

**Unit Goals – Stage 1**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

**Unit Description:** In this unit, students will examine various literary and informational texts about what drives people’s passion for possessions. They will also examine the elements of an informative essay in order to craft a written essay and deliver a multimedia presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider what causes people to long for material goods beyond the needs of basic survival.

**Transfer Goals: SBAC Claims**

*Students will be able to independently use their learning to...*

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.*
2. *Students can produce effective writing for a range of purposes and audiences.*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences.*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.*
5. *Students can connect skills through industry themes for college and career readiness.*

**Making Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

**Thematic Understanding:**

Possessions do not define a person.

**Reading Understanding:**

The way in which the author structures a text helps to make it more entertaining.

**Writing Understanding:**

Organization is critical for effective informative writing.

**Language Understanding:**

Specific word choice is critical to getting your message across effectively.

**ESSENTIAL QUESTIONS:**

*Students will keep considering...*

**Unit Essential Question:**

What do our possessions reveal about us?

**Whole-Class Learning (Performance Task: Writing Focus – Process Essay):**

What does it mean to live a “life of luxury”?

**Small-Group Learning (Performance Task: Speaking and Listening Focus):**

Is it wrong to want more than you have or more than you can afford?

**Performance-Based Assessment Part 1 (On-Demand Essay):**

Could a person be happy if he or she possessed only what was absolutely necessary to live and nothing more?

**Unit Goals – Stage 1**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

**Acquisition**

KNOWLEDGE	SKILLS
<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>Irony (p. 383) RL9-10.5</li> <li>Latin Root: <i>-splend-</i> (p. 384) L9-10.4b</li> <li>Semicolon (p. 385) L9-10.2a</li> <li>Theme (p. 397) RL9-10.2</li> <li>Compound Nouns (p. 398) L9-10.2</li> <li>Dialect (p. 399) RL9-10.3</li> <li>Conjunctive adverbs (p. 411) L9-10.2a</li> <li>Elements of literary journalism (p. 427) RI9-10.6</li> <li>Latin Root: <i>-temp-</i></li> <li>Imagery and sensory details (p. 428) RI9-10.4</li> <li>Denotation and connotation (p. 438) L9-10.5b</li> <li>Speaker’s tone and point of view (p. 439) RL9-10.4</li> <li>Alliteration and consonance (p. 440) RL9-10.4</li> <li>Latin Root: <i>-lus-</i> (p. 457) L9-10.4b</li> <li>Narrative structure, plot, and conflict (p. 458) RL9-10.5</li> <li>Noun clause (p. 459) L9-10.1b</li> <li>Latin Root: <i>-dur-</i> (p. 465) L9-10.4b</li> <li>Poetic structure &amp; rhyme (p. 466) RL9-10.5</li> </ol> <p><b>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</b></p> <p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>Technical skills and academic knowledge</li> <li>Reason and organization</li> <li>Research strategies</li> <li>Industry-specific problem-solving tools</li> <li>Interdisciplinary project assignments/topics</li> </ol> <p>Resources for Applying Industry Theme:</p> <ul style="list-style-type: none"> <li>“Understand CTE Model Curriculum Standards” available on MyPD Course #2505</li> <li>Behaviors of Learning and Teaching <a href="https://goo.gl/U9idsY">https://goo.gl/U9idsY</a></li> </ul>	<p><b>Students will be skilled at (Do)...</b></p> <ol style="list-style-type: none"> <li>Identifying the irony in a text and analyzing the impact of the irony on the overall plot</li> <li>Defining words that use the root <i>-splend-</i></li> <li>Revising sentences to correct semicolon use and crafting new sentences that utilize semicolons properly</li> <li>Analyzing how the theme develops over the course of a story by examining a variety of story elements</li> <li>Identifying and defining compound nouns</li> <li>Analyzing a character’s dialect to determine how the character develops over time in the story</li> <li>Creating cohesion by using a semicolon and a conjunctive adverb</li> <li>Identifying elements of literary journalism</li> <li>Defining words that use the root <i>-temp-</i></li> <li>Identifying imagery and sensory details and analyzing the effect on the meaning in the text</li> <li>Comparing and contrasting the various connotations of a word</li> <li>Analyzing the Speaker’s point of view and tone</li> <li>Identifying examples of alliteration and consonance and analyzing the effect it creates</li> <li>Defining words that use the root <i>-lus-</i></li> <li>Identifying different elements of the narrative structure</li> <li>Identifying and crafting noun clauses</li> <li>Defining words that use the root <i>-dur-</i></li> <li>Analyzing the rhyme scheme</li> </ol> <p><b>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)</b></p> <p><b>Students will be skilled at (Do)...</b></p> <ol style="list-style-type: none"> <li>Applying appropriate technical skills and academic knowledge</li> <li>Communicating clearly, effectively, and with reason</li> <li>Employing valid and reliable research strategies</li> <li>Engaging in deep critical thinking using challenging material and industry-specific problem solving tools</li> <li>Pointing out connections across subjects in theme-based interdisciplinary projects</li> </ol>

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<p><b>Literature</b> (bold = assessed on End-of Unit Assessment)</p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</li> <li>• RL9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>• RL9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> </ul>	<p><b>Text Type</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• W9-10.2: 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. <ul style="list-style-type: none"> <li>○ W9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>○ W9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>○ W9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>○ W9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>○ W9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul> </li> </ul>	<p><b>Comprehension and Collaboration</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• SL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>○ SL9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>○ SL9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>○ SL9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul> </li> </ul> <p><b>Presentation of Knowledge and Ideas</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• SL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</li> </ul>	<p><b>Conventions</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• L9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ L9-10.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> </li> <li>• L9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ L9-10.2a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>○ L9-10.2c: Spell correctly.</li> </ul> </li> </ul> <p><b>Knowledge of Language</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• L9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul> <p><b>Vocabulary Acquisition and Use</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>• L9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</li> </ul>

**Grade Level Standards – Stage 1**

*Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.*

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>RL9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>RL9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</li> <li>RL9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>RL9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> <p><b>Informational:</b> (bold = assessed on End-of Unit Assessment)</p> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>RI9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative</li> </ul>	<ul style="list-style-type: none"> <li>W9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> <li>W9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.               <ul style="list-style-type: none"> <li>W9-10.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul> </li> </ul> <p><b>Production and Distribution of Writing</b> (bold = assessed on End-of Unit Assessment)</p> <ul style="list-style-type: none"> <li>W9-10.5: 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.</li> <li>W9-10.6: 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.</li> </ul> <p><b>Research to build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><b>Range of Writing</b></p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> <li>SL9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>L9-10.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>L9-10.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</li> <li>L9-10.4c: Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>L9-10.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>L9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>L9-10.5b: Analyze nuances in the meaning of words with similar denotations.</li> </ul> </li> <li>L9-10.6: 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</li> </ul>

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<p><b>impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b></p> <ul style="list-style-type: none"> <li>RI9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>RI9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>W9-10.10: 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, and audiences.</li> </ul>		<p>knowledge when considering a word or phrase important to comprehension or expression.</p>

CCSS Standards Link: <http://www.corestandards.org/ELA-Literacy/>

CTE Model Curriculum Standards Link: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**Evidence of Learning – Stage 2**

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <ul style="list-style-type: none"> <li>• Write an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim.</li> <li>• Develop, organize, and utilize style appropriate to task, purpose, and audience.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</li> </ul>	<p><b>Required Key Assignment Writing Task 1: Performance Task – Writing Focus</b> Informative Essay - Teacher-Guided Process Paper (pp. 408-413)</p>	<ul style="list-style-type: none"> <li>• W9-10.2a-f</li> <li>• W9-10.4</li> <li>• W9-10.5</li> <li>• W9-10.9</li> <li>• L9-10.3a</li> </ul>
<ul style="list-style-type: none"> <li>• Participate in collaborative discussions.</li> <li>• Present information clearly, concisely, and logically.</li> <li>• Make strategic use of digital media.</li> </ul>	<p><b>Required Key Assignment Speaking &amp; Listening Task: Performance Task – Speaking &amp; Listening Focus</b> Present a Multimedia Presentation (pp. 480-481)</p>	<ul style="list-style-type: none"> <li>• SL9-10.1a</li> <li>• SL9-10.1b</li> <li>• SL9-10.4</li> <li>• SL9-10.5</li> <li>• SL9-10.6</li> </ul>
<ul style="list-style-type: none"> <li>• Write an informative essay using effective techniques, well-chosen details, and well-organized support of a central claim.</li> <li>• Integrate multiple sources to support assertions.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><b>Required Key Assignment Writing Task 2: Performance-Based Assessment, Part 1</b> Unassisted Informative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 488-489) -or- Unassisted Informative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 488-489)</p>	<ul style="list-style-type: none"> <li>• W9-10.2a-f</li> <li>• W9-10.4</li> <li>• W9-10.9</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret words and phrases.</li> <li>• Determine technical, connotative, and figurative meanings.</li> <li>• Analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><b>Interim Unit Assessment:</b>  Unit 4 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> <li>• RL9-10.1, 2, 4, 5, 10</li> <li>• RI9-10.4, 5, 10</li> <li>• W9-10.2a-f</li> <li>• L9-10.1b, 2a, 4, 4b, 5b</li> </ul>

**Evidence of Learning – Stage 2**

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> <li>• Interpret words and phrases.</li> <li>• Determine technical, connotative, and figurative meanings.</li> <li>• Analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><b><u>Required Key Assignment Reading Task:</u></b></p> <p>Analyze Craft and Structure</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> <li>• Demonstrate accurate knowledge and speak effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.</li> </ul>	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> <li>• Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Conventions Activities</p>
<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> <li>• Present information clearly, concisely, and logically.</li> </ul>	<p>Performance-Based Assessment, Part 2, Speaking and Listening</p>