

## Wilson Area School District Planned Course Guide

**Title of planned course:** American Cultures I

**Subject Area:** Social Studies

**Grade Level:** Eight

**Course Description:** This course is designed to provide students with a comprehensive knowledge of early United States history and the impact that key events had not only to our own country but also to our world while focusing on eligible content within the common core standards for reading and language arts and the academic standards for social studies including history and economy. This course will focus on historical content from post War of 1812 through the US involvement in World War I while also analyzing the impact of diverse individuals on the development of America.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Tad Fenton and Anthony Vavra

# Curriculum Map

## **August/September:**

- Industrial Revolution & Nationalism
- Jacksonian Democracy
- Manifest Destiny

## **October:**

- Reformers & American identity
- Causes of the Civil War

## **November:**

- Causes of the Civil War
- Civil War

## **December:**

- Civil War
- Reconstruction

## **January:**

- Reconstruction

## **February:**

- An Industrial Society

## **March:**

- The Progressive Movement

## **April:**

- The United States as an Expansionist Nation

## **May:**

- U.S. Involvement in World War I

## **June:**

- Aftermath of World War I

## Wilson Area School District Planned Course Materials

**Course Title:** American Cultures I

**Textbook:** *United States History: Beginnings to 1914*  
Holt McDougal  
2012

**Teacher Resources:**

- The History Channel Resources
- Power Presentations with Media Gallery
- Library of Primary Sources
- The Guided Reading Workbook

## Curriculum Scope & Sequence

**Planned Course:** American Cultures I

**Unit:** Industrial Revolution & Nationalism

**Time frame:** 2 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C.8.5.6-8.A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.6-8.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 6.1.9.D; 6.2.9.A,E,F; 6.4.9.C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Determine the causes and effects of industrialization
- Explain how the free enterprise system developed in the United States
- Describe Eli Whitney's role in the industrialization Revolution
- Explain the significance of the cotton gin in American History

**Core Activities:** Students will complete/participate in the following:

- Create an advertisement for one of the new inventions
- Missouri Compromise map
- Nationalism and Sectionalism poster
- Rotation Stations Activity: Inventions
- Court Cases

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

**Historical Visionaries:**

- Black Inventors
  - Ex: Benjamin Banneker, Henry Blair, Henry Boyd, Sarah Breedlove, Walker, etc.
- Black Entrepreneurs
  - Ex: Paul Cuffe, James Forten, William Alexander Lidesdorff Jr., "Free Frank" McWorter, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading

**Materials & Resources:**

- Textbook
- Various primary sources
- Newspapers
- Computers with approved internet sites
- Mimio/Powerpoint lessons

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Quizzes
- **Summative:**
  - Research projects
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** American Cultures I

**Unit:** Jacksonian Democracy

**Time frame:** 1 week

**State Standards and Anchor(s) or Adopted Anchor:** C.C.8.5.6-8.A,B,C,D,E,G,H,I,J;  
C.C.8.6.6-8.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 6.1.9.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how Andrew Jackson and his presidency changed the course of American democracy
- Describe the long-term impacts of Andrew Jackson's policies toward Native Americans
- Explain how the Tariff of Abominations led to the Doctrine of Nullification

**Core Activities:** Students will complete/participate in the following:

- Design a monument for the Trail of Tears
- "I am" Poem for Native American on Trail of Tears
- Jackson foldable
- Create a crossword
- Tim Tingle "Trail of Tears" short story
- [www.brainpop.com](http://www.brainpop.com) Video—Trail of Tears
- Andrew Jackson & The Growth of American Democracy HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

**Historical Visionaries:**

- Ex: Chief "Little" John Ross, Major John Ridge, Elias Boudinot, Harriet R. Gold Boudinot, Female Anti-Slavery Society, Osceola, Sequoya, Black Hawk, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** American Cultures

**Unit:** Manifest Destiny

**Time frame:** 1.5 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C.8.5.6-8.A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.6-8.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 6.1.9.D; 6.2.9.A,C,D,E,F; 6.4.9.C,D;  
7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe the role Manifest Destiny played in westward expansion
- Explain how land and water transportation affected westward expansion
- Evaluate if the U.S.-Mexican War was justified
- Describe and explain the effects of territorial expansion on the U.S.

**Core Activities:** Students will complete/participate in the following:

- “Not So Big Book of Westward Expansion”
- OPTIC on “American Progress” by John Gast—HISTORY ALIVE! Activity on painting
- Territorial Acquisition Map
- Manifest Destiny and the growing Nation—HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- Model Trojan horse

**Historical Visionaries:**

- Ex: Jim Beckworth, Jacob Dodson, Sanders Jackson, George William Bush, Jane McManus Storm Cazneau, Molly Brandt, “Mad” Anne Bailey, Mary Donoho, Mariano Guadalupe Vallejo, etc.

**Remediation:**

- vocabulary lists
- graphic organizers
- differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities



**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** Reformers & American Identity

**Time frame:** 1 week

**State Standards and Anchor(s) or Adopted Anchor:** C.C.8.5.6-8.A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.6-8.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D;  
6.2.9.A,C,D,E,F; 6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how did individuals and groups of people increased rights for citizens and non-citizens, contributed to our national identity, and worked to reform American society
- Explain how and why individuals and regions expressed their disagreements with the federal government
- Give justifications as to why people seek reform
- Describe how reformers, such as Dorothea Dix, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass; impacted the United States
- Describe how religious and social factors of the early 1800s caused people to seek to improve conditions for others?

**Core Activities:** Students will complete/participate in the following:

- Write a front page newspaper article for an Abolitionist newspaper
- Picket signs/posters for reform movements
- Reformer group activity
- Women's rights Little book
- An Era of Reform—HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- Coliseum model

**Historical Visionaries:**

- Ex: William Lyod Garrison, Dorthea Dix, Elizabeth Cady Stanton, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, Lucretia Mott, William Wells Brown, Luis Gama, Charlotte Grimke, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** Causes of the Civil War

**Time frame:** 3 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J; C.C.8.6-8 A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D, 6.2.9.A, C, D, E, F; 6.4.9.C, D; 7.3.9.A, B, C, D

**Essential content/objectives:** At end of the unit, students will be able to:

- State the compromises Congress passed in order to lessen sectional conflicts in the early 19<sup>th</sup> Century
- Describe how the issue of sectionalism affected the development of political parties in the 19<sup>th</sup> Century
- Explain how the growth of the United States contributed to the differences between the North and South
- Discuss the national and political issues which led to the decision of the Southern states to secede from the Union
- Explain how the theory of states' rights played a role in the outbreak of the Civil War

**Core Activities:** Students will complete/participate in the following:

- Growth of slavery territorially map
- History Alive activity—compromises group activity
- Analysis of Dred Scott Decision
- Road to succession review activity
- Court Cases
- The Worlds of North & South—HISTORY ALIVE!
- African Americans in the mid-1800's—HISTORY ALIVE!
- A Dividing Nation—HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

**Historical Visionaries:**

- Ex:Frederick Douglass, Harriet Tubman, Harriet Beacher Stowe, Solomon Northup, Dred Scott, Josiah Henson, John Mercer Langston, Sarah Parker Remond, David Ruggles, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** Civil War

**Time frame:** 5 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how political and military leaders influenced the course of the Civil War
- State the strengths and weaknesses of the North and South
- Explain how the events at Gettysburg and Vicksburg changed the course of the war
- Describe what events led to the end of the Civil War and why

**Core Activities:** Students will complete/participate in the following:

- Illustrative timeline of events leading to Civil War
- Civil War foldable with map
- Compare/contrast Northern and southern points of view through dialogue
- Civil War battle maps
- Compare/contrast Lincoln's and Jefferson Davis' inaugural speeches
- The Civil War—HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Historical Visionaries:**

- Ex: Martin Delany, Cathay Williams, Colonel Santos Benavides, Alexander Augusta, Abraham Galloway, Lola Sanchez, Susie King Taylor, 39th New York Regiment, 54th Massachusetts, Sgt. William Carney, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** Reconstruction

**Time frame:** 3 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how the promise for racial equality advanced during Reconstruction
- Analyze how economic, political, and social forces led to change in society
- Describe which post-Civil War amendment did the most to broaden rights for people of the United States
- Explain how the South was the same and different before and after Reconstruction

**Core Activities:** Students will complete/participate in the following:

- Reconstruction riddles
- Reconstruction diamond activities/puzzles
- Chart on Homestead, Dawes and Morrill Acts
- The Reconstruction Era—HISTORY ALIVE!

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Historical Visionaries:**

- Ex: Hiram Revels, Robert Smalls, Blanche K. Bruce, Robert Brown Elliot, Joseph H. Raney, Currier and Ives Lithograph 41st and 42nd Congress, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities



**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** An Industrial Society

**Time frame:** 3 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At the end of the unit, students will be able to explain how industrialization and immigration changed the face of American life.

**Core Activities:** Students will complete/participate in the following:

- Newspaper article describing a new invention/technology and how its impacting economic development
- Immigration scrapbook project with specific focus on how this immigration affected both New York (Ellis Island) and California (Angel Island)
- Journal entry of a migrant worker focusing on housing, transportation, sanitation, and poor working conditions

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Historical Visionaries:**

- Ex: George Washington Carver, Shelby Davidson, Lewis Latimer, John Parker, Sarah Breedlove Walker, Granville T. Woods, Thomas Edison, Leland Stanford, Mary Harris Jones, Frederick W. Taylor, Henry Ford, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** The Progressive Movement

**Time frame:** 2 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how people affect change and reform
- Analyze the Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments

**Core Activities:** Students will complete/participate in the following:

- Picket signs/posters for Women's Suffrage
- Write a newspaper article supporting or opposing Prohibition
- Author a trifold brochure illustrating government regulations with specific attention given to Labor unions, Minimum Wage, workman's Compensation, Child Labor Laws, and Safety Regulations

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Historical Visionaries:**

- Ex: Jane Addams, W.E.B. Dubois, Homer Plessy, Jacob Riis, Ida B. Wells, Laura Cornellius Kellogg, Mary Tape, Booker T. Washington, Susan B. Anthony, Florence Kelley, Victoria Earle Matthews, Ida Tarbell, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** The United States as an Expansionist Nation

**Time frame:** 1.5 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how a nation balances its own needs with the needs of the world
- Highlight and Summarize the Open Door Policy as well as the Monroe Doctrine

**Core Activities:** Students will complete/participate in the following:

- Timeline of Construction of Panama Canal

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Historical Visionaries:**

- Ex: William H. Seward, Liliuokalani, Emilio, Aguinaldo, Theodore Roosevelt, Dr. William C. Gorgas, Dr. Walter Reed, Francisco “Pancho” Villa, Antonio Maceo, Jose Marti, Lola Rodriguez de Tio, Jose Rizal, Ramon Blanco, etc.

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Social Studies

**Unit:** U.S. Involvement in World War I

**Time frame:** 3 weeks

**State Standards and Anchor(s) or Adopted Anchor:** C.C. 8.5.6-8A,B,C,D,E,F,G,H,I,J;  
C.C.8.6.A,B,C,D,E,F,G,H,I; 8.1.9.A,B,C,D; 8.3.9.A,B,C,D; 5.4.9.A,B,C,E; 6.1.9.D; 6.2.9.A,C,D,E,F;  
6.4.9.C,D; 7.3.9.A,B,C,D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how the United States became involved in WWI
- Explain the events that led up to WWI
- Evaluate the effect of United States involvement in WWI

**Core Activities:** Students will complete/participate in the following:

- Create propaganda poster urging US involvement in World War I
- Timeline of events leading up to World War I and US involvement in the war
- Persuasive essay either supporting or opposing US involvement in World War I with specific focus given to after effects of the war (Woodrow Wilson's Fourteen Points, Treaty of Versailles, League of Nations, Rise of Communism)

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos



**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests