
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.9-10.V	February March
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.1.4.9-10.W	February March
Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.F	February March
Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.	CC.1.5.9-10.G	February March
Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	L.F.1.1.3	March <small>Choose an item.</small>
Make inferences and/or draw conclusions based on analysis of a text.	L.F.2.1.1.	March <small>Choose an item.</small>
Cite evidence from a text to support generalizations.	L.F.2.1.2	March <small>Choose an item.</small>

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	L.F.2.5.3	March <small>Choose an item.</small>
Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	L.N.1.1.3	March <small>Choose an item.</small>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.T	March <small>Choose an item.</small>
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.9-10.U	March April
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.9-10.X	March May
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	CC.1.3.9-10.G	April <small>Choose an item.</small>
Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in specific work.	CC.1.3.9-10.H	April <small>Choose an item.</small>
Analyze how literary form relates to and/or influences meaning of a text.	L.F.2.2.1	April <small>Choose an item.</small>
Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.F.2.2.2	April <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.F.2.2.3	April <small>Choose an item.</small>
Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	L.F.2.2.4	April <small>Choose an item.</small>
Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	L.F.2.4.1	April <small>Choose an item.</small>
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	CC.1.2.9-10.G	April <small>Choose an item.</small>
Analyze how literary form relates to and/or influences meaning of a text.	L.N.2.2.1	April <small>Choose an item.</small>
Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.N.2.2.2	April <small>Choose an item.</small>
Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.N.2.2.3	April <small>Choose an item.</small>
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC.1.5.9-10.C	April May
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.9-10.F	April May

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		

Make inferences and/or draw conclusions based on analysis of text.	L.N.2.1.1	May <small>Choose an item.</small>
Cite Evidence from a text to support generalizations.	L.N.2.1.2	May <small>Choose an item.</small>

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: • Pre-Assessments of prior knowledge • Bell ringers/Problem of the Day • Discussions • Teacher observation/Questioning • Graphic organizers • Summarizing • Notetaking • Oral presentations • Outlining • Journaling • Student presentations/projects • Constructed responses

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Essays • Constructed responses • Projects • Quizzes/tests • Student presentations • Portfolios