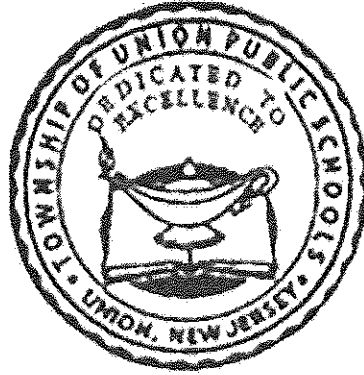


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN504
College Writing**

Adopted 06/2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



Course Description

College Writing is a one-semester course that is offered to college-bound students in the 11th and 12th grades. The course focuses on the skills required for writing papers at the college level. Specifically, students will be taught how to write papers following both MLA (Modern Language Association) and APA (American Psychological Association) guidelines. In addition to following specific style guidelines, students will learn how to (1) incorporate formulaic writing strategies, (2) write and interpret universal proofreading symbols, and (3) distinguish between credible and non-credible sources of information.

Recommended Textbooks

Purdue University's on-line versions of MLA and APA guidelines.
(Owl Writing Lab)

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RI.11-12.1	W.11-12.1,4,5,6	SL.11-12.1	L11-12.1,2
Unit 2	RL.11-12.1, 7	W.11-12.1,2,5-9	SL.11-12.1-4, 6	L11-12.1,2
Unit 3	RI.11-12.1	W.11-12.1,4,5,6	SL.11-12.1	L11-12.1,2
Unit 4	RI.11-12.1,2,6,7	W.11-12.1,2,4,5,6,7,8	SL.11-12.1	L11-12.1,2
Unit 5	RI.11-12.1	W.11-12.1,2-6,10	SL.11-12.1-4	L11-12.1,2

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15 days
Unit 2	20 days
Unit 3	15 days
Unit 4	30 days
Unit 5	8 days

Unit 1: MLA--The Basics

Unit Summary

Incorporating MLA format, students will write a 2-page position paper on a teacher-selected controversial current event (semester 1) or a 2-page paper which argues that a specific person of African-American heritage deserves to be honored in the Smithsonian Museum (semester 2/Black History Month). Within this process, students will learn how to write a thesis statement, an introductory paragraph using the funnel method, and cohesive body paragraphs. Other skills include summarizing, paraphrasing, transitioning, citing sources, and interpreting universal proofreading symbols.

Essential Questions

- Why write? What makes writing worth reading?
- How is writing organized?
- How do effective writers hook and hold their readers?
- How do I know if a source is credible?
- What are the proofreading marks used to edit and correct academic papers?
- How do I format a documented paper?

READING

Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Suggested Materials/Educational Resources	
Upfront Magazine, UHS Library Databases for Current Event Articles	

WRITING

Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for	W.11-12.1

each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, 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 claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.4

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.6

Suggested Materials/Educational Resources

Upfront Magazine, UHS Library Databases for Current Event Articles
Purdue University Writing Owl (MLA Guidelines):
<https://owl.english.purdue.edu/>

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2
Suggested Materials/Educational Resources	
Purdue University Writing Owl	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Proofreading practice Quizzes on MLA formatting, thesis writing Outlining Citation practice		Unit test MLA documented paper
District/School Texts		District/School Supplementary Materials
N/A		UHS Library Databases
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA#1: MLA documented paper	Works Cited page, in-text citations, thesis, MLA formatting, locating and citing evidence	Language Conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Various Writing Rubrics

Unit 2: MLA Literary Analysis Paper

Unit Summary

Incorporating MLA format, students will write a 3-4-page literary analysis paper that incorporates two related sources of information, one video and one short story.

Within this process, students will learn how to write a thesis statement, an introductory paragraph using a quotation as a hook, cohesive body paragraphs, and a conclusion that references the quotation. Other skills include summarizing, paraphrasing, transitioning, and interpreting proofreading symbols.

Essential Questions

- Why write? What makes writing worth reading?
- How is writing organized?
- How do effective writers hook and hold their readers?
- How does writing reflect thinking and vice versa?
- How is writing reflected and expressed in film?
- How do I know if a source is credible?
- What are the proofreader's marks used to revise/correct academic papers?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)	RL.11-12.7

Suggested Materials/Educational Resources

Purdue University Writing Owl

WRITING

Critical Knowledge and Skills	Standards
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1

<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>W.11-12.5</p>
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>W.11-12.6</p>
<p>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.</p>	<p>W.11-12.7</p>
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>W.11-12.8</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.9.</p>

Suggested Materials/Educational Resources	
Upfront Magazine, UHS Library Databases for Current Event Articles Purdue University Writing Owl (MLA Guidelines): https://owl.english.purdue.edu/	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage	L.11-12.1

<p>is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>	L.11-12.2
Suggested Materials/Educational Resources	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Proofreading practice Quizzes on MLA formatting, thesis writing Outlining Citation practice		Unit test MLA documented paper
District/School Texts		District/School Supplementary Materials
N/A		UHS Library Databases
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA#1: MLA documented paper	Works Cited page, in-text citations, thesis, MLA formatting, locating and citing evidence	Language Conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Various Writing Rubrics

Unit 3: APA--The Basics

Unit Summary

Incorporating APA format, students will write a 2-page position paper on a teacher-selected controversial current event and/or issue relevant to teens. Within this process, students will learn how to write a thesis statement, an introductory paragraph using the funnel method, and cohesive body paragraphs. Other skills include summarizing, paraphrasing, transitioning, and interpreting universal proofreading symbols.

Essential Questions

- Why write? What makes writing worth reading?
- How is writing organized?
- How do effective writers hook and hold their readers?
- How do I know if a source is credible?
- How do I format a documented paper?

READING	
Critical Knowledge and Skills	Standards
<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1</p>
Suggested Materials/Educational Resources	
<p>Upfront Magazine, UHS Library Databases for Current Event Articles</p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words,</p>	<p>W.11-12.1</p>

phrases, 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 claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.4

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.6

Suggested Materials/Educational Resources

Upfront Magazine, UHS Library Databases for Current Event Articles
 Purdue University Writing Owl (MLA Guidelines):
<https://owl.english.purdue.edu/>

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2
Suggested Materials/Educational Resources	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Proofreading practice Quizzes on APA formatting, thesis writing Outlining Citation practice	Unit test APA documented paper	
District/School Texts	District/School Supplementary Materials	
N/A	UHS Library Databases	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA#1: APA documented	Works Cited page, in-text	Language Conventions



paper	citations, thesis, APA formatting, locating and citing evidence	
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Various Writing Rubrics

Unit 4: APA--Health Issue

Unit Summary

Incorporating APA format, students will write a 5-page on a student-selected health issue. Within this process, students will learn how to write a thesis statement, an introductory paragraph using an anecdote, cohesive body paragraphs, and a concluding paragraph that references the anecdote. Students will locate and apply credible sources, both on-line and print. Other skills include summarizing, paraphrasing, transitioning, and interpreting proofreading symbols.

Essential Questions

- Why write? What makes writing worth reading?
- How is writing organized?
- How do effective writers hook and hold their readers?
- How do I know if a source is credible?

READING

Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
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.	RI.11-12.7

Suggested Materials/Educational Resources

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>C. Use transitions (e.g. words, phrases, 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 claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.1</p>
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</p>	<p>W.11-12.2</p>

audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.6

W.11-12.7. 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;

W.11-12.7

<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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 tasks, purposes.</p>	<p>W.11-12.8</p> <p>W.11-12.9</p> <p>W.11-12.10</p>
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Suggested Materials/Educational Resources

Upfront Magazine, UHS Library Databases for Current Event Articles
Purdue University Writing Owl (MLA Guidelines):
<https://owl.english.purdue.edu/>

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	

Suggested Materials/Educational Resources

Purdue University Writing Owl
<https://owl.english.purdue.edu/>

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2
Suggested Materials/Educational Resources	
Purdue University Writing Owl https://owl.english.purdue.edu/	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Proofreading practice Quizzes on APA formatting, thesis writing Outlining Citation practice	Unit test APA documented paper	
District/School Texts	District/School Supplementary Materials	
N/A	UHS Library Databases	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA#1: APA documented paper	Works Cited page, in-text citations, thesis, APA formatting, locating and citing evidence	Language Conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Various Writing Rubrics

Unit 5: Reaction Paper

Unit Summary

Students will write a reaction paper after viewing a select historical documentary (i.e., The Central Park 5, Holocaust, Civil Rights movement). Students will apply skills in summarizing, transitioning, and providing supporting evidence. Students will incorporate their own responses/reactions to serious and often disturbing historical events that have been documented.

Essential Questions

What is justice? How can it be achieved?

Why do some people standby during times of injustice while others try to do something to stop or prevent injustice?

READING

Critical Knowledge and Skills

Standards

Suggested Materials/Educational Resources

WRITING

Critical Knowledge and Skills

Standards

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a

W.11-12.5

<p>style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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 tasks, purposes.</p>	<p>W.11-12.6</p> <p>W.11-12.10</p>
Suggested Materials/Educational Resources	
Purdue University Writing Owl: https://owl.english.purdue.edu/	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>
<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL.11-12.2</p>
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL.11-12.3</p>
<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development,</p>	<p>SL.11-12.4</p>

and style are appropriate to task, purpose, and audience.	
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2
Suggested Materials/Educational Resources	
Purdue University Writing Owl	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Note-taking	Reaction paper	
District/School Texts	District/School Supplementary Materials	
N/A	UHS Library Databases	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA#1: Reaction paper	Thesis, summarizing, locating and citing evidence	Language Conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Various Writing Rubrics