PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ENGLISH SLE 121, 131, 141

Length of Course: Term

Elective / Required: Required

Schools: High Schools

Student Eligibility: Grades 10-12

Credit Value: 5 Credits

Date Approved: 11/22/10

TABLE OF CONTENTS

English 121-141 SLE
Addendum to Curriculum

Modifications will be made to accommodate IEP mandates for classified students.

STATEMENT OF PURPOSE

The Edison Public Schools are offering new opportunities to students who are interested in hands-on, experiential learning focused on a particular theme or interest area. The Media Communications Academies for grades 10 through 12 offer the opportunity to study audio, video, film, journalism and the Internet for publication and communication applications through interdisciplinary academies that integrate English curricula and technology courses. In grade 10, students participate in a multi-media communications program coupled with the prescribed level I American literature course. In grade 11, students participate in a multi-media communications program coupled with the prescribed level I British literature course. In grade 12, students participate in a multi-media communications program coupled with the prescribed level I World literature curriculum. The framework that accompanies this Statement of Purpose and rationale for English 121-141 SLE reflects the merging of two disciplines. Using the concepts of Understanding by Design as guidelines, teachers from both high schools charted matrices for four marking periods and created a final assessment project. This program provides a variety of choices, a primary goal of this curriculum initiative. The variety of unit plans and the inherent flexibility of the matrices allow teachers to mold the program to accommodate student interest and needs while maintaining level-appropriate expectations in accordance with the state standards.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.
Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

PACING FRAMEWORK FOR 121 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR

	M.P.1	M.P.2	M.P.3	M.P.3
Language Arts Skills	• Critical Reading of fiction and non-fiction (focus on the Active Reading Strategies) • Expository Writing (Defending theses with current literature studied in class) • Research Skills (Suggested focus: Trustworthy sources, organizing, citing sources, plagiarism) • Critical Analysis of Film and Photography • Understanding the aesthetics of effective newspapers and news websites	• Critical Reading of fiction and non-fiction (with a focus on character analysis and author purpose) • Analytical/Creative writing (suggestion: interior monologue, open-ended questions short story) • Newspaper writing (Basic reporting, op-ed piece) • Continue newspaper analysis (focus on photos, layout, headlines, writing style) • Grammar Skills • Critical Analysis of Film and Photography • Critical Analysis of Poetry and Music	• Critical Reading (with a focus on symbolism, characterization, author's tone and purpose) • Critical Analysis of Poetry and Music • Expository Writing • Concepts in media (suggested: the American Dream) • Music Genres • Understanding Plot Structure • Understanding Pop Culture	• Critical Reading (culmination of skills learned during year: make connections to the American Dream, characterization, symbolism and theme) • SAT writing • Expository Writing • Continue newspaper writing (interviewing) • Persuasive Writing
Media Skills	• Microsoft Word (MLA Format) • Photoshop • Use of digital cameras • PowerPoint	• Publisher (for newspaper formatting) • Photoshop • Storyboarding	• Garage Band • Storyboarding • Film Editing (iMovie, Movie Maker)	• Web design • Film editing • Photoshop • PowerPoint • Podcast

PACING FRAMEWORK FOR 121 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR (Cont.)

	M.P.1	M.P.2	M.P.3	M.P.3
Suggested Themes and Essential Questions	**Motivation/Human Nature** • What motivates people to do selfish things? • What role does society play in "witch hunts"? • Why do humans need scapegoats?	**The Anti-Hero** • Why does America admire the rebel? • How do you define "anti-hero?" • How is society influenced by the anti-hero/rebel? • What is the fascination with discovery and the great outdoors for the rebel? AND **The American Poet** • Why is poetry important to study? • How do music and poetry complement each other? • How do poets and musicians define themselves through their work? • How does music affect the tone of a poem?	**Continue the questions from MP2** AND **The American Family/Prejudice/ Heroism** • What is prejudice? • How do different families deal with prejudiced thinking? • What does the standard American family look like? • How does the family unit affect society? • Who are our heroes?	**Wealth and Fame** • What is the American Dream? • Why do people yearn for fame and inclusion into certain social groups? • What is the definition of success? • How does wealth affect power in the U.S.? • Can people buy power?

PACING FRAMEWORK FOR 121 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR (Cont.)

	M.P.1	M.P.2	M.P.3	M.P.3
Language Arts Curriculum-Based Formative and Summative Assessment Suggestions	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response
Multi-Media Language Arts/Media Cross-Curricular Projects	• Photo Project: Outsider Portraits • Project: Outsider story (student choice) • PowerPoint Research Project Presentation	• Newspaper (layout and original writing) • Movie Poster • Storyboard for North Pole Story	• Storyboard for Juno • Music Video • Photoshop Comic book (Edison's Superhero)	• Online Magazine
Suggested Novels along with other selections from IML	• Selected Short Stories • The Crucible	• The Catcher in the Rye • "To Build a Fire" • Robert Frost Poetry • Music of Bob Dylan, Jimi Hendrix, etc.	• To Kill a Mockingbird • other supplemental materials as appropriate	• The Great Gatsby • other supplemental materials (ex. Langston Hughes' "I, Too)

To Kill a Mockingbird and Prejudice in Society

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing)**: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking):** All students will speak in clear, concise, organized language that varies in context and form for different audiences and purposes. **Standard 3.5 (Viewing and Media Literacy):** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to recognize character motivations by using active reading strategies while reading. Students will be able to apply active reading strategies independently when reading literature. Students will be able to recognize the presence of prejudice in society by analyzing multiple works of art.

Essential Questions: How does the environment you live in create your sustain and create prejudice? How does prejudice affect people's ability to judge others objectively? Who suffers as a result of prejudice?

Unit Assessment: After studying both Harper Lee's *To Kill a Mockingbird* and Scott Hicks' *Snow Falling on Cedars*, students will write a compare/contrast essay on the way prejudice is portrayed in both stories and how the setting impacts the plot of each. The work must indicate their understanding of the structures of both stories and how these structures developed the theme.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.A2 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.

3.1.12.E1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).

3.1.12.G6 Interpret how literary devices affect reading emotions and understanding. | 1. How to recognize cause and effect relationships.

2. How to compare and contrast different works.

3. How to use reading strategies to identify author's purpose and theme.

4. How to use reading strategies to identify how setting and characterization effect the progression of the plot and the resolution of a story. | 1. Use reading strategies to formulate unique ideas about the topic.

2. Apply critical reading and thinking skills that lead to synthesis and evaluation.

3. Recognize common themes and messages between authors.

4. Analyze how a setting can promote plot progression.

5. Create a presentation based on their research of a teacher-assigned topic. | 1. Read *To Kill a Mockingbird* while practicing active reading strategies.

2. Use active reading strategies to identify the protagonist, antagonist, and their motivations.

3. Use active reading strategies to identify how the setting impacts the plot.

4. Use active reading strategies to assess the different prejudices the characters have. | 1. Study Guide question responses.

2. Quizzes on reading.

3. Close reading assessments.

4. Final Test

5. Research Presentations: Prejudices in the South and Pacific Northwest

6. Compare/Contrast Essay: Prejudice and Setting in TKAM and *Snow Falling on Cedars*. |

To Kill a Mockingbird and Prejudice in Society (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification). 3.1.12.G9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12.G12 Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict. 3.1.12.G13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior. 3.1.12.G14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed. 3.2.12.A3 Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.	5. How to recognize the commonalities between print and media messages. 6. How to analyze human relationships and to create new ideas based on their learning. 7. How to research information and present the ideas effectively.	6. Write a compare and contrast essay about the two works.	5. Mine the text for evidence to support student theories. 6. Do a read aloud of the text to model active reading for the students. 7. Answer study guide questions based on ARS. 8. Teach students how to locate reliable resources on the Internet to use for research of assigned topics. 9. Model effective PowerPoint presentations by introducing the novel with a PowerPoint presentation. 10. Teach students proper structure of compare/contrast essays and provide graphic organizers for student use.	

To Kill a Mockingbird and Prejudice in Society (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.B3 Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. 3.2.12.B4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). 3.2.12.D3 Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. 3.3.12.A1 Support a position integrating multiple perspectives. 3.3.12.A3 Assume leadership roles in student-directed discussions, projects, and forums.				

To Kill a Mockingbird and Prejudice in Society (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.3.12.B4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.				
3.3.12.B5 Question critically the position or viewpoint of an author.				
3.5.12.A1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.				
3.5.12.A2 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.				
3.5.12.A4 Examine the commonalities and conflicts between the visual and print messages (e.g., humor, irony, or metaphor) and recognize how words, sounds, and images are used to convey the intended messages.				
3.5.12.B1 Analyze media for stereotyping (e.g., gender, ethnicity).				

To Kill a Mockingbird and Prejudice in Society (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.5.12.B2 Analyze visual techniques used in a media message for a particular audience and evaluate their effectiveness. 3.5.12.C1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices **Text:** *To Kill a Mockingbird, Snow Falling on Cedars* **Technology Equipment:** TV/DVD, Computers			**Instructional Adjustments:** Modifications, differentiation	

The Crucible and Outsiders in Society (Alienation)

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: Students will be able to recognize character motivations by using active reading strategies while reading. Students will be able to apply active reading strategies independently when reading literature. Students will be able to recognize society's need for scapegoats by analyzing multiple works of art.

Essential Questions: Why do people feel the need to conform to the society they are living in? How does single-mindedness create outsiders in society? What does the treatment of these outsiders say about human nature?

Unit Assessment: After studying both Arthur Miller's *The Crucible* and Tim Burton's *Edward Scissorhands*, students will identify the outsiders living in unforgiving conditions who are punished for their differences in each story. Their job will be to create a new story in which an outsider is punished for being different in a setting that does not tolerate individuality. The work must indicate their understanding of the structures of both stories and how these structures developed theme.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.A2 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships. 3.1.12.E1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating). 3.1.12.E2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension.	1. How to recognize cause and effect relationships. 2. How to use reading strategies to identify the author's purpose and theme. 3. How to use reading strategies to identify how setting and characterization effect the progression of the plot and the resolution of a story. 4. How to recognize the commonalities between print and media messages.	1. Use reading strategies to formulate unique ideas about the topic. 2. Apply critical reading and thinking skills that lead to synthesis and evaluation. 3. Recognize common themes and messages between authors. 4. Create and mimic the techniques studied.	1. Read *The Crucible* while practicing active reading strategies. 2. Use active reading strategies to identify protagonist, antagonist, and their motivations. 3. Mine the text for evidence to support student theories. 4. Do a read aloud of the text to model active reading for the students. 5. Have students act out portions of the play to check for understanding of the characters.	1. Study Guide question responses. 2. Quizzes on reading. 3. Interior monologue. 4. Analytical essay: character analysis. 5. Project: New story that parallels both *The Crucible* and *Edward Scissorhands.* 6. Close reading assessments. 7. Final Test

The Crucible and Outsiders in Society (Alienation)(Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1.12.E3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. 3.1.12.G4 Analyze how works of a given period reflect historical and social events and conditions. 3.1.12.G6 Interpret how literary devices affect reading emotions and understanding. 3.1.12.G7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification). 3.1.12.G9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12.G11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.	5. How to analyze human relationships and to create new ideas based on their learning.		6. Answer study guide questions based on ARS.	

The Crucible and Outsiders in Society (Alienation)(Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G12 Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict. 3.1.12.G13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior. 3.1.12.G14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed. 3.5.12.A1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12.A2 Identify and evaluate how a media product expresses the values of the culture that produced it.				

The Crucible and Outsiders in Society (Alienation)(Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.5.12.A4 Examine the commonalities and conflicts between the visual and print messages (e.g., humor, irony, or metaphor) and recognize how words, sounds, and images are used to convey the intended messages. 3.5.12.B2 Analyze visual techniques used in a media message for a particular audience and evaluate their effectiveness. 3.5.12.C1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices **Text:** *The Crucible, Edward Scissorhands* **Technology Equipment:** TV/DVD, Computers			**Instructional Adjustments:** Modifications, differentiation	

PACING FRAMEWORK FOR 131 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR

	M.P.1	M.P.2	M.P.3	M.P.4
Language Arts Skills	• Critical Reading of fiction and non-fiction(focus on the Active Reading Strategies) • Persuasive/Expository Writing (Defending theses with current literature studied in class) • Analysis of still images as they relate to a text i.e. illustrations, photojournalism, etc • Critical Analysis of Photography and presentations • Magazine layout, cover art and content. • Analysis of media audience, intent. • Research and written exploration of controversial issue (ex: OpEd Piece) • Vocabulary • Recognition of literary devices and their similarities to visual art	• Critical Reading of fiction and non-fiction (with a focus on thematic analysis and author purpose) • Analytical/Expository open-ended and essay • Newspaper writing (Basic reporting, op-ed piece) • Continue magazine analysis (focus on photos, layout, headlines, writing style and subject matter) • Vocabulary and Grammar Skills • Critical Analysis of Photography ad film used in advertisements • Analysis of Tone, Mood, figurative language and visual techniques to manipulate an audience	• Critical Reading (with a focus on characterization, plot structure and thematic elements) • Critical Analysis of Shakespearean drama • Expository Writing • Concepts in media (The Film adaptation) • Understanding Culture of the time period • Vocabulary and reading skills	• Critical Reading (culmination of skills learned during year: make connections from theme and authorial intent to symbolism and characterization) • SAT writing • Expository Writing
Media Skills	• Microsoft Word (MLA Format) • Photoshop • Use of digital cameras • PowerPoint • Publisher • Web design	• Publisher (for newspaper formatting) • Photoshop • Storyboarding • Movie Maker, iMovie • PowerPoint	• Storyboarding • Film Editing (iMovie, Movie Maker) • Web design	• Web design • Film editing • Photoshop • PowerPoint • Podcast

PACING FRAMEWORK FOR 131 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR (Cont.)

	M.P.1	M.P.2	M.P.3	M.P.4
Suggested Themes and Essential Questions	**We are visual creatures** • How do we relate to images and words differently? • Where do published works fit in our changing media world? • Is a picture really worth 1000 words?	**Media Literacy** • Why do commercials work? • How do people manipulate an audience? • Can we be controlled by what we see everyday?	**Immortality of a Tale** • Why do some stories last forever – to be told and retold with every generation? • What makes "literature" different from a story? • What is makes a good adaptation?	**Is Man good or evil?** • Is humanity inherently good, or evil? • Is society beneficial or the root of problems? • How do we become who we are? • How much of our lives is in our control? • What can we do to make things a little better?
Language Arts Curriculum-Based Formative and Summative Assessment Suggestions	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response
Multi-Media Language Arts/Media Cross-Curricular Projects	• Photo Project: illustrations, magazine cover • Project: Magazine, Children's book from short story • PowerPoint Research Project Presentation	• Infomercial • How to take over the world project • Web page project	• Shakespeare scene/movie • Adaptation scene • Movie poster	• Movie Credit project • PowerPoint/Webpage survival guide to JP • Comparison of symbols from novel to JP
Suggested readings along with other selections from IML	• Selected Short Stories from anthology • Selected poems from anthology • Current Magazines	• <u>1984</u>, <u>Brave New World</u>	• <u>Macbeth</u>, <u>Hamlet</u>, <u>Othello</u>	• <u>Lord of the Flies, The Fifth Child, Picture of Dorian Grey</u>, <u>The Elephant Man, Georgie</u>

Blogging and Internet Safety

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing):** All students will write in clear, concise, organized language that that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking**): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.5 (Viewing and Media Literacy):** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that good blog writers ("bloggers") understand the consequences of what they write on the Internet. Students will be able to understand that good bloggers understand the importance of safety and audience awareness while on the Internet. Students will be able to understand that good writers learn to integrate claim, evidence and warrant into their persuasive writing on a blog.

Essential Questions: What is the safe and appropriate way to interact with others on the Internet? What is the purpose of a blog and how can a blog foster communication in the classroom? How does the persona one creates on a blog establish or erode credibility for the audience? How do bloggers apply the resources of language to advance their viewpoint? What are the advantages and disadvantages of blogging as compared to print journalism?

Unit Assessment: Create a student blog. Each student's blog must contain four persuasive posts based on a controversial issue and an interactive survey. Students must also comment on four other classmates' blogs.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12. G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12. G.5 Recognize literary concepts, such as rhetorical device, and their effect on meaning.	1. That good persuasive bloggers must acknowledge audience when posting on the Internet 2. That good persuasive writing must include a claim, evidence and warrant	1. Identify positions, audience, persona, evidence, warrants, opposing viewpoints, and rebuttals in various articles. 2. Include opposing viewpoints without weakening their argument. 3. Include quotations and hyperlinks to web sources into their text to support their argument.	1. Class blog contract to set forth rules for internet safety. 2. Journal entries and a class discussion based on articles discussing the dangers resulting from interacting with strangers on the internet.	1. Blog contract 2. Journal entries 3. Letter to the Mayor 4. Exercise of comparing U.S. and international media

Blogging and Internet Safety (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12. G.9 Analyze how an author's use of words creates tone, and how choice of words advances the purpose of the work. 3.1.12. H.6 Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns. 3.2.12. B.11 Use the responses of others to review content, organization, and usage for publication. 3.2.12 D.3 Evaluate the impact of an author's decisions regarding word choice and produce an interpretation of overall effectiveness. 3.2.12. D.7 Demonstrate personal style and voice effectively to support the purpose and engage the audience of the piece of writing. 3.3.12. A.1 Support a position integrating multiple perspectives.	3. The good bloggers must refute arguments of the opposition by commenting on classmate's blogs. 4. The good bloggers must acknowledge and refute arguments of the opposition if such comments are made on their blog.		3. Writing a letter to the mayor about what measures should be used to protect the community from sexual predators based on the information from www.familywatchdogs.us. In doing so, students become more aware of the danger in their own neighborhood. 4. Create a class definition of a blog based on looking at several examples of blogs. 5. Journal entries and a class discussion based on articles discussing the damage to one's professional reputation that can result from content published on the internet about oneself. 6. Journal entries and a class discussion based on articles discussing the consequences of defaming coworkers, fellow students and other community member on the internet.	5. Reading Guides 6. Online survey 7. Blog posts, comments, and responses

Blogging and Internet Safety (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.3.12. A.3 Assume leadership roles in student-directed discussions, projects and forums. 3.5.12. A.3 Identify and select media forms appropriate for the viewer's purpose 3.5.12. C.1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture 3.5.12. C.3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.			7. Compare the emotional and logical appeal of U.S. news to international news. Students decide which paper they would like to use to research issues for their four blog posts. 8. Four reading guides to analyze the claim, evidence and warrant in controversial articles. 9. Create and administer an online student survey related to one of their posts. 10. Practice identifying positions, audience, persona, evidence, warrants opposing viewpoints, and rebuttals in various articles. 11. Practice opposing viewpoints and rebuttals without weakening their argument. 12. Four blog posts. 13. Four comments on classmates' blogs and learning what is a valuable and appropriate comment. 14. Responses to each comment made on their blog.	

Blogging and Internet Safety (Cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
Text: Internet News Article Technology Equipment: Laptop Computers	

Persuasive Writing

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing):** All students will write in clear, concise, organized language that that varies in content and form for different audiences and purposes. **Standard 3.5 (Viewing and Media Literacy):** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that good writers learn to choose the best data to support their claims. Students will be able to understand that being able to analyze arguments meaningfully lead to the ability to apply results in investigations. Students will be able to understand that good writers learn to utilize rhetoric when composing persuasive writing.

Essential Questions: What is the proper way to organize data from an article? How do various stakeholders interpret the same date and come up with different conclusions? How do writers apply the resources of language? What are the responsibilities of a school district to a student?

Unit Assessment: Write a blog post analyzing a controversial issue in Edison schools and evaluating whether the school board has a social responsibility to students to address that issue.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12. G.5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 3.1.12. H.1 Select appropriate electronic media for research and evaluate the quality of the information received.	1. That good persuasive writers must acknowledge audience when composing persuasive writing. 2. That good persuasive writers must acknowledge and refute arguments of the opposition. 3. What schools across the country are doing to address the issue of good nutrition.	1. Identify positions, audience, persona, evidence, warrants, opposing viewpoints, and rebuttals in various articles. 2. Include opposing viewpoints without weakening their argument. 3. Include quotation into their text to support their argument.	1. Journal entries throughout the process to develop their own position. 2. Four reading guides to analyze other positions. The guides are designed to first allow the student to work with peers and then work alone using a teacher-created model for reference. 3. Create and administer an online student survey to investigate the issue.	1. Journal work 2. Reading guides 3. Fact sheet 4. Survey creation and results 5. First draft on paper 6. Final post to blog 7. Reflection essay

Persuasive Writing (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12. H.6 Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.		4. Include rhetorical questions, slippery slope, hypothetical scenarios, and analogy when supporting their position.	4. Complete a fact-finding worksheet to further investigate the issue.	
3.2.12. A.4 Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.			5. Practice identifying positions, audience, persona, evidence, warrants opposing viewpoints, and rebuttals in various articles.	
3.5.12. C.4 Create media presentations and written reports using multi-media resources using effective images, text, graphics, music and/or sound effects that present a distinctive point of view on a topic.			6. Practice opposing viewpoints and rebuttals without weakening their argument. 7. Practice identifying and using rhetorical questions, slippery slope, hypothetical scenarios, and analogy when supporting their position.	
3.5.12. A.4 Identify and evaluate how a media product expresses the values of the culture that produced it.			8. The blog post. 9. A self-reflection essay at the end of the unit.	
3.5.12. A.3 Identify and select media forms appropriate for the viewer's purpose				
3.5.12. C.1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture.				

Persuasive Writing (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.5.12. C.3 Identify and critique the forms, techniques (e.g.,) propaganda) and technologies used in various media messages and performances.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Text: Internet News Article Technology Equipment: Laptop Computers, Video Cameras, Digital Cameras	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

131 SLE PAT OE

Use the information in the opening pages of the novel to support your response.

The author chooses to refer to Ralph as the fair haired boy. Besides having blonde hair, what does this description allow the reader to infer about his character? Why has the author chosen to refer to him in this way?

- Explain what the description is fair hair indicates about Ralph's character.

- Explain why the author has chosen this description.

131 SLE PAT Essay

Using the three books you have read so far, Macbeth, Lord of the Flies, and your choice reading, address the question, "Is man inherently evil, or do the evils of society corrupt the innocence of man?" Form your answer in a well developed essay that addresses all three novels in relation to the question. Be sure that you have a well-formed thesis statement.

131 SLE Photo Flashcard Assignment

For this assignment you will be given a word from Unit 6 Vocabulary. You will create flashcards for this word, its antonym and synonym using digital photography.

You must also have the definition and part of speech on the back of each "card" as well as a sentence using the word correctly and providing context clues for meaning. You may also put any pictures or mnemonics that help you remember.

You will be graded on how well your picture conveys the meaning of the word, your creativity and basic composition. Of course, all of your information must be accurate. Words that do not have antonyms and synonyms in the book will still be used; you will just have to find the related words yourself.

2007-2008 FINAL EXAMINATION 1
ENGLISH

TEST:	**TEACHER(S)**	**SCHOOL**	**CODE:**
131-SLE	**Mrs. Wolf**	**EHS**	**PA**
	Mrs. Lennon	**JPS**	

General Directions

1. Time Allocation (10 days)

   Day 1: Handout prompt and rubric for whole class review. Allow small groups to discuss the topic.

   Day 2: Begin individually researching the topic and gathering notes.

   Day 3: Continue individually researching the topic and gathering notes.

   Day 4: Complete research and transfer notes to a graphic organizer.

   Day 5: Individually write a first draft response to the prompt.

   Day 6: Individually write a first draft response to the prompt.

   Day 7, 8, 9, 10: Individually write a final draft response to the prompt.

Check the teacher's name at the top of this cover sheet to be sure it is your teacher's name that appears.

2. Read the essay question. Be sure you answer all parts of the question. You must use three outside sources to support your response to the question.

3. Answer the essay question on the white lined paper provided. Be sure to put your name and the name of your English teacher on the essay sheet.

4. You are encouraged to review the rubric before your write your answer.

5. **Value:**   Research note: 15%   Graphic Organizer: 15%   Essay 70%

Student Name: _____

Teacher: _____

Class Period: _____

As you know, one of the essential questions for the fourth marking period is, "Is it our human nature to be social or isolated?" Consider whether you agree or disagree with the idea that individuals live an alienated, isolated existence. Reflect on the novels we have read showing isolated characters. For the final, you will write an essay answering a related question:

> ***Are people more disconnected from <u>the world</u>, or are they more connected than ever, due to the <u>technology</u> of the "information age"?***

For this exam do the following:

> **Think** about the connections between technology and your world. When you begin your essay, you need to define which parts of the "world" you will address, and which elements of "technology" you will be discussing.

> **Choose** at least two areas of your world that you will focus on and the two elements of technology. You may want to consider choosing elements of your life that are either all more connected or all less connected, so that you have a clearer thesis.

> **Research** to find three articles that support your point of view.

> **Write an essay in which you decide whether people more disconnected from <u>the world</u>, or are they more connected than ever, due to the <u>technology</u> of the "information age"?**

Things to keep in mind:

> Try to provide examples from the research articles to advance a point that you yourself are making in pursuit of your own ideas.

> Try to create a conversation in each paragraph where you thoughts and ideas are thoroughly discussed with respect to your position, while using the articles as support.

> Define phrases such as – technology, the world, alienation – to clarify your interpretation.

> Do not spend half your essay discussing your own personal experience.

> Make sure you have a beginning, a middle and an end.

> During this time, you will also be preparing a presentation to your media class according to the specification and requirements of your media teacher. You will be working on the same topic, creating a public awareness campaign that propagandizes your thesis statement from your essay.

Using the following chart, connect the elements of technology to the portions of your world that they affect. Choose at least TWO of the elements of technology and TWO of the elements of the world. (Circle your choices).

Elements of "Technology"	Elements of "The World"
Blogs	Local Community / Issues
Podcasts	Friends
Email	Family
Internet	Global Community / Issues
Cell phone / text messages	Moral Ideas / Concepts
T.V.	Self-Awareness
Streaming video (i.e. YouTube)	Classrooms / Schools
Online print media (online databases and newspapers)	
Print media (magazines, newspapers)	

2009-2010 FINAL EXAMINATION Option 2
ENGLISH

131 Final project assignment

For your English final you will have to complete the following:
1. A written formal paper
2. A filmed commercial
3. A 4 min presentation

Follow these steps:
1. Choose a product that has been on the market for at least ten years
2. Research and find commercials from the past and the present – one of each
3. Analyze the change in terms of:
   a. Propaganda techniques
   b. Expected audience
   c. Cultural markers that express the era
   d. Use and purpose of visuals
   e. Use and purpose of language

Paper
4. Write a formal MLA formatted paper (complete with works cited page) that analyzes the above points and discusses where this campaign has been and where it is going.
5. Paper must have a thesis about the trend of this product and the advertising philosophy of the company
6. Paper should be 3-5 pages in text length. Images are counted separately.
7. Paper must detail what the "next" commercial (ten years from now) would be like and why that is a reasonable assumption, taking pts a-e into account and applying them to the future

Commercial
8. You will also write a story board that includes all dialogue and sound effects for the commercial of the future
9. Then you will film and produce your commercial. It should be between 90-120 seconds long

Presentation
10. On the day of the English Final Exam, June 11, you will report to your assigned room where you will have 4 min only to "pitch" your commercial for the future – be concise and succinct and remember all the parts to a good presentation like body language and volume!

PACING FRAMEWORK FOR 141 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR

	M.P.1	M.P.2	M.P.3	M.P.4
Language Arts Skills	• Critical Reading of fiction and non-fiction(focus on analytical Reading Strategies) • Persuasive/Expository Writing • Analysis of media messages in the "news" genre • Critical Analysis of news media and authorial tone • SAT writing • College Essay writing • Presentation skills	• Critical Reading of fiction (with a focus on theme author's message) • Analytical/Creative writing • Persuasive writing (advertising campaign) • Grammar Skills • Critical Analysis of propaganda message • Synthesis of propaganda • Branding of a product, idea or person • Professional presentation skills	• Critical Viewing (with a focus on symbolism, author's tone and purpose) • Critical Analysis of children's media and adaptations from different generations/genres • Expository Writing • Understanding Pop Culture and what influences it to continue changing • Research skills • Documentary creation and analysis	• Critical Reading and viewing • Expository Writing • Interviewing • Persuasive Writing • Analysis and creation of Existentialist works • Analysis and creation of Theater of the absurd • Creation of a Documentary
Media Skills	• Filming, editing • Research, Database use • Webpage	• Filming and editing • Storyboarding • Publisher	• Flash Animation • Research skills • Filming • Job Shadowing	• Film editing • Microphone use • Job Shadowing • Senior Movie
Suggested Themes and Essential Questions	**Who can we trust?** • What motivates the news media to run a story? • What is "news"? • Is there an unbiased media in the US? In the world? • What changes when you see the other side of the story?	**Who are you?** • What makes you, you? • How could you market yourself using media? • How do ideas propagate? • What does it take for an idea to go viral?	**Are children really growing up faster?** • How have cartoons and youth media changed? How will that change the youth? • What changes will happen in the future? • What is worth documenting? • How do you make facts interesting?	**What is entertainment and what is information?** • Continue documentary questions • What is the meaning in life? • Are you waiting for Godot?

PACING FRAMEWORK FOR 141 SLE MARKING PERIODS 1-4
FOR 2009-2010 INSTRUCTIONAL YEAR (Cont.)

	M.P.1	M.P.2	M.P.3	M.P.4
Language Arts Curriculum-Based Formative and Summative Assessment Suggestions	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response	• Reading quizzes • Homework check questions • Peer Review • Tests • Journal Entries • Essays • Projects • Open-Ended Response
Multi-Media Language Arts/Media Cross-Curricular Projects	• Video news broadcast with picture in picture • Website devoted to all sides of an issue • Applying for college online	• Branding themselves as a product • Branding a theme from a novel • Full ad campaign	• Cartoon with message and accompanying toy campaign • Documentary Film	• Documentary on local issue • Existential/absurd movie
Suggested Novels along with other selections from IML	• <u>Kite Runner</u>, <u>The Things They Carried</u>	• <u>The Alchemist, The Awakening, No Exit</u>	• various cartoons from 1950's to present (GI Joe, Disney) • <u>Alchemist, Smashed</u>	• Various Documentaries, <u>Sicko, This is It, Battle of the 300</u> • <u>Waiting for Godot</u>

Demian and Identity

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Unit Objectives/Enduring Understandings: Students will be able to understand that literature can be interpreted as having different meanings based on the text, the context of the writing act, and the context of the reading act. Students will be able to understand that meanings of a text can be viable if evidence within it supports it or a schema can be applied to it. Students will be able to understand that in a fictional text, "truths" presented are not necessarily "true".
.
Essential Questions: In the novel, *Demian*, is the character of Max Demian a physical reality or a figment of the narrator's overactive psyche? How does a reader know what is true within a fictional text? What effect do different schools of thought and/or philosophies have on the meaning a reader makes from a text?

Unit Assessment: Students are to assume the role of an investigative reporter and investigate the possibility that the character of Max Demian is actually a delusion created by Emil Sinclair to provide him with security, rather that a "flesh and blood" character. They will create a newsletter/investigative report for a news audience contemporary to the publication of the novel. The newsletter/report will include multiple investigations (written by group members), interviews with experts (Nietzsche and Jung) on the question and a literary review of the novel.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12.G3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12. G.5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 3.1.12.G6 Interpret how literary devices affect reading emotions and understanding. 3.1.12.G7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).	1. How to recognize appropriate evidence. 2. Elements of Nietzsche's philosophy, including: the superman, herd, and "will-to-power." 3. Elements of Jung's psychology, including: the collective unconscious, dream analysis and "anima and animus." 4. What is needed to persuade an audience of an unpopular idea.	4. "Mine" the text for appropriate support. 5. Apply outside philosophies and schema to a text to make meaning. 6. Apply critical reading and thinking skills that lead to synthesis and evaluation. 7. Synthesis multiple points-of-view into a thematic unit/project. 8. Write an investigative report, interview, and a literary review.	1. Research of Nietzsche's concepts, "superman," "the herd," and "the will-to-power." 2. Research of Jung's concepts, "the collective unconscious," "archetypes," "anima and animus," and dream analysis. 3. Research of Freud's concepts of the division of self and dream analysis. 4. Mining of the text for examples of the concepts.	1. Quizzes on reading. 2. Research presentations on Nietzsche, Jung, Hesse (the author) and Freud (Jung's mentor). 3. Collection of quotations, from assigned chapter or novel, pertaining to the E.Q. 4. Analysis essay about the physical

Demian and Identity (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. 3.1.12.G9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12.G10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry. 3.1.12.H5 Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position. 3.1.12.A2 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships. 3.1.12.A5 3.1.12.B1 3.1.12.B3 3.1.12.B4			5. Mining of the text for textual evidence of Demian's physical reality, Sinclair's dreams, and tendency to create and tell stories. 6. Examination of model investigative reports for essential elements, structure, tone and language. 7. Examination of model interviews for question asking technique, flow and language. 8. Examination of model literary review for essential elements, structure, tone and language.	reality of the character.

Demian and Identity (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.B5 3.1.12.B7 3.1.12.B8 3.1.12.B9 3.1.12.C1 Decode new words using structural and context analysis. 3.1.12.D1Read developmentally appropriate materials (at an independent level) with accuracy and speed. 3.1.12.D2 Use appropriate rhythm, flow, meter, and pronunciation when reading. 3.1.12.D3 Read a variety of genres and types of text with fluency and comprehension. 3.1.12.D7 3.1.12.A1 Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information. 3.1.12.A2 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.				

Demian and Identity (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.A3 3.1.12.C1 Decode new words using structural and context analysis. 3.1.12.C3				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Text: *Demian* Technology Equipment: Publisher, color printer, Internet, digital camera	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

The Things They Carried Film

Targeted Standards: Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that genre (prose and script) influences organization, technique and style. Students will be able to understand that writers convey ideas indirectly using literary devices (e.g., satire, metaphor, irony). Students will be able to understand that in the telling of stories, details differ in importance and relevance. Students will be able to understand that different media rely on different strategies and narrative devices.

Essential Questions: How does a filmed story (or any story) stay "true to its source when the method of narration or media changes? How do writers of various genres hook and hold their audiences? What are the elements which defined each genre?

Unit Assessment: You have been contacted by a movie producer who is interested in making a film version of one of the chapter/stories in The Things They Carried. As a screenwriter you realize that you will have to adapt the story to make it work as a film, but that the producers (and eventual audience) want you to stay "true" to Tim O'Brien's vision. You also realize that the producers are of limited means, so the ultimate filming project will have to be limited in scope. Your screenplay will have to anticipate limited funding and resources (no computer animation, car chases, etc.).

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.5.C.3 Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages. 3.1.D.3 Read a variety of genres and types of text with fluency and comprehension. 3.1.G.10 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	1. That the form of a script includes setting, dialogue and stage directions. 2. That the thoughts of characters depicted in prose form have to be spoken by characters in script form. 3. That good dialogue must reflect the way people really speak.	1. Annotate a script using proper screenplay format. 2. Write setting and stage direction details extracted from prose and translated into script format. 3. Transcribe characters' thoughts as depicted in prose into words spoken by characters using script form.	1. Open-ended question test on various chapters of The Things They Carried. 2. Practice with internet samples of screenplay instructions. 3. Practice with teacher-made excerpts showing students how to extract setting details from the prose and includes it in the script.	1. Quizzes on reading. 2. Discussion on the concept of a "true war story" 3. Analysis of Kite Runner as a work that spanned two forms of media

The Things They Carried Film (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1G.11 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.2.A.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper. 3.2.D.1 Employ the most effective writing formats and strategies for the purpose and audience. 3.3.A.3 Assume leadership roles in student-directed discussions, projects, and forums.		4. Write convincing dialogue by accurately writing the way characters from different social classes speak 5. Translate the "truth" of the written word into the visual medium. 6. Discern the advantages and disadvantages of the visual format from the written.	4. Develop freeze frame and transcribe into scripts. 5. Develop poster for their movie that expresses central concepts and symbols.	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Text: *Kite Runner, The Things They Carried*

Technology Equipment: iMovie, MovieMaker, video camera, Proxima, Internet

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Fate and Propaganda

Targeted Standards: Standard 3.1 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing)**: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking)**: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.4 (Listening):** All students will listen actively to information from a variety of sources in a variety of situations. **Standard 3.5 (Viewing and Media Literacy):** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that groups of people and individuals have differing opinions and beliefs about the factors that control people's lives. Students will be able to understand that beliefs in fate and freewill are often expressed in works of fiction and drama. Students will be able to understand that audiences can be persuaded through propaganda techniques to abandon their beliefs, agree with the author and form new beliefs.

Essential Questions: Are lives controlled by fate, destiny or do people have free-will? Can there by individuality and fate? Why is fate a concept in so many cultures? Why does the concept of fate exist? Is the concept of fate a positive or negative concept for society? How can a person persuade another of his/her beliefs?

Unit Assessment: Students are to assume the role of a commercial advertising agent and create an advertising campaign/propaganda campaign to convince their school peers of their beliefs on fate. After reading the Sophocles plays, *Oedipus Rex and Antigone*, and Coelho's *The Alchemist*, as well as their choice selection, the students are asked to consider what they believe about the E.Q.s (1-4) and the concept of fate. When they have determined their own individual beliefs, they are instructed to create this add campaign to convince others of their beliefs. The media that the ad campaign utilizes includes the student's choice of filmed commercial, pamphlet and/or PowerPoint, but must include a print poster.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12G4 Analyze how works of a given period reflect historical and social events and conditions. 3.1.12G5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	1. How philosophy is demonstrated in fiction and drama. 2. How the ancient Greek theater functioned as a part of their religion. 3. What is needed to form a persuasive verbal and visual campaign to convince an audience of an idea.	1. Recognize philosophies as demonstrated in literature and drama. 2. Research dominant ideologies of an ancient culture. 3. Research propaganda techniques in political and commercial usage.	1. Research on Greek theater 2. Research on Greek beliefs of fate and free-will, as well as other cultures. 3. Examination of the beliefs of fate and free-will as presented in the texts.	1. Quizzes on reading. 2. Research presentations on Greek beliefs in fate. 3. Research on propaganda techniques.

Fate and Propaganda (Cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G6 Interpret how literary devices affect reading emotions and understanding. 3.1.12G9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12G10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry. 3.1.12H1 Select appropriate electronic media for research and evaluate the quality of the information received. 3.1.12H3 Develop increased ability to critically select works to support a research topic. 3.2.12A2 Define and narrow a problem or research topic. 3.2.12A5 Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.	4. How literature demonstrates philosophic Ideologies.	4. Apply techniques to create a persuasive campaign. 5. Synthesize visuals and text to create a meaningful and forceful message. 6. Analyze fictional texts for their philosophic biases and messages.	4. Backward research of cause and effect of contemporary world event. 5. Debate/discussion of personal beliefs of concepts. 6. Research of propaganda techniques used in political and advertising campaigns. 7. Examination of advertising campaigns for the techniques and appeals to audience. 8. The writing of the chapter of the student's autobiography when he or she turns 60, and a reflection of how he or she turns 60, and a reflection of how he or she got to where he or she is.	4. Backward research project on causes and effects which lead to a current world event. 5. Comparison of Greek theater to modern theater/movies/ television. 6. Oral debate/discussion.

Fate and Propaganda (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.2.12B4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). 3.2.12B5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc. 3.2.12B8 Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 3.2.12B10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12C1 Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).				

Fate and Propaganda (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.2.12D2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that: • Develops a thesis; • Creates an organizing structure appropriate to purpose, audience and context; • Includes relevant information and excludes extraneous information; • Makes valid inferences; • Supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion. 3.3.12A1 Support a position integrating multiple perspectives. 3.3.12A2 Support, modify, or refute a position in small or large-group discussions. 3.3.12A3 Assume leadership roles in student-directed discussions, projects, and forums.				

Fate and Propaganda (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Formative and Summative Assessment
3.3.12 B7 Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives). 3.4.12B3 Determine when propaganda and argument are used in oral forms. 3.5.12A1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12A2 Identify and evaluate how a media product expresses the values of the culture that produced it. 3.5.12A3 Identify and select media forms appropriate for the viewer's purpose. 3.5.12C1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).				

Fate and Propaganda (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.5.12C3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Text: *Oedipus Rex, The Alchemist* Technology Equipment: Internet, digital/video cameras, proxima, editing software, PowerPoint, Publisher, Poster Printer	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Waiting for Godot to be Funny

Targeted Standards: Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing)** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking)** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.4 (Listening)** All students will listen actively to information from a variety of sources in a variety of situations. **Standard 3.5 (Viewing and Media Literacy)** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that irony and elements of existential philosophy are imbedded in the modern concepts of comedy and humor. Students will be able to understand that both visuals and text must be synthesized in a congruent, meaningful way in order to communicate an intended message successfully. Students will be able to understand that any viable communication must have a recognizable beginning, middle, and end.

Essential Questions: Why, and how, is Waiting for Godot funny? How do we communicate humor through media?

Unit Assessment: Students will produce a section of the play by using media of their choice and write a Nationale to answer EQs 1 and 2.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12G4 Analyze how works of a given period reflect historical and social events and conditions. 3.1.12G5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 3.1.12G6 Interpret how literary devices affect reading emotions and understanding.	1. How irony contributes to the elements of comedy. 2. Elements of existential literature and key concepts of modern/post modern philosophy. 3. What is needed for a complete message for an appropriate media vehicle. 4. How to link visuals and written text in an appropriate and successful manner.	1. Recognize irony, existentialism and elements of humor. 2. Research and explain elements of the modern/post modern movement and existential philosophy. 3. Apply critical reading and thinking skills that lead to synthesis and evaluation comedy. 4. Synthesize visuals and text to create a meaningful and appropriate message in a group setting. 5. Analyze Waiting for Godot.	1. Student research of Modernist topics through internet resources. 2. Student lead lessons on the topics researched. 3. Use of media applications to present an excerpt of the script. 4. Students will self-critique their presentations for the required elements and concepts of comedy and existentialism.	1. Research presentations 2. Reading Quizzes 3. Rough draft of media usage 4. Final media presentation

Waiting for Godot to be Funny (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12G10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well metrics, rhyme scheme, rhythm, and alliteration in prose and poetry. 3.1.12H1 Select appropriate electronic media for research and evaluate the quality of the information received. 3.1.12H3 Develop increased ability to critically select works to support a research topic. 3.2.12A2 Define and narrow a problem or research topic. 3.2.12A5 Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. 3.2.12B4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).				

Waiting for Godot to be Funny (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.2.12B5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc. 3.2.12B8 Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 3.2.12B10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12C1 Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).				

Waiting for Godot to be Funny (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.2.12D2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that: • Develops a thesis; • Creates an organizing structure appropriate to purpose, audience and context; • Includes relevant information and excludes extraneous information; • Makes valid inferences; • Supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion. 3.3.12A1 Support a position integrating multiple perspectives. 3.3.12A2 Support, modify, or refute a position in small or large-group discussions. 3.3.12A3 Assume leadership roles in student-directed discussions, projects, and forums.				

Waiting for Godot to be Funny (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.3.12 B7 Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).				
3.4.12B3 Determine when propaganda and argument are used in oral forms.				
3.5.12A1Understand that messages are representations of social reality and vary by historic time periods and parts of the world.				
3.5.12A2 Identify and evaluate how a media product expresses the values of the culture that produced it.				
3.5.12A3 Identify and select media forms appropriate for the viewer's purpose.				
3.5.12C1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).				

Waiting for Godot to be Funny (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.5.12C3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Text: *Waiting for Godot*			**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings	

Shakespeare

Targeted Standards: Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing)** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking)** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.4 (Listening)** All students will listen actively to information from a variety of sources in a variety of situations. **Standard 3.5 (Viewing and Media Literacy)** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that some tales will withstand the test of time and be revisited often. Students will be able to understand that the components to a compelling story and to creating compelling characters. Students will be able to understand how a new generation can adapt old media/stories to accommodate their current needs. Students will be able to understand that why Shakespeare is still taught in high schools across the country. Students will be able to understand the concept and value of cultural capitol.

Essential Questions: Why do we read Shakespeare? Why do we adapt stories to fit our context? What is the value of cultural capitol?

Unit Assessment: Adaptation of scene from a Shakespeare play.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12G4 Analyze how works of a given period reflect historical and social events and conditions. 3.1.12G5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 3.1.12G6 Interpret how literary devices affect reading emotions and understanding.	1. Why Shakespeare is important as cultural capital. 2. The themes and characters presented in a tragedy 3. The elements of a movie production. 4. The different effects language and media can have on an audience. 5. Critical viewing of media messages	1. Critical reading of Shakespearean text 2. Critical viewing of movie and adaptations 3. Analysis of text and visual media 4. Synthesize visuals and text to create a meaningful and appropriate message in an original movie scene	1. Group and independent reading of play 2. Research of time period and biography of Shakespeare. 3. Analyze aspects of play given the time period. 4. Watch and analyze current adaptations of the play. 5. Create an original adaptation for their current culture keeping true to selected themes.	1. Research 2. Quiz on terms and reading 3. Written analysis of material 4. Rough draft of media usage 5. Final media presentation

Shakespeare (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. 3.1.12G11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision. 3.2.12A2 Define and narrow a problem or research topic. 3.2.12B1 Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. 3.2.12B10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12D1 Employ the most effective writing formats and strategies for the purpose and audience.				

Shakespeare (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.2.12D3 Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. 3.3.12A3 Assume leadership roles in student-directed discussions, projects, and forums. 3.3.12 B4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 3.3.12 D1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression). 3.3.12 D3 Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking. 3.4.12A1 Discuss, analyze and extend ideas heard orally.				

Shakespeare (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.5.12A1Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12A3 Identify and select media forms appropriate for the viewer's purpose. 3.5.12C3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
 	
   Macbeth, Hamlet, or *Othello, Scotland PA, "O", Lion King*
   Technology Equipment: Internet, digital/video cameras, proxima, editing software
			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Propaganda and Commercials

Targeted Standards: Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. **Standard 3.2 (Writing)** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.3 (Speaking)** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. **Standard 3.4 (Listening)** All students will listen actively to information from a variety of sources in a variety of situations. **Standard 3.5 (Viewing and Media Literacy)** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Unit Objectives/Enduring Understandings: Students will be able to understand that propaganda techniques are used in advertising to manipulate the audience to think and feel a certain way about a product and about buying it. Students will be able to understand that both visuals and text must be synthesized in a congruent, meaningful way in order to communicate an intended message successfully. Students will be able to understand that knowing the techniques used will allow an audience to avoid manipulation and/or use that same manipulation on their own audiences.

Essential Questions: Why do we want things advertised? How are we manipulated by the advertising industry?

Unit Assessment: Infomercial analysis paper and Infomercial production project.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12G5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 3.1.12G6 Interpret how literary devices affect reading emotions and understanding. 3.1.12G8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.	1. How advertising uses propaganda. 2. Propaganda terms and techniques 3. How an audience can be manipulated by a commercial. 4. The different effects time and length of a presentation can have on an audience. 5. Critical viewing of media messages	1. Recognize propaganda and advertising techniques 2. Research and explain elements of commercial strategies and advertising history. 3. Apply critical reading & thinking skills that lead to synthesis & evaluation of propaganda 4. Synthesize visuals and text to create a meaningful and appropriate message in an original infomercial 5. Analyze an infomercial.	1. Student research of propaganda and advertising through internet resources and class at Paley Center. 2. Student led lessons on the topics researched. 3. Analyze printed advertisements, bill boards, short commercials and full infomercials. 4. Create and present an infomercial for a product that relates to literature or student life. 5. Self and peer evaluate presentations.	1. Research worksheet 2. Quiz on terms 3. Written analysis of material 4. Rough draft of media usage 5. Final media presentation

Propaganda and Commercials (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.1.12G11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision. 3.2.12A2 Define and narrow a problem or research topic. 3.2.12B1 Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. 3.2.12B10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12D1 Employ the most effective writing formats and strategies for the purpose and audience. 3.2.12D3 Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.				

Propaganda and Commercials (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.3.12A3 Assume leadership roles in student-directed discussions, projects, and forums. 3.3.12 B4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 3.3.12 D1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression). 3.3.12 D3 Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking. 3.4.12A1 Discuss, analyze and extend ideas heard orally. 3.5.12A1Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12A3 Identify and select media forms appropriate for the viewer's purpose.				

Propaganda and Commercials (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Formative and Summative Assessment**
3.5.12C3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
    Tape of Infomercial, regular commercials, print media
    Technology Equipment: Internet, digital/video cameras, proxima, editing software
			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Media and Communications Project

PAT Sample

Throughout the past school year, your class has been looking at literature from around the globe and some of the cultures from which it came. You have read about traditions, some holidays, and family practices, among other things. The novels and plays have been demonstrative of different philosophies and different religions. You have also explored the role of media in effectively transmitting that culture and telling those stories. Discussions and writing assignments have asked you to notice and analyze the facets of media which best and most effectively convey the "truth" of a situation or a theme.

Because of the focus of your analysis has been outward, looking at the "other," it has been easy to see what distinguishes and defines an "other" culture. Now your focus is to turn towards your own culture. Your survey should introduce you to your peers' ideas of what defines your own culture. Your harvesting of sound bites is a way of noticing what supports of challenges your analyses. Your are being asked to "see the forest through the trees," or examine your own culture from the inside. (Although it is much easier to see others, explain their behavior, and rationally decide the best course of action for them, than it is to make the same observations and decisions about your own lives, your are being asked to do just that. **Define your own culture; draw some conclusions about this society of which you a part and present them to the class in a definition project.**

- You should work in a group of three people.
- The projects will be presented to the class.
- Each project will have:
    - a technology and media component
    - a presentation component
    - a print component
    - individual writing analyses

A. Invent a product that defines a local and create an ad campaign to sell it. The advertisement should demonstrate the definition of culture, e.g., "the finest quality for when the best isn't close to good enough," might show the culture's perfectionist tendency. The advertisement can take a number of forms, but should have all components and be indicative of serious effort and consideration.
B. Create at travel guide for people/others who have never heard of your high school's culture. Focus on people and practices. You may includes places, but they should reveal aspects of your definition of the culture. This project could be seen as a "survival guide," and focus on how a visitor would survive an adventure in your high school. This could be an online travel guide or could be a travel show filmed and edited (ten minute length). Either choice should also have a print component, such as a poster. As always, it must show serious thought and effort.

C. Consider the students at your high school as wildlife and the school as their habitat. Film a wildlife documentary exploring these wonderful creatures in their own element. Be sure to explain what they are doing and why. Be sure to explain the culture to the audience. Ten-minute length. Serious effort and thought must be shown.

D. Satire/spoof of a TV show, movie, magazine, newspaper. This is a very general topic, but essentially your task would be to film ten minutes of a movie or show, or create a publication in which you use a preexisting model to demonstrate your high school's or town's culture.

In addition to the project which the group will complete, each student should write a brief rationale/explanation which explains what the project shows, how it shows that, and why you chose to focus on those qualities and that method. Also a paragraph or two of reflection should be included in which you assess the quality of your experience working on the project. The writing, in total, should be no more than two pages.

The project should be presented to the class. Each format will necessitate a different type of presentation, but all members should be involved in the presentation.

PERFORMANCE ASSESSMENT ESSAY

You are required to write an essay that addresses what it means to be an individual in today's world.

You are not in a constrained regime like Anthem or in A Doll's House, so how can you be an individual when there is no oppression to break from? Can you? Should you?

All these topics are up for grabs. I am not looking for a right answer – merely that you have thought about it and have reasoned a coherent response. Be clear and concise. Be sure to include your definition of what an individual is in your essay.

All conventions of MLA essay format apply. Be sure that you have everything that belongs in an intro, body and conclusion. Quotes should be used and must be cited. Other sources are allowed, they too must be cited and a works cited page should follow.

Be conscious of the language you use. Show your maturity and writing fluency through your writing. You may have someone proof read it as long as they are also finished and have the time.

You will have class and a home today, tomorrow and the shortened period on Wed. This must be printed and in my hand on Wed when I leave pd 11. Remember that it is only 22 min long and should be used for final edits and printing only. This is a media class – no excuses for technological mishaps will be allowed. Plan ahead. Do not wait unit the last minute.

Papers should have all proper headings and I am expected at least 2 pages in length. You will not be penalized for length, but that the level of argument I am expecting. You MUST reference your novel in specific ways. Prove you read it, understand it, and can speak on one of the main themes – individuality. You should also incorporate your "expert" philosopher (Jung or Nietzsche) and how his theories support or refute the ideas of individualism in the book and in your essay.

If you have any questions about anything – please ask now, it will be too late on Wed.

12-1 SLC English
Midterm Performance Assessment

http://www.slate/com/id/2123280/
http://www.newsline.com.pl/newsnov2003/newsbeat4nov.htm
http://www.khaledhosseini.com/hosseini-bio.html
www.youtube.com/watch?v=FeBMbEpT6Ts
http://www.bloomsbury.com/Authors/microsit...ction=1&aid=863

In the article, "The Kite Runner, Do I Really Have to Read it?" (in the first link above) the author, Meghan O'Rourke, calls into question the realism of the novel when it offers such universal themes in a neat package. She says, "But it purveys an allegory of redemption and healing that, despite the seemingly unmediated realism of the atrocities it describes, is far too neatly reflected in the novel's tidy mirror." The article raises this question: can a novel that employs a fictional narrative structure (in this case, a hero's journey) accurately depict reality and to what extent?

Read the following articles and feel free to explore other sites and concepts related to the novel. You may want to research and discuss perceptions of the Taliban and life under the Taliban that differ greatly from the views presented in the novel and the U.S. media and therefore call into question the "truth" of the novel.

Your task is to answer this question. To what extent is The Kite Runner a "true" novel, or one that tells the "truth"? Use the novel as well as the knowledge that you have garnered from your research and supplemental readings, such Tim O'Brien's The Things They Carried. Be sure to reference O'Rourke's article, either in agreement or disputing its allegations.

- Note: this is not a question of "yes" or "no". It is a question of "to what extent."
- Also note that your response should have a thesis or focusing statement, which directly addresses the question, but it is too explore the extent, not to argue the (im) possibility.
- Follow the rules of standard written English.
- Follow the MLA guidelines, including a "Works Cited" listing for any and all websites you use for your research.

Media and Communications
Final Project 2008

Throughout the past school year, your class has been looking at literature from around the globe and some of the cultures from which it came. You have read about traditions, philosophies, and conflicts. You have also explored the role of media in effectively transmitting these ideas and stories. Discussions and writing assignments have asked you to notice and analyze the facets of media that best and most effectively convey the "truth" of a situation or a theme.

Your final project will revolve around a novel or play from this year of your choice. You may choose any work that we have studied this year. Each project will be individual, but you are encouraged to help each other achieve your goals.

Once you have a chosen a work of literature to focus on, you will begin to create a media campaign to promote a move that does not exist. You will be imagining the movie, as you would make it, and creating an entire media campaign to "sell" the movie and inform the public about *your* vision for the movie.

Each technology component will include a rationale which will hold the bulk of the weight for the English grade.

Each student's project should include the following:

- A website that will promote your movie and the message you intend to express through it:

  - A **synopsis of the movie** or significant scene description
  - Important quotes from the book that express the **themes** you are trying to evoke
  - Casting choices for the main roles
  - **An explanation of the above bullets that rationalize your decisions** (this may be handed in on paper – it need not be on the web itself). The rationale needs to cover all of the aspects of the "movie" as it pertains to the novel and provide support and argumentation for all of your decisions.
    - This will be graded on content by your English teacher and on technical execution and layout of the website by your media teacher

- Trailer that will encompass the emotional and thematic goals of your movie

  - A script that will identify the passages that are being included and **an ending rationale** how these pieces create a snap-shot of the whole you are "creating"
  - A storyboard showing the sequencing of shots in PowerPoint, including all transitions and any voiceovers.

- This will also be graded by both teachers, focusing on the respective disciplines

- Movie Poster that will be part of the "print campaign"

    o This should include symbols and text that incorporate the same thematic concepts as the Webpage and Trailer.

    o The rationale should include why you chose the symbol you did and what the purpose of the message is supposed to be.
        - This will be mainly a media project, but the viability of the symbol and rationale will be a part of your English grade.

You are expected to continue a unifying theme of symbols, text and purpose throughout your project. It is meant to be a campaign, not three separate projects.

141 SLE Final Assessment/Project

For your final English grade you will be, essentially, writing a paper analyzing an advertisement for a media product.

Follow these steps:
- Choose a product, an album, movie, TV show
- Collect the advertisements used. You must have print and video sources.
- Consider billboards, Magazine ads, commercials, virals, previews, etc.
- Determine the following:
    - Advertising and propaganda techniques used
    - Intended audience of product
    - Strategy of placement of advertisements
    - How well these strategies worked
    - How well the placement worked to reach the audience
    - The expectations the advertisements propagate
    - Do the advertisements create an honest expectation based on the product
    - Find ways to either improve their campaign as it exists, or create a plan to appeal to a new audience
- For English this will take the form of a 4-6 page paper in proper MLA format with proper citations and Works Cited page.
- Your paper will be in the form of a professional critique and recommendation to the corporate head of the production company that produced the media. All language should be professional (3rd person, present tense) and there should be no colloquial language.
- Please ask me anything you need to since once it is handed in you are locked into the paper – there are no "oops" once it is turned in. Points will be deducted for anything done incorrectly. There is no chance for a late on this project due to it being the final.
- For Media, you will convert all your information to a PowerPoint presentation that will stand alone, i.e. you will not be standing up there with it.

Public Schools of Edison Township
Divisions of Curriculum and Instruction

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. **Planning which Sets the Stage for Learning and Assessment**

   Does the planning show evidence of:
   a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
   b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
   c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
   d. provision for effective use of available materials, technology and outside resources?
   e. accurate knowledge of subject matter?
   f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
   g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
   h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. **Observed Learner Behavior that Leads to Student Achievement**

   Does the lesson show evidence of:
   a. learners actively engaged throughout the lesson in on-task learning activities?
   b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
   c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
   d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
   e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
   f. learners actively processing the lesson content through closure activities throughout the lesson?
   g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
   h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
   i. learners developing their own voice and increasing independence and responsibility for their learning?
   j. learners receiving appropriate modifications and accommodations to support their learning?

Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:
a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
f. use of prior knowledge to build background information through such strategies as anticipatory set,
   K-W-L, and prediction brainstorms?
g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
l. use of graphic organizers and hands-on manipulatives?
m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

3. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:
a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
b. maintaining accurate records and completing forms/reports in a timely manner?
c. communicating with parents about their child's progress and the instructional process?
d. treating learners with care, fairness, and respect?
e. working collaboratively and cooperatively with colleagues and other school personnel?
f. presenting a professional demeanor?

New Jersey Core Curriculum Content Standards
Language Arts Literacy

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Concepts About Print/Text

1. No additional indicators at this grade level.

B. Phonological Awareness

1. No additional indicators at this grade level.

C. Decoding and Word Recognition

1. No additional indicators at this grade level.

D. Fluency

1. Read developmentally appropriate materials at an independent level with accuracy and speed.

2. Use appropriate rhythm, flow, meter, and pronunciation when reading.

3. Read a variety of genres and types of text with fluency and comprehension.

E. Reading Strategies (before, during, and after reading)

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.

2. Practice visualizing techniques before, during, and after reading to aid in comprehension.

3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

F. Vocabulary and Concept Development

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

2. Use knowledge of root words to understand new words.

3. Apply reading vocabulary in different content areas.

G. Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.

2. Understand the study of literature and theories of literary criticism.

3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.

4. Compare and evaluate the relationship between past literary traditions and contemporary writing.

5. Analyze how works of a given period reflect historical and social events and conditions.

6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.

7. Interpret how literary devices affect reading emotions and understanding.

8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).

9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.

10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.

11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.

13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).

H. Inquiry and Research

1. Select appropriate electronic media for research and evaluate the quality of the information received.

2. Develop materials for a portfolio that reflect a specific career choice.

3. Develop increased ability to critically select works to support a research topic.

4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.

5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.

6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

1. Engage in the full writing process by writing daily and for sustained amounts of time.

2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.

3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.

4. Review and edit work for spelling, usage, clarity, and fluency.

5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.

6. Use a scoring rubric to evaluate and improve own writing and the writing of others.

7. Reflect on own writing and establish goals for growth and improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.

2. Critique published works for authenticity and credibility.

3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.

4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).

5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.

7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.

8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.

9. Provide compelling openings and strong closure to written pieces.

10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

11. Use the responses of others to review content, organization, and usage for publication.

12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.

3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.

4. Use transition words to reinforce a logical progression of ideas.

5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.

6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.

7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.

8. Write legibly in manuscript or cursive to meet district standards.

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Employ the most effective writing formats and strategies for the purpose and audience.

2. Demonstrate command of a variety of writing genres, such as:

   - Persuasive essay

   - Personal narrative

   - Research report

   - Literary research paper

   - Descriptive essay

   - Critique

   - Response to literature

   - Parody of a particular narrative style (fable, myth, short story)

   - Poetry

3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.

4. Apply all copyright laws to information used in written work.

5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.

6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.

7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.

8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Discussion

1. Support a position integrating multiple perspectives.

2. Support, modify, or refute a position in small or large-group discussions.

3. Assume leadership roles in student-directed discussions, projects, and forums.

4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

B. Questioning (Inquiry) and Contributing

1. Ask prepared and follow-up questions in interviews and other discussions.

2. Extend peer contributions by elaboration and illustration.

3. Analyze, evaluate, and modify group processes.

4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.

5. Question critically the position or viewpoint of an author.

6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.

7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).

C. Word Choice

1. Modulate tone and clarify thoughts through word choice.

2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

D. Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).

3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.

4. Edit drafts of speeches independently and in peer discussions.

5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).

6. Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Active Listening

1. Explore and reflect on ideas while hearing and focusing attentively.

2. Listen skillfully to distinguish emotive and persuasive rhetoric.

3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

B. Listening Comprehension

1. Listen to summarize, make judgments, and evaluate.

2. Evaluate the credibility of a speaker.

3. Determine when propaganda and argument are used in oral forms.

4. Listen and respond appropriately to a debate.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Constructing Meaning from Media

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.

2. Identify and evaluate how a media product expresses the values of the culture that produced it.

3. Identify and select media forms appropriate for the viewer's purpose.

B. Visual and Verbal Messages

1. Analyze media for stereotyping (e.g., gender, ethnicity).

2. Compare and contrast three or more media sources.

C. Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).

2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).

3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.