

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** English 9 Honors

**Course Number:** 00033

**Course Prerequisites:** Successful Completion of the Middle Level Curricula **and** teacher recommendation

**Course Description:** This course is the first of a four-year program ending with Advanced Placement English Literature and Composition in grade 12 or a dual enrollment program. Based on world literature, the course takes a thematic approach to literature and will examine the philosophy and history of the times. Students choosing this course should be prepared to do extensive reading and writing. This course provides instruction in the analysis of literature with a focus on genres, universal themes, character development, and literary devices to give each student a foundation for critical reading in future academic courses. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing—analytical, reflective, informative, and argumentative. Composition skills will be further expanded with students reading and responding to a wide variety of texts. Students will establish a proficiency of language conventions and mechanics. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards and Keystone Eligible Content as guides, 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 English (7-12) or CSPG 51 Middle Level English Grades 6-9 or CSPG 36 Communications (7-12)

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:** Honors & Dual Enrollment (1) GPA +5%

**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 choose the correct code that corresponds with the course.

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#### **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    Online license 9781328606990  
**Copyright Date:** 2020  
**WCSD Board Approval Date:** 6/29/2020

**Supplemental Materials:**    *To Kill a Mockingbird*  
   *First They Killed My Father*  
   *The Glass Castle*  
   *Romeo and Juliet*  
   *The Glass Menagerie*  
   *Great Expectations*  
   *Jane Eyre*  
   *Catch 22*  
   *Upfront Magazine*

#### **Curriculum Document**

**WCSD Board Approval:**  
**Date Finalized:** 5/23/2022  
**Date Approved:** 6/13/2022  
**Implementation Year:** 2022-2023

#### **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).

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**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Summer Reading**

**Novel:** *Jane Eyre* or *Catch 22* with a project/essay due the first day of school

**Marking Period 1**

**Fiction:** Novel: *To Kill a Mockingbird* and discussion of Summer Reading

Short Stories and/or Poetry from Literature Textbook or additional sources

**Nonfiction:** Articles to support *To Kill a Mockingbird* and *Upfront* Magazine

**Writing:** Informative/Explanatory—Cause and Effect

Constructed Response

**Speaking/Listening:** Discussions

Socratic Seminars

**Marking Period 2**

**Fiction:** Drama: *The Glass Menagerie*

Optional: unused summer novel

Short Stories and/or Poetry from Literature Textbook or additional sources

**Nonfiction:** Memoir: *The Glass Castle*

Articles from the textbook and *Upfront* Magazine

**Writing:** Narrative

Constructed Response

**Speaking/Listening:** Sharing of Writing

Discussions

**Marking Period 3**

**Fiction:** Drama: *Romeo and Juliet*

Short Stories and/or Poetry from Literature Textbook or additional sources

**Nonfiction:** Narrative Nonfiction—*First They Killed My Father*

Argumentative Articles and *Upfront* Magazine

**Writing:** Argumentative Essay

Constructed Response

**Speaking/Listening:** Discussions/Informal Speeches

Socratic Seminars

**Marking Period 4**

**Fiction:** Novel: *Great Expectations*

Poetry: Literature textbook or Additional Resources

Short Stories from Literature Textbook or additional sources

**Nonfiction:** Articles that include Text Structure and *Upfront* Magazine

**Writing:** Informative/Explanatory (Critical Analysis)

--incorporate research

Informative/Explanatory (Process Analysis)

Constructed Response--Argumentative

**Speaking/Listening:** Demonstrative Speech

Socratic Seminars/Discussions

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>CC.1.3.9-10.K</b>	<b>MP1</b>
Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<b>LF.1.2.3</b>	<b>MP1</b>
Draw conclusions about connotations of words.	<b>LF.1.2.4</b>	<b>MP1</b>
Identify and/or explain stated or implied main ideas and relevant supporting details from a text	<b>LF.1.3.1</b>	<b>MP1</b>
Summarize the key details and events of a fictional text.	<b>LF.1.3.2</b>	<b>MP1</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LF.2.1.1</b>	<b>MP1</b>
Cite evidence from a text to support generalizations.	<b>LF.2.1.2</b>	<b>MP1</b>
Explain, interpret, compare, describe, analyze, and/or evaluate the actions, motives, dialogue, feelings, traits, and relationships between characters and other components of a text in a variety of fiction.	<b>LF.2.3.1</b>	<b>MP1</b>
Explain, interpret, compare, describe, analyze, and/or evaluate plot (exposition, conflict, rising action, climax, falling action, and/or resolution) in a variety of fiction.	<b>LF.2.3.3</b>	<b>MP1</b>
Explain, interpret, compare, describe, analyze, and/or evaluate theme and the relationship between theme and other components in a variety of fiction.	<b>LF.2.3.4</b>	<b>MP1</b>
Explain, interpret, compare, describe, analyze, and/or evaluate point of view of the narrator as first person or third person in a variety of fiction.	<b>LF.2.3.6</b>	<b>MP1</b>
Identify, explain, interpret, describe and/or analyze the effects of foreshadowing, flashback, imagery, symbolism, dialect and satire.	<b>LF.2.5.1</b>	<b>MP1</b>
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.9-10.L</b>	<b>MP1</b>
Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<b>LN.1.2.3</b>	<b>MP1</b>
Draw conclusions about connotations of words.	<b>LN.1.2.4</b>	<b>MP1</b>
Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	<b>LN.1.3.1</b>	<b>MP1</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LN.2.1.1</b>	<b>MP1</b>
Cite evidence from a text to support generalizations.	<b>LN.2.1.2</b>	<b>MP1</b>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	<b>CC.1.4.9-10.A</b>	<b>MP1</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>CC.1.4.9-10.S</b>	<b>MP1</b>
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.	<b>CC.1.4.9-10.T</b>	<b>MP1</b>

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.	<b>CC.1.4.9-10.U</b>	<b>MP1</b>
Informative/Explanatory Writing: Write with a sharp controlling point and an awareness of the audience and task.	<b>CIE.1.1.1</b>	<b>MP1</b>
Demonstrate an understanding of the purpose with relevant information, content, and details.	<b>CIE.1.1.2</b>	<b>MP1</b>
Use appropriate organizational strategies for informational and explanatory writing (cause/effect).	<b>CIE.1.1.3</b>	<b>MP1</b>
Write with control of grammar, mechanics, spelling, usage, and sentence formation.	<b>CIE.1.1.5</b>	<b>MP1</b>
Spell all words correctly.	<b>CIE.3.1.1</b>	<b>MP1</b>
Use capital letters correctly.	<b>CIE.3.1.2</b>	<b>MP1</b>
Punctuate correctly with a focus on commas and apostrophes.	<b>CIE.3.1.3</b>	<b>MP1</b>
Demonstrate correct grammar and usage focusing on verb form and agreement, word order and syntax.	<b>CIE.3.1.4</b>	<b>MP1</b>
Demonstrate correct sentence formation using parallel structure.	<b>CIE.3.1.5</b>	<b>MP1</b>
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.	<b>CC.1.5.9-10.A</b>	<b>MP1</b>
Adapt speech to a variety of contexts and tasks.	<b>CC.1.5.9-10.E</b>	<b>MP1</b>
Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>CC.1.3.9-10.K</b>	<b>MP2</b>
Identify and/or analyze the author's intended purpose of a text.	<b>LF.1.1.1</b>	<b>MP2</b>
Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	<b>LF.1.1.2</b>	<b>MP2</b>
Identify and/or apply a synonym or antonym of a word used in a text.	<b>LF.1.2.1</b>	<b>MP2</b>
Identify the meaning of a word with an affix from a text.	<b>LF.1.2.2</b>	<b>MP2</b>
Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<b>LF.1.2.3</b>	<b>MP2</b>
Draw conclusions about connotations of words.	<b>LF.1.2.4</b>	<b>MP2</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LF.2.1.1</b>	<b>MP2</b>
Cite evidence from a text to support generalizations.	<b>LF.2.1.2</b>	<b>MP2</b>
Analyze how literary form relates to and/or influences meaning of a text.	<b>LF.2.2.1</b>	<b>MP2</b>
Compare and evaluate the characteristics that distinguish fiction from literary nonfiction	<b>LF.2.2.2</b>	<b>MP2</b>
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.9-10.L</b>	<b>MP2</b>
Identify and/or analyze the author's intended purpose of a text.	<b>LN.1.1.1</b>	<b>MP2</b>

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	<b>LN.1.1.2</b>	<b>MP2</b>
Identify and/or apply a synonym or antonym of a word used in a text.	<b>LN.1.2.1</b>	<b>MP2</b>
Identify the meaning of a word with an affix from a text	<b>LN.1.2.2</b>	<b>MP2</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LN.2.1.1</b>	<b>MP2</b>
Cite evidence from a text to support generalizations.	<b>LN.2.1.2</b>	<b>MP2</b>
Analyze how literary form relates to and/or influences meaning of a text.	<b>LN.2.2.1</b>	<b>MP2</b>
Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	<b>LN.2.2.2</b>	<b>MP2</b>
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"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul>	<b>LN.2.3.1</b>	<b>MP2</b>
Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of a text (character, plot, and other key literary elements) in a variety of nonfiction.	<b>LN.2.3.2</b>	<b>MP2</b>
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	<b>LN.2.3.3</b>	<b>MP2</b>
Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	<b>LN.2.3.6</b>	<b>MP2</b>
Write narratives to develop real or imagined experiences or events.	<b>CC.1.4.9-10.M</b>	<b>MP2</b>
Narrative Writing: 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.	<b>CC.1.4.9-10.N</b>	<b>MP2</b>

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.	<b>CC.1.4.9-10.O</b>	<b>MP2</b>
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.	<b>CC.1.4.9-10.P</b>	<b>MP2</b>
Write with an awareness of the stylistic aspects of writing focusing on parallel structure and using various types of phrases and clauses to convey meaning and add variety and interest.	<b>CC.1.4.9-10.Q</b>	<b>MP2</b>
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>CC.1.4.9-10.R</b>	<b>MP2</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>CC.1.4.9-10.S</b>	<b>MP2</b>
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.	<b>CC.1.4.9-10.T</b>	<b>MP2</b>
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.	<b>CC.1.5.9-10.A</b>	<b>MP2</b>
Adapt speech to a variety of contexts and tasks.	<b>CC.1.5.9-10.E</b>	<b>MP2</b>
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.	<b>CC.1.3.9-10.I</b>	<b>MP3</b>
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.	<b>CC.1.3.9-10.J</b>	<b>MP3</b>
Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>CC.1.3.9-10.K</b>	<b>MP3</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LF.2.1.1</b>	<b>MP3</b>
Cite evidence from a text to support generalizations.	<b>LF.2.1.2</b>	<b>MP3</b>
Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	<b>LF.2.2.4</b>	<b>MP3</b>
Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	<b>LF.2.4.1</b>	<b>MP3</b>
Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	<b>LF.2.5.3</b>	<b>MP3</b>

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.	<b>CC.1.2.9-10.J</b>	<b>MP3</b>
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.	<b>CC.1.2.9-10.K</b>	<b>MP3</b>
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<b>CC.1.2.9-10.L</b>	<b>MP3</b>
Make inferences and/or draw conclusions based on analysis of a text.	<b>LN.2.1.1</b>	<b>MP3</b>
Cite evidence from a text to support generalizations.	<b>LN.2.1.2</b>	<b>MP3</b>
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.	<b>CC.1.2.9-10.G</b>	<b>MP3</b>
Identify, analyze, and evaluate the structure and format of complex informational texts.	<b>LN.2.4.1</b>	<b>MP3</b>
Differentiate between fact and opinion.	<b>LN.2.5.1</b>	<b>MP3</b>
Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	<b>LN.2.5.2</b>	<b>MP3</b>
Distinguish essential from nonessential information.	<b>LN.2.5.3</b>	<b>MP3</b>
Write arguments to support claims in an analysis of substantive topics.	<b>CC.1.4.9-10.G</b>	<b>MP3</b>
Argumentative Writing: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	<b>CA.1.1.1</b>	<b>MP3</b>
Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints	<b>CA.1.1.2</b>	<b>MP3</b>
Write with control of grammar, mechanics, spelling, usage, and sentence formation.	<b>CA.1.1.5</b>	<b>MP3</b>
Use the correct form of commonly confused words; use logical transitions.	<b>CA.2.1.5</b>	<b>MP3</b>
Combine sentences for cohesiveness and unity.	<b>CA.2.1.6</b>	<b>MP3</b>
Spell all words correctly.	<b>CA.3.1.1</b>	<b>MP3</b>
Use capital letters correctly.	<b>CA.3.1.2</b>	<b>MP3</b>
Punctuate correctly with a focus on commas and apostrophes.	<b>CA.3.1.3</b>	<b>MP3</b>
Demonstrate correct sentence formation using parallel structure.	<b>CA.3.1.5</b>	<b>MP3</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>CC.1.4.9-10.S</b>	<b>MP3</b>



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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	MP3
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	MP3
Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.E	MP3
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	MP4
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	MP4
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.9-10.K	MP4
Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept	LF.1.1.3	MP4
Make inferences and/or draw conclusions based on analysis of a text.	LF.2.1.1	MP4
Cite evidence from a text to support generalizations.	LF.2.1.2	MP4
Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, imagery and hyperbole in a text.	LF.2.5.1	MP4
Identify, explain and analyze the structure of poems and sound devices.	LF.2.5.2	MP4
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.J	MP4
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	MP4
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.9-10.L	MP4
Make inferences and/or draw conclusions based on analysis of a text.	LN.2.1.1	MP4
Cite evidence from a text to support generalizations.	LN.2.1.2	MP4
Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	LN.2.4.2	MP4
Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	LN.2.4.3	MP4
Make connections between a text and the content of graphics and charts.	LN.2.4.4	MP4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	<b>LN.2.4.5</b>	<b>MP4</b>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	<b>CC.1.4.9-10.A</b>	<b>MP4</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>CC.1.4I.9-10.S</b>	<b>MP4</b>
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.	<b>CC.1.4.9-10.U</b>	<b>MP4</b>
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	<b>CC.1.4.9-10.X</b>	<b>MP4</b>
Informative/Explanatory Writing: Use appropriate organizational strategies for informational and explanatory writing (process analysis).	<b>CIE.1.1.3</b>	<b>MP4</b>
Use a variety of sentence structures.	<b>CIE.2.1.1</b>	<b>MP4</b>
Use precise language to create clarity, voice, and tone.	<b>CIE.2.1.2</b>	<b>MP4</b>
Demonstrate correct grammar and usage focusing on verb form and agreement, word order and syntax.	<b>CIE.3.1.4</b>	<b>MP4</b>
Argumentative Writing: Use a variety of sentence structures.	<b>CA.2.1.1</b>	<b>MP4</b>
Use precise language to create clarity, voice, and tone.	<b>CA.2.1.2</b>	<b>MP4</b>
Demonstrate correct grammar and usage focusing on verb form and agreement, word order and syntax.	<b>CA.3.1.4</b>	<b>MP4</b>
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.	<b>CC.1.5.9-10.D</b>	<b>MP4</b>
Adapt speech to a variety of contexts and tasks.	<b>CC.1.5.9-10.E</b>	<b>MP4</b>
Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	<b>CC.1.5.9-10.G</b>	<b>MP4</b>

## **ASSESSMENTS**

**PDE 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:**  
**(Suggested but not limited to)**

- 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:**  
**(Suggested but not limited to)**

- Essays
- Constructed Responses
- Projects
- Quizzes/Tests
- Student Presentations
- Portfolios
- District Marking Period Assessments
- District Final Exam