

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Information Literacy (Library Media) 9-12

Course Number: _____

Course Description and Prerequisites: NA
(Include “no final exam” or “final exam required”)

Information literacy is an integration designed program to support the PA Academic Standards through literature appreciation and information literacy skills. This will reinforce and build upon the goal of being a “life-long learner”.

Suggested Grade Level: 9-12 (all year) Integrated Instruction

Length of Course: ____ One Semester ____ Two Semesters √ Other (Describe)
All year integration (as needed)

Units of Credit: None (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s) (Insert certificate title and CSPG#) Library Science #48.
Instructional area code #6420 **BS, Library Science Certification**

Certification verified by WCSD Human Resources Department:
√ Yes ____ No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: 11/16/2011

Date Approved: _____

Implementation Year: 2010-2011

Suggested Supplemental Materials: (List or insert **None**)

*LCD Projector Mounted with Internet Accessible Computer and Smartboard

*Remote Screen Mounted with key access

*Computer lab of 30 stations with Internet Access

*Online databases

*Online library catalog (OPAC)

*Appropriate Print Reference Resources (i.e.: atlases, almanacs, dictionaries, encyclopedias etc.)

*Collection of interest/reading level print materials to support the curriculum

*Updated computer with circulation that provides appropriate software to support the library collection management, classroom support and collection development

Course Standards

PA Academic Standards: (List by Number and Description) Standards Addressed (code):

<u>Reading, Writing, Speaking and Listening</u>	<u>Mathematics</u>	<u>Science and Technology</u>	<u>Environment and Ecology</u>	<u>Career Education and Work</u>
1.1.9, 1.1.10, 1.1.11, 1.1.12 1.2.9, 1.2.10, 1.2.11, 1.2.12 1.3.9, 1.3.10, 1.3.11, 1.3.12 1.5.9, 1.5.10, 1.5.11, 1.5.12 1.6.9, 1.6.10, 1.6.11, 1.6.12 1.8.9, 1.8.10, 1.8.11, 1.8.12 1.9.9, 1.9.10, 1.9.11, 1.9.12	2.1.8 D 2.2.8 E, F, 2.3.8 A, D, G, 2.4.8 D, E, F 2.6.8 A, F, G 2.7.8 A,	3.1.4 A, D, E 3.2.4 A, B 3.8.4 A, B, C	4.3.7 A, B 4.8.4 A, B, C, D 4.8.4 A 4.8.7 A, B 4.9.7 A	13.2 B 13.3 G
<u>Civics and Government</u>	<u>Geography</u>	<u>Family and Consumer Sciences</u>	<u>Health, Safety and Physical Education</u>	
5.2 A, B	7.1 A, B 7.3 A	11.2 E 11.4 E	10.2 D 10.3 A	

WCSD Academic Standards: (List or None)

Information Power, written by the American Library Association, outlines what is considered to be the national standard for Information Literacy Instruction. These standards are in addition to the Pennsylvania Academic Standards.

American Association of School Librarians, and Association for Educational Communications and Technology. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

Information Power Standards

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively. Correlates with PA STANDARD 1.1A, 1.2, 1.6F, 1.8

Standard 2: The student who is information literate evaluates information critically and competently. Correlates with PA STANDARD 1.1, 1.2, 1.6, 1.8, 1.9

Standard 3: The student who is information literate uses information accurately and creatively. Correlates with PA STANDARD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.6, 1.8, 1.9

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests. Correlates with PA STANDARD 1.1, 1.2, 1.8, 1.9

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. Correlates with PA STANDARD 1.2, 1.3, 1.4, 1.6, 1.8, 1.9

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. Correlates with PA STANDARD 1.2, 1.5, 1.5, 1.8, 1.9

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. Correlates with PA STANDARD 1.2A, 1.2B, 1.6F, 1.8, 1.9

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. Correlates with PA STANDARD 1.8C, 1.9

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. Correlates with PA STANDARD 1.6, 1.8, 1.9

National Educational and Technology Standards

Written by the International Society for Technology in Education, the National Educational and Technology Standards were written to facilitate the educational uses of technology across the curriculum. These standards are in addition to the Pennsylvania Academic Standards.

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

		x – performance assessed during that semester		
	Performance Indicator	1	2	Assessment
A.	Review Library Citizenship (as needed)			Observation
B.	Review routine procedures for retrieving and circulating resources (as needed)			
C.	Review ethical care and use of resources and equipment (as needed)			

D.	Review Print Resources (as needed) <ul style="list-style-type: none"> •Almanacs •Atlases •Dictionaries/Thesauruses •Encyclopedias •Periodicals 			
E.	Review Online Resources (as needed) <ul style="list-style-type: none"> •POWER Library •OPAC (Online Public Access Catalog) • Websites (locating or evaluating) •Other databases related to curriculum. 			
F.	Review resources for research topics (as needed) <ul style="list-style-type: none"> •Determine information needed •Select resource types needed •Gather resources and determine what information is most useful 			

Curriculum Objectives	Common Core	AASL	PAAS	9	10	11	12	Category <ul style="list-style-type: none"> Skills Essential Questions 	Assessment	Resources & Materials
Task Definition										
TD1. Build upon personal background knowledge as context for new learning	Speaking & Listening Standards 6-12 (Presentation of Knowledge and Ideas # 4)	1.1.2 4.1.5		R	X	X	E	How does personal knowledge enhance learning?		
TD2. Select and narrow or refine a research topic	Writing Standards 6-12 (Research to Build and Present Knowledge # 7)		1.8.A 1.9	I	R	X		How do I narrow my broad topic?		
TD3. Formulate essential questions and subtopics for a research topic	Writing Standards 6-12 (Research to Build and Present Knowledge # 7, 8, 9)	1.1.3	1.8.A 1.9	R	X			What is important to know about my topic? How can I break down this broad topic?		
• Identify key concepts and terms	Writing Standards 6-12 (Research to Build and Present Knowledge # 7, 8, 9)		1.8.A 1.9	R	X			How do I use electronic tools to find definitions?		
• TD4. Identify the type, amount, and format of information needed specifically:	Writing Standards 6-12 (Research to Build and Present Knowledge # 8)		1.8.B 1.9					What types and how much information do I need about my topic?		
• background/ • overview or in-depth/ comprehensive	Speaking & Listening Standards (Comprehension & Collaboration # 1)		1.2.A	X				What basic background info do I need to know about my topic?		

Curriculum Objectives	Common Core	AASL	PAAS	9	10	11	12	Category <ul style="list-style-type: none"> Skills Essential Questions 	Assessment	Resources & Materials
• fact or opinion (including divergent and global perspectives)	Speaking & Listening Standards (Comprehension & Collaboration # 2)	1.3.2 2.3.2	1.2.A	I/ R	R/X			Why do I need to differentiate between fact and opinion? How do I consider divergent and global perspectives as I define my task?		
• primary or secondary	Writing Standards (Research to Build and Present Knowledge # 7, 8 9)		1.8.B 1.9	R/ X	E			What is the difference between a primary and secondary source? Why and when do I use each type of source?		
• statistical, including graphs and charts	Speaking & Listening Standards (Comprehension & Collaboration # 2)		1.2.A	I/ R	R/X			How does statistical information validate and improve the information I have collected?		
• driven by considering new ideas, divergent and changing opinions, encountered through academic or personal experiences*	Speaking & Listening Standards (Comprehension & Collaboration # 1)	4.2.3						How does exposure to new ideas and divergent opinions change my thinking?		
TD5. Write a focused thesis statement	Writing Standards (Text Type & Purposes #1, 2)		1.8.C		I	R/X		How does a thesis statement help me to define and write about a topic?		
Information Seeking Strategies										
ISS1. Determine the most appropriate sources to use for:	Writing Standards (Research to Build and Present Knowledge # 7, 8 9)	1.1.4 1.2.2						What types of print and electronic resources (OPAC, databases, WWW) give me summary or detailed information about my topic?		
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Curriculum Objectives	Common Core	AASL	PAAS	9	10	11	12	Category <ul style="list-style-type: none"> Skills Essential Questions 	Assessment	Resources & Materials
• background/overview or indepth/comprehensive	Writing Standards (Research to Build and Present Knowledge # 7, 8 9		1.8.B 1.9	R/ X				Which are the most appropriate sources for background information?		
• fact/opinion (including divergent and global perspective	Writing Standards (Text Type & Purposes #2)	1.3.2 2.3.2 3.3.1	1.2.A	I/ R	R/X			Which are the most appropriate sources for factual or biased information?		
• primary/secondary	Writing Standards (Research to Build and Present Knowledge # 7, 8 9)		1.8.B	R/ X	E			Which are the most appropriate sources for primary or secondary information?		
• statistical, including graphs and charts	Speaking & Listening Standards (Comprehension & Collaboration # 2)		1.2.A	I/ R	R/X			Which are the most appropriate sources for statistical and graphical information?		
• pursuing personal interests	Writing Standards (Research to Build and Present Knowledge # 7)	4.2.1		R	X			Which are the most appropriate sources for pursuing my personal interests?		
ISS2. Identify criteria for determining relevant print & electronic sources for specific information needs or a variety of purposes, including:	Writing Standards (Research to Build and Present Knowledge # 7, 8, 9	1.1.5 1.2.2 4.3.2.						How do I determine is a source is relevant and appropriate for my information needs?		
• currency	Writing Standards (Research to Build and Present Knowledge # 7, 8, 9)		1.2.B	R	X			How do I determine is a source is up to date?		

Curriculum Objectives	Common Core	AASL	PAAS	9	10	11	12	Category <ul style="list-style-type: none"> Skills Essential Questions 	Assessment	Resources & Materials
• accuracy	Writing Standards (Research to Build and Present Knowledge # 7, 8, 9)	1.2.4	1.2.B 1.8.B	R	X			How do I determine if the information in a source is accurate?		
• reliability (is authoritative)	Writing Standards (Research to Build and Present Knowledge # 7, 8, 9)	1.2.4	1.2.B 1.8.B	R	R/X			How do I determine if the information in a source is reliable?		
• completeness			1.2.B 1.8.B	I/ R	R/X			How do I determine if the information in a source is comprehensive?		
• preciseness	Writing Standards (Research to Build and Present Knowledge # 7, 8, 9)		1.2.B	I/ R	R/X			How do I determine if the information in a source is detailed enough to meet my needs?		
• validity (is on target)		1.2.4	1.2.B 1.8.B	I/ R	R/X			How do I determine if the information in a source is suitable?		
• availability (including interlibrary loan)			1.8.B	R/ X				How do I check to see if a needed source is available?		
• ease-of-use			1.8.B	R/ X				How do I determine if the sources is easy to use?		
• Filtering of inappropriate sites			1.8.B	R/ X				What types of tools can I use or skills can I apply to filter inappropriate sites?		
ISS3. Identify important keywords embedded in questions of a research problem			1.8.A 1.8.B	R	X			How do I determine which words and concepts are important to explore?		
ISS4. Know when to use indexing or subject (controlled vocabulary) searching versus keyword searching embedded in full-text			1.8.B	I	R	X		What is the difference between searching by subject or by free text (keyword)? Which type of searching will improve my search results?		
ISS5. Use important or			1.8.B	I/ X	X	E		How do I determine which terms are		

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unique keywords and synonyms to formulate a search strategy				R				unique and how do they improve my search results?		
ISS6. Seek information for personal learning in a variety of formats and genres.*		4.1.4		R	X			In what formats and genres do I look for information for personal learning and interests?		
Location and Access										
LA1. Be able to locate and obtain resources from the library, online networks ,interlibrary loan, and the community		1.1.B	1.8.B	R	X			How do I find and access resources from the library, online networks, interlibrary loan, and the community? Why and when is it appropriate to use resources from multiple locations?		
• Organize and access personal knowledge easily		4.1.6						How do I effectively organize personal knowledge?		
LA2. Apply an understanding of database structure when using electronic resources, such as the Internet and online periodical databases			1.8.B	R	X	E		How is a database structured and how does that help me to find relevant and usable information?		
• AND and OR operators				R	X			What is the difference between AND and OR Boolean operator? How do I apply AND and OR operators to improve my search results?		
• truncation			1.2.B 1.8.B	I	R/X			What is truncation and, when needed, how do I apply this technique in my search strategy?		
• phrase searching			1.2.B 1.8.B	I	R/X			What is phrase searching and when needed, how do I apply this technique in my search strategy?		
• date searching			1.2.B 1.8.B	I	R/X			How do I limit my search by date and when is that important to my search results?		
LA4. Effectively use an		1.1.8	1.2.B	I	R	E		Which search tool is best for my search		

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Internet search tools and/or appropriate Invisible Web databases or sites to locate relevant information			1.8.B					needs? Which search strategies or special features are most effective in that particular search tool?		
Information Use										
IU1. Locate and use primary sources appropriate to a research need.			1.8.B	R/X	E			How do I use primary sources to support my research?		
• Use print, AV, and electronic primary sources			1.8.B	R/X	E			What traditional primary resources are available to support my research?		
• Uses digital informational tools, including social networks to collaborate with peers, community members, experts and others as primary or secondary source alternatives		1.1.8 4.1.7 4.3.1	1.8.B	I/R	R/X	X/E		What human resources are available to help me with my research? How do I exchange ideas electronically and in person?		
• Collaboratively share (use) information to gather background knowledge or express new meaning		1.1.9 2.1.5 4.1.2	1.8.B	I/R	R/X	X/E		How do I effectively collaborate with others to gather information?		
IU2. Retrieve relevant information within print, non-print and electronics resources		1.1.6 4.1.2	1.2.B 1.8.B	R	R/X	X/E		How do I gather and record information found within various formats of sources?		
• Use successful reading and listening strategies to understand digital information			1.6.F	R	R/X			How do I gather information from various formats (text, graphs, audio-visual)?		
IU3. Distinguish between		1.1.7	1.2.A	R	R	X		When do I only want to use factual.		

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factual, authoritative information and unsubstantial or biased information, particularly on the Internet		1.2.4	1.2.B					Authoritative information? When is it appropriate to use biased or unsubstantiated information and how do I record and note that it is biased?		
IU4. Engage, extract, and paraphrase, relevant information from selected resources using note cards or their informational tools.		2.1.2 2.1.4	1.8.C	R	X			How do I summarize relevant information for my topic?		
IU5. Identify information to correctly cite print, non-print, and electronic resources in MLA format			1.8.C	R	X			How do I properly document various sources used in research in MLA style and why is that important?		
IU6. Apply legal principles and ethical conduct related to information use, including avoidance of plagiarism and compliance with copyright laws and guidelines.		1.3.1 1.3.3 1.3.5 3.1.6	1.8.C	R	R/X			What are the legalities in reusing someone else's information and why is that important? How do I avoid unethical use of information (plagiarism)?		
• Respects others' intellectual property and the principles of intellectual freedom*		2.3.3 3.3.6 3.3.7	1.8.C	R	R	R	X	How do I acknowledge the contributions of others? Why is intellectual freedom important in a democratic society?		
• Use valid information and reasoned conclusions to make ethical decisions for both academic and personal communication and interaction		2.3.2 4.3.4	1.8.C	I	R	R	X	How do I make ethical and reasonable decisions regarding the use and communication of information?		
IU7. Use parenthetical documentation for direct		1.3.3	1.8.C.	I	R/X			How do I parenthetically document someone else's information within the		

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quotes, statistics and elsewhere as needed to give credit for origination or authorship.								text of my research paper?		
Synthesis										
S1. Share Knowledge and participate ethically and productively as members of our democratic society*		3		R	R	X				
• Contribute questions and ideas during group discussions		3.2.2		X				What questions and ideas do I add to group discussion?		
• Work productively with others and as a team member		3.2.3		X				In what ways do I contribute to as a responsible team member?		
• Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.		3.2.1		R	R	X		In what ways do I demonstrate leadership and confidence in working with others in my personal and academic life?		
S.2 Critically select and use the most applicable information for a variety of contexts including academic, personal, social and cultural		1.1.7 4.4.4	1.2.A	R	X	E		How do I determine which is the most important information to use for my purpose?		
S3. Organize notes according to an outline or other graphic organizer to create an end product		2.1.2 3.1.4	1.8.C	R	X			How do I organize my information effectively?		
S4. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence*		2.2.2				I	R	How do I use both divergent and convergent thinking to draw conclusions?		
S5. Draw conclusions		2.1.1	1.8.C	R	X			How do I create an end product from my		

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using information to apply knowledge to construct new understandings (make predictions) gained through the research process and applying critical thinking skills		2.1.3 2.3.2						organized information? How do I apply critical thinking skills during the research process?		
• Create products that apply to authentic, real-world contexts*		3.3.4		R	R	X		How do the products that I create apply to the real world?		
S6. Use a variety of communication strategies to create products that express new understandings		2.1.6 2.2.4 3.1.3	1.5 1.6	R	R	R	X	How do I effectively communicate new understandings?		
S7. Use a variety of information resources to create products to express new ideas and information		1.2.3 3.1.4	1.2.B 1.6.F	R	X			What types of information sources and tools will help me to create end products in various formats? How do I effectively express new ideas and information?		
• Contribute and collaboratively share (use) information to express new meaning within and beyond the learning community*		1.1.9 1.3.4 2.1.5 3.1.2 3.3.5	1.8.C	R	X			In what ways do I share new understandings in my personal and academic life?		
S8. Effectively use information to defend a position on an issue		1.2.1 2.2.3 2.3.3	1.4.C 1.6.E	I	R/X			What information should I use to persuade an audience to support my position?		
S9. Create a bibliography/works cited in correct MLA format		1.3.3	1.8.C	R	X			How do I create a works cited list in MLA format?		
S 10. Express personal learning in creative and artistic formats		4.1.8		R	R	X		In what ways do I express my creativity?		
Evaluation										
E1. Ongoing evaluation		1.2.5		R	R/X	X		How do I determine if I am addressing		

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during the information problem-solving process as an individual or within a group for both personal and academic purposes <ul style="list-style-type: none"> Seek help when necessary 		1.4 2.2.1 2.4 3.4 4.4						the information solving process while working to produce a suitable end product?		
E2. Establish criteria or a self-assessment checklist for a project or assignment			1.8.C	I	R	X		What forms of measurement do I use to assess my project or assignment?		
E3. Evaluate products in terms of both the content and format		3.1.1	1.2.B	R/X	X	E		How do I determine if my multimedia product successfully conveyed information correctly and effectively?		
E4. Evaluate products in terms of requirements and assessment criteria, including ethical issues of information use		2.3.3	1.5.G 1.5.E	R	X	E		How did my final product measure up to the assessment criteria? How do I determine if I fulfilled all of the assignment requirements successfully?		
E5. Evaluate both the information-solving process and the end product through reflection			1.5.E	R	R/X	X		How do I personally determine if I completed the information solving process successfully and produced a suitable end product?		
BASIC KNOWLEDGE TO BE LEARNED IN CONTEXT										
BK1. Demonstrate an understanding of media center organization, facilities, and procedures				I	R/X			How do I successfully navigate and use the media center facility and resources?		
BK2. Identify terminology and define concepts related to 21 st century literacy				R	X			What are the key terms and concepts I need to understand in order to thrive in the 21 st century?		
BK3. Demonstrate an understanding of the district's Internet acceptable use policy		1.3.5	1.8.C	R	X			What are the rules and regulations for using the Internet appropriately at school?		
BK4. Demonstrate an		1.3.5	1.8.C	R	X			How do I repurpose information and		

Curriculum Objectives	Common Core	AASL	PAAS	9	10	11	12	Category <ul style="list-style-type: none"> Skills Essential Questions 	Assessment	Resources & Materials
understanding of the ethical and legal reuses of information and its related technologies (copiers, recorders, and computers)		3.1 6						resources ethically and legally?		
BK 5. Recognizes the safely issues relevant to the Internet			1.9.B	R	R/X	X		What type of information should I share or not share on the Internet? How do I determine safely while using e-commerce sites?		

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

R11.A.2 Understand nonfiction appropriate to grade level.

R11.A.1 Understand fiction appropriate to grade level.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes ☒ No

District-wide Final Examination Required: ____ Yes ____ No
Integrated grading within the core curriculum and the teacher of record.

Course Challenge Assessment (Describe):

None needed

WRITING TEAM: Deborah Bevevino, Sharon Singer, and Heather Tome

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ____ Yes ☒ No
2. Does this course issue a mark/grade for the report card?
____ Yes ☒ No
3. Does this course issue a Pass/Fail mark? ____ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
____ Yes ☒ No
5. Is the course eligible for Honor Roll calculation? ____ Yes ☒ No

6. What is the academic weight of the course?

☒ No weight/Non credit

☐ Standard weight

☐ Enhanced weight

(Describe) _____