

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Reading Unlimited

Course Number: 00094

Course Prerequisites: None

Course Description: The goal of this course is to enrich a student's reading experience. Student's selected reading will be subject to teacher approval.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

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

CPSG 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: 01099

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.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Click or tap here to enter text.
Publisher: Click or tap here to enter text.
ISBN #: Click or tap here to enter text.
Copyright Date: Click or tap here to enter text.
WCSD Board Approval Date: Click or tap here to enter text.

Supplemental Materials: Students will be responsible for a minimum of 8 teacher-approved books (or 2,000 pages). Students will read both fiction and non-fiction books and respond to their reading in both written and oral forms. Students must be engaged in reading books throughout the duration of the course.

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).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Range of Reading-Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	Choose an item. September
Key Ideas and Details - Main Idea – Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11.12.A	Choose an item. September
Key Ideas and Details – Text Analysis – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	CC.1.2.11-12.B	September Choose an item.
Key Ideas and Details – Text Analysis – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11-12.C	September Choose an item.
Craft and Structure – Point of View – Evaluate how an author’s point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	September Choose an item.
Craft and Structure – Text Structure – Analyze and evaluate the effectiveness of the structure and author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.1.2.11-12.E	September Choose an item.
Craft and Structure – Vocabulary – Evaluate how words and phrases shape meaning and tone.	CC.1.2.11 -	September Choose an item.
Integration of Knowledge and Ideas – Diverse Media – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.11-12.G	October Choose an item.
Integration of Knowledge and Ideas – Evaluating Arguments – Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11 – 12.H	October Choose an item.
Craft and Structure – Vocabulary – Evaluate how words and phrases shape meaning and tone in texts.	CC. 1.3.11 – 12.F	January Choose an item.
Vocabulary Acquisition and Use – 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.1.2.11 – 12.J	January Choose an item.
Vocabulary Acquisition and Use- 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.1.2.11- 12.K	January Choose an item.
Key Ideas and Details – Theme – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11 – 12.A	November Choose an item.

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Key Ideas and Details – Text Analysis – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	CC.1.3.11 – 12.B	November Choose an item.
Key Ideas and Details – Literary Elements – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11 – 12.C	November Choose an item.
Craft and Structure – Point of View – Evaluate how an author’s point of view or purpose shapes the content and style of a text.	CC.11.3.11 – 12.D	November Choose an item.
Craft and Structure – Text Structure – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11 – 12.E	November Choose an item.
Integration of knowledge and Ideas – Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11 – 12.H	December Choose an item.
Vocabulary Acquisition and Use – 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.1.3.11 – 12.I	December Choose an item.
Vocabulary Acquisition and Use – 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.1.3.11 – 12.J	January Choose an item.
Range of Reading – Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC. 1.3.11 – 12.K	January Choose an item.

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: Teacher questioning, classroom discussion, bell ringers, and exit cards

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: Evaluative activities (papers, oral presentations, and projects) may serve as summative assessments to be included in the student’s writing portfolio.