

LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
April 3, 2023
6:30 p.m.

Items for Discussion:

1. Dual/Concurrent Enrollment Update
 - a. Early Enrollment Agreement- Thaddeus Stevens College of Technology
2. Recommended Curriculum:
 - a. Modern Band - L-S High School
 - b. 21st Century Communications - L-S High School
3. Textbook Recommendations:
 - a. Sociology: A Brief Introduction, McGraw Hill
 - b. The Nystrom World Atlas 5th Edition, Nystrom Education (Grade 6)
 - c. The Nystrom World Atlas 3rd Edition, Nystrom Education (Grade 7)

Miscellaneous Updates

Items from the Group:

2022-2023 Dual Enrollment Data

College/University	Agreement:
Delaware Valley	<i>Articulation Agreement</i>
Eastern Mennonite University at Lancaster	Dual Enrollment
Harrisburg Area Community College	Dual Enrollment
Harrisburg Area Community College	<i>College in the Classroom</i>
Lancaster Bible College	Dual Enrollment
Pennsylvania College of Health Sciences	Dual Enrollment
Millersville University	Dual Enrollment
Pennsylvania College of Art and Design	Dual Enrollment
Penn State York	Dual Enrollment
Thaddeus Stevens College of Technology	Dual Enrollment
Thaddeus Stevens College of Technology	<i>Early Enrollment</i>

Semester 1 2022-2023		
Students:	64	
Courses:	85	
Schools:	HACC; LBC; Millersville; PA College of Health Sciences; Thaddeus Stevens	

Semester 2 2022-2023		
Students:	80	
Courses:	103	
Schools:	HACC; LBC; PA College of Health Sciences;	

Early Enrollment Agreement

This Agreement is entered into by and between **Lampeter-Strasburg School District** (herein referred to as the “School District”) and **Thaddeus Stevens College of Technology** (herein referred to as the “College”). This agreement sets out the terms and conditions of the early enrollment program offered by these two institutions in accordance with Article XVI of the Public School Code (hereinafter “Program”).

The College and the School District do hereby agree to the following:

Term:

The term of the agreement shall be effective **December 20, 2022** and upstanding until either party feels that it no longer holds value.

Student Eligibility

Students who meet all of the following criteria are qualified to participate in the program -

- The student is a high school senior
- The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the School District.
 - a. This is defined as needing no more than 4 credits to graduate.
- Students must meet all College admission requirements and be a senior who is recommended for college level work by a teacher or counselor with approval of the principal
- The student must demonstrate readiness for college-level coursework in the intended subject area of study, as determined by the college.

The College will determine readiness based on the following criteria:

- The high school senior must be recommended for college level work by a high school teacher or counselor.
- The student must also complete a formal application to the College.
- The high school senior must have a high school GPA of 2.5 or higher.
- The high school senior must place into college level coursework upon completion of College Success placement testing.

In order to remain in this program, the student must maintain a secondary school grade point average of 2.0 in the applicable area of study. The student also must maintain a minimum grade of 2.0 in each academic course in which the student is enrolled.

Courses Offered

The following criteria apply to all courses covered by this Agreement:

- The courses are non-remedial.
- The courses are in core academic subjects as defined by the School Districts.
- The courses, as offered to early enrollment students, are identical to those offered when early enrollment students are not enrolled including the use of an identical curriculum, assessments and instructional materials.
- The courses enforce prerequisite coursework requirements identical to those enforced for courses when early enrollment students are not enrolled.

Student Credit

Students will not be allowed to enroll in more than 36 postsecondary credits through early enrollment per academic year (18 credit limit per semester). In order to successfully complete a course listed in this Agreement, students must earn a minimum grade of 2.0.

The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the graduation requirements identified above.

The College will award postsecondary credit to students who successfully complete courses identified in this Agreement as identified above. The College will transcript this credit in a manner similar to other students who take a course at this institution. If an early enrollment student becomes a regularly enrolled student at the College following graduation from secondary school, the College shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

Promotional Materials

Both the College and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for early enrollment to parents and students.

Tuition Costs

The College agrees to charge early enrollment students only 50% of the regular tuition costs for the fall and spring semester of their early enrollment year.

Additional Administrative Responsibilities

The following individuals will be responsible for the tasks listed below:

Progress Reports- Thaddeus Stevens College of Technology- Progress reports will be distributed to students participating in the early enrollment program in a similar fashion to undergraduate students. Progress Reports are distributed by the Office of the Registrar.

Mid-Term Grades- Thaddeus Stevens College of Technology- Mid-term grades for the students participating in the early enrollment program will be distributed to a designated contact at the high school. Mid-term grades are distributed by the Office of the Registrar.

Fiscal Transactions- Thaddeus Stevens College of Technology- Fiscal responsibilities will be handled by the student and the college in a fashion similar to other undergraduate students.

Signature Page

The School District and College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, sexual orientation or disability in any undertaking pursuant to this agreement.

For the School District:

Lampeter-Strasburg School District, Superintendent Signature	Date
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President, Lampeter-Strasburg Board of School Directors Signature	Date
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For the College:

TSCT, Vice President of Academic Affairs Signature	Date
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Course: Modern Music Sub-topic: HS Music

Course

Course

<https://jamzone.musicwill.org/>

Unit

Unit Essential

- Parts of the Guitar
- Tuning (Standard)
- Basic Technique
 - Picking
 - Strumming
- Simple 3 String Chords
 - Major
 - Minor
- Open Chords
 - Major nbsp;nbsp;;
 - Minor
- Pentatonic Scales
- Power Chords (2 and 3 string)
- Barre Chords (E and A shape)
 - Major

- Minor
- Comping
- Arpeggios
- Strumming Patterns
- Effects (Distortion/Delay, etc.)
- Amplifier Set-up
- Volume
- Equalizer Effects

Unit Materials:

 Iconic Notation Library for Modern Band (slides 4-11)

<http://www.musicwill.org/Songchart/LKR-GuitarBook.pdf>

<https://musicwill.org/>

Unit Key Terminology & Definitions :

1. Parts of the Guitar - Head, Tuning Pegs, Nut, Frets, Neck, Strings, Pickups, Pickguard, Volume and tone knobs, Bridge.
2. Chord Diagram - Iconic picture of where to place your fingers on the fretboard in order to play a particular chord or note.
3. Comping - Using your musical knowledge to make up rhythms over a chord progression that fit a song's style.
4. Lead Sheet - tells a musician how to play the chords of a song.
5. Measures (bars) - how music is organized. A group of notes, between bar lines, determined by the time signature.
6. Slash - a marking to show guitarist when to strum.
7. Pentatonic scale - a 5 note scale (series of notes) used to improvise, solo and create riffs.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.12.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ◇ Dance: • energy/force • space • time ◇ Music: • duration • intensity • pitch • timbre ◇ Theatre: • scenario • script/text • set design ◇ Visual Arts: • color • form/shape • line • space • texture • value • Principles ◇ Dance: • choreography • form • genre • improvisation • style • technique ◇ Music: • composition • form • genre • harmony • rhythm • texture ◇ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ◇ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.12.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.C (Advanced) Integrate and apply advanced vocabulary to the arts forms.

9.1.12.D (Advanced) Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

9.1.12.E (Advanced) Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

9.1.12.F (Advanced) Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G (Advanced) Analyze the effect of rehearsal and practice sessions.

9.3.12.A (Advanced) Explain and apply the critical examination processes of works

in the arts and humanities.

• Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

9.3.12.G (Advanced) Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

9.4.12.C (Advanced) Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

This Curriculum Map Unit has no Topics to display

Unit: Foundations of Drumset Performance

Unit Description: Students will learn to play the drums so that they can play some of their favorite popular songs.

Unit Essential Questions:

1. Why is it important to be able to name the parts to a basic drum-set kit?
2. How do you apply proper stick grip and stroke technique to a variety of performance situations?
3. How do you analyze, design and make performance adjustments as it pertains to the placement of the drums and cymbals within the drum-set?
4. How do you make observations, analyze and demonstrate the proper functions of each piece of the drum-set?
5. How do you apply learned concepts and skills in order to create a variety of basic drum grooves?
6. How do you create basic drum fill patterns and demonstrate them within a performance setting?
7. What are some of the standard Latin rhythms and how do you apply them to your performance repertoire?

Unit Big Ideas:

- The Drumset - parts to the set
- Basic Technique
 - Sticks/Hand placement
 - Drum Placement
 - Functions of the drum kit
- Basic Drum Grooves
 - Two-Handed Drumbeat
 - Adding the Kick Drum
 - The backbeat
 - Playing the Crash Cymbal
- Drum Fills
- Latin Grooves
 - Salsa/Conga
 - Cumbia Rhythms
 - Calypso

Unit Materials:

<https://jamzone.musicwill.org/lessons/?instrument=drums>

<https://jamzone.musicwill.org/wp-content/uploads/2016/06/LittleKidsRock-DrumResources.pdf>

<https://jamzone.musicwill.org/songs/?instrument=drums>

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

Unit Key Terminology & Definitions :

1. Parts of the Drum-set - Hi-hat cymbals, Snare drum, Kick drum, Floor tom, Ride cymbal, Rack toms, Crash cymbal.
2. Iconic Notation - Pictures that show drumbeat diagrams and are read from left to right with the counting indicated below.

3. Standard Notation - the use of actual music notation to show a variety of drum and cymbal rhythms.
4. Comping - Using your musical knowledge to make up rhythms and create grooves that fit a song's style.
5. Drum fill - Anything other than playing the basic drum beat of a song is called a "fill." Drum fills usually can be made using just the snare, just the toms or any combination of the two. They don't have to be a certain length. They can be several measures or can consist of just a few sixteenth notes. Fills are part of what a drummer uses to propel the band forward and to add variety and spice to the music.
6. Approximation - Using a few basic beats and experimenting with them in the context of a song. When students try them out in a wide variety of contexts, the are "approximating."
7. Basic Drum Rudiments - Single Stroke (RLRL RLRL), Double Stroke (RRLL RRLL), Paradiddle (RLRR LRL)
8. Accent Beats - beats that are louder than other beats. (**RLRL RLRL RLRL RLRL** - beat 1) (**RLRL RLRL RLRL RLRL** - beat 2)
9. Dynamics - How loud or how soft you play. Using a variety of dynamics is a great way to make different sections of the form stand out from one each other. For example you could play softer on the verses and louder on the chorus.
10. Backbeat - refers to a groove that emphasizes beats 2 and 4, usually played on the snare drum.
11. Quarter notes, Eighth notes and Sixteenth notes - notes that represent playing on the beat (quarter), 1 + 2 + 3 + 4 + (eighth notes), 1e+a 2e+a 3e+a 4e+a (sixteenth notes).
12. Symbols - Notes, Rests, Repeat sign, Staff, etc

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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9.1.12.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.C (Advanced) Integrate and apply advanced vocabulary to the arts forms.

9.1.12.D (Advanced) Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

9.1.12.E (Advanced) Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

9.1.12.F (Advanced) Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G (Advanced) Analyze the effect of rehearsal and practice sessions.

9.3.12.A (Advanced) Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
 - 9.3.12.G (Advanced) Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
 - 9.4.12.C (Advanced) Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).
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This Curriculum Map Unit has no Topics to display

Unit: Foundations of Keyboard Performance

Unit Description: Students will learn to play the keyboard so that they can learn to play some of their favorite songs.

Unit Essential Questions:

1. How do you apply the concepts and evaluate the techniques of correct hand placement within a variety of performance situations?
2. How do you apply the concepts and evaluate the techniques of correct pedal usage within a variety of performance situations?
3. How do you apply the concepts of block chords to a variety of comping patterns?
4. How do you differentiate between major and minor chords?
5. How do you understand, create and analyze music using the pentatonic scale?
6. How do you create and apply different comping patterns using both block and arpeggiated chords within a variety of performance settings?
7. How do you create and synthesize a variety of keyboard sounds including leads, pads and soundscapes to a variety of performance settings?

Unit Big Ideas:

- Basic Technique
Hand position and finger numbers
Pedaling
- Block Chords
Major
Minor
- Pentatonic Scales
- Comping Patterns
Arpeggios (broken chords)
- Inversions
- Keyboard Sounds
Traditional sounds
Leads
Pads
Soundscapes

Unit Materials:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

<https://jamzone.musicwill.org/instrument/keyboard/>

<https://jamzone.musicwill.org/wp-content/uploads/2016/06/LittleKidsRock-KeyboardResources.pdf>

Unit Key Terminology & Definitions :

1. Iconic Notation - Using pictures to represent and show where to place your fingers on

- the keyboard.
2. Comping - Using your musical knowledge to make up rhythms over a chord progression that fits a song's style.
 3. Chord - 3 or more notes played at the same time or in succession.
 4. Lead Sheet - representation of a song using a type of song chart that shows measures (bars), slashes, repeat signs, chords and usually lyrics.
 5. Major Chord - made up of 4 half-steps plus 3 half-steps.
 6. Minor Cord - made up for 3 half-steps plus 4 half-steps or the middle note lowered from the major chord.
 7. Jam Card - a tool you can use to learn chords and scales on the keyboard.
 8. Pentatonic Scale - a five note scale used to improvise over chord progressions.
 9. Quarter notes, Eighth notes and Sixteenth notes - notes that represent playing on the beat (quarter), 1 + 2 + 3 + 4 + (eighth notes), 1e+a 2e+a 3e+a 4e+a (sixteenth notes).
 10. Power Chords - Chords only using the root and the fifth.
 11. Alberti Bass - a three-note musical pattern often used in the left-hand or bass voice of the keyboard. (low, high, middle, high)
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STANDARDS: STANDARDS

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9.1.12.E (Advanced) Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

9.1.12.F (Advanced) Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G (Advanced) Analyze the effect of rehearsal and practice sessions.

9.1.12.K (Advanced) Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.3.12.A (Advanced) Explain and apply the critical examination processes of works in the arts and humanities.

• Compare and contrast • Analyze • Interpret • Form and test

	hypotheses • Evaluate/form judgments	
9.3.12.G (Advanced)	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	
9.4.12.C (Advanced)	Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).	
		

This Curriculum Map Unit has no Topics to display

Unit: Foundations of Bass Performance

Unit Description: Students will learn to play the bass so that they can play some of their favorite songs.

Unit Essential Questions:

1. How do you apply the concepts of both picking and using fingers to variety of performance settings?
2. How do you apply concepts, synthesize and create music using the root note of the chord in a variety of performance settings?
3. How do you analyze and apply the proper chord structures in a performance setting?
4. How do you apply your knowledge and create simple bass lines using the pentatonic scale?
5. How do you create a variety of comping patterns in a performance setting?
6. How do you create appropriate levels and design appropriate equalizer balances and effects to the amplifier set up during an organized modern band performance?

Unit Big Ideas:

- Parts of the Bass Guitar
- Tuning (Standard)
- Technique
fingers
pick
- Root of the chord
R-5 bass
- Pentatonic Scales
- Amplifier Set-up
Volume
Equalizer
Built-in effects

Unit Materials:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

<https://jamzone.musicwill.org/wp-content/uploads/2016/06/LessonPlans-Bass.pdf>

<https://jamzone.musicwill.org/lessons/?instrument=bass>

Unit Key Terminology & Definitions :

1. Parts of the Bass Guitar - Headstock, Tuning Pegs, Nut, Frets, Neck, Strings, Pickups, Bridge, Pickguard, Volume and tone knobs.
2. Tuning - E A D G - strings 4, 3, 2, 1.
3. Fret board diagram - an iconic notation showing what finger(s) to use and what strings/frets to play.
4. Comping - Using your musical knowledge to make up rhythms over a chord progression that fit a song's style.

5. Tablature - another way to write music for the bass guitar, showing four lines which represent the four bass strings. The thickest string on the bass is the lowest line on the tab.
6. Chord - a combination of 3 or more notes played together.
7. Scale - a series on notes in stepwise order.

STANDARDS: STANDARDS

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9.4.12.C (Advanced) Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

This Curriculum Map Unit has no Topics to display

Unit: Foundations of Modern Vocal Performance

Unit Description: Students will learn the basics of vocal production and vocal health in order to sing some of their favorite songs.

Unit Essential

Questions: 1. What is proper vocal technique and how do we apply it all styles of singing and vocal

performance?

2. How do you formulate the correct body posture for singing?
3. How do you apply, create and analyze a variety of vocal warm ups for a performance setting?
4. How do you demonstrate, analyze and synthesize correct breath control for singing within a variety of performance settings?
5. Why is vocal resonance important and how can we use it to our advantage in all singing situations?
6. How do you apply concepts of vocal registers through creating and exploring the use of the head voice, chest voice and falsetto?
7. Why is it important to formulate a personal plan to promote vocal health within the modern band performance model?
8. How do you analyze and create a variety of contemporary vocal styles including, but not limited to Hip hop and Beatboxing techniques?
9. How do you analyze and create vocal harmony in a variety of performance situations?
10. How do you analyze and demonstrate the proper use of a vocal microphone within a variety of performance settings?

Unit Big Ideas:

- Vocal Technique
 - Posture
 - Warm ups
 - Breath Control
 - Resonance
- Head Voice/Chest Voice/Falsetto
- Vocal Health
- Contemporary Vocal Styles
 - Hip hop Techniques
 - Beatboxing Techniques
- Creating Vocal Harmony
- Proper use of a microphone

Unit Materials:

<https://jamzone.musicwill.org/lessons/?instrument=vocals>

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

Unit Key Terminology & Definitions :

1. Breath Support - This is the energy for proper singing technique. Also known as breath energy. This comes from a low belly breath and includes the process of inhalation and exhalation while relaxing and engaging the abdominal muscles.
2. Phonation - the production of sound made by the vocal cords.
3. Resonation - the process by which phonation is enhanced or modified as it passed through air filled cavities.
4. Resonator - Air filled cavities through which sound waves and vibrate.
5. Head voice - referring to your upper register.
6. Chest voice - referring to your lower register.
7. Falsetto - Upper male register.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.12.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ♦ Dance: • energy/force • space • time ♦ Music:

Microphone Setup/Placement
Sequencing
Samples
Virtual Instruments
Equalizer
Effects
Mixing

- Live Recording
Microphone Setup/Placement

Unit Materials:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

<https://jamzone.musicwill.org/lessons/?instrument=tech>

Unit Key Terminology & Definitions :

1. Analog vs. Digital: In analog technology, a wave form is recorded and transmitted in its original state. In digital, it is sampled and converted into a series of numbers. Digital information cannot be degraded over time. Ex: A tape is analog. An MP3 is digital.
2. Clipping: When a signal puts an amplifier at max capacity, it “cuts” or “clips” resulting in a distorted sound.
3. DAW: Digital Audio Workstation. This term is usually used to refer to recording programs like Logic, Pro Tools or GarageBand, but can also include all of the peripheral equipment used in conjunction with those programs.
4. EQ: This is short for “equalizer” and refers to the balance between bass (low), treble (high) and mid (middle) frequencies.
5. Gain, Volume and Level: You will often see these words used interchangeably but gain is an increase in power output, volume is an increase in decibels, and level is an increase in volume in relation to another sound source.
6. Female and Male: A male connection plugs into a female connection.
7. Hardware: A physical piece of equipment such as an interface, computer, or mixing board.
8. Headroom: The equivalent of having “money to burn.” It is when an amplifier or speaker has plenty of power left if you want to turn it up.
9. Input: A female connection that receives a signal from a male connection. Ex: An amplifier’s input is where the cable attaches from the guitar’s output.
10. Jack: A fixed female connection attached to a piece of hardware.
11. MIDI: Short for Musical Instrument Digital Interface, it is a digital technology that allows a wide variety of electronic musical instruments, computers and other devices to connect and communicate with one another. Our current Little Kids Rock keyboards have a USB MIDI output for you to connect to your computer!
12. Mono: A single channel audio signal that you will only hear from one speaker or headphone.
13. Output: A female connection that sends a signal out, when a male connection is plugged into it. Ex: I plugged a cable into my guitar’s output jack.
14. Pan: When you choose to put a sound in either the left side, right side, or center using a mixer or DAW you are panning that sound.

15. Phantom Power: You will often see this term on audio interfaces. Certain condenser microphones, not the kind you use for live singing (very sensitive ones), require extra power to transmit their signals. Phantom power accomplishes this task.
16. Plugin: An “add-on” to an existing software application, such as new sounds or a new feature.
17. Software: A digital program such as GarageBand, Microsoft Word, etc.
18. Stereo: A two channel audio signal that will play in both the left and right side.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.12.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ♦ Dance: • energy/force • space • time ♦ Music: • duration • intensity • pitch • timbre ♦ Theatre: • scenario • script/text • set design ♦ Visual Arts: • color • form/shape • line • space • texture • value • Principles ♦ Dance: • choreography • form • genre • improvisation • style • technique ♦ Music: • composition • form • genre • harmony • rhythm • texture ♦ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ♦ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.12.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.C (Advanced) Integrate and apply advanced vocabulary to the arts forms.

9.1.12.J (Advanced) Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

9.1.12.K (Advanced) Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.3.12.B (Advanced) Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).

9.3.12.C (Advanced) Apply systems of classification for interpreting works in the arts and forming a critical response.

9.4.12.C (Advanced) Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

This Curriculum Map Unit has no Topics to display

Unit: Basic Song Writing Concepts and Techniques

Unit

Students will learn how to construct a working knowledge of the foundations to successful

Description: songwriting concepts and techniques as it relates to modern music performance.

Unit Essential Questions:

1. What are some ways that you can create and analyze lyrics that can be utilized in the creation of song lyrics and text?
2. How do you apply concepts, synthesize and create chords for the creation of a song in the modern music setting? Why do you want to use that particular series of chords?
3. What are some methods to use as you create melodic ideas for use in a modern music song?
4. How do you use both historical and modern context to create an authentic tone or feel in modern music songwriting?
5. What are the primary parts and functions of basic modern song form and how do you arrange them into a song of your own?

Unit Big Ideas:

- Lyrics/Text
- Chord structure
- Melodic Ideas
- Feel
- Form
Verse
Chorus
Bridge

Unit Materials:

<http://www.musicwill.org/Lesson/Video/Songwriting-003-ChordTicTacToe.pdf>

<https://jamzone.musicwill.org/lessons/page/2/?instrument=songwriting>

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b3f7b4e4-4e61-3a10-aa49-f3227190e389>

Unit Key Terminology & Definitions :

1. Intro - Think of this as the prelude to the actual song. It could be a short two bars of instrumental music only or longer, but it sets up the listener for what is to come.
2. Verse - this is the part where the story of the song is told. Musically it is the same over and over, however the lyrics unfold to tell the story.
3. Refrain - similar to a chorus, but usually shorter and more concise.
4. Pre-Chorus - Another optional song section, but one that's especially common in rock music. Think of it as a musical spacer between the verse and the chorus. Unlike a bridge, it's typically repeated before each chorus in the song. Its role is to build up suspense or anticipation before the big payoff of the chorus.
5. Chorus - This is where you find the most energy and massed voices, if that happens. This is where the main idea or theme is driven home. Ideally it is also the "catchiest" part of the song...where the listeners want to return.
6. Bridge - Think of this section as the "palette cleanser," interrupting the standard verse/chorus with new material both in lyric and musically.
7. Outro (Coda) - Like the intro, the outro or coda takes the listener out of the song's emotional landscape. It can be as simple as a repeated section of the verse or chorus or it can be completely new material. Hey Jude...na na, na na is a prime example.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.12.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ♦ Dance: • energy/force • space • time ♦ Music: • duration • intensity • pitch • timbre ♦ Theatre: • scenario • script/text • set design ♦ Visual Arts: • color • form/shape • line • space • texture • value • Principles ♦ Dance: • choreography • form • genre • improvisation • style •

technique ♦ Music: • composition • form • genre • harmony • rhythm • texture ♦ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ♦ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.12.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.2.12.A (Advanced) Explain the historical, cultural and social context of an individual work in the arts.

9.2.12.E (Advanced) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.3.12.A (Advanced) Explain and apply the critical examination processes of works in the arts and humanities.

• Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

9.3.12.E (Advanced) Examine and evaluate various types of critical analysis of works in the arts and humanities.

• Contextual criticism • Formal criticism • Intuitive criticism

9.3.12.F (Advanced) Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

9.4.12.B (Advanced) Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

9.4.12.C (Advanced) Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

9.4.12.D (Advanced) Analyze and interpret a philosophical position identified in works in the arts and humanities.

This Curriculum Map Unit has no Topics to display

Unit: Fundamental Relationships and Responsibilities of Modern Band Instrumentation.

Unit Description: Students will learn the functions and responsibilities of each member of the modern band instrumentation.

Unit Essential Questions:

How do you listen and adjust tones and dynamics in order to create the best balance and blend within the modern band setting?

What are the various functions of each member of the modern band? Why is it important that we are aware of each other's functions?

How do you apply, formulate and evaluate both historical and modern performance standards in a variety of performance situations?

Why do certain members of the modern band need to "take charge" or lead and how do all of the members work together in order to create a cohesive sound?

Unit Big Ideas:

- Balance/Blend
- Functions of Each Member
- Performance Standards

Unit Key Terminology & Definitions :

1. Balance - Being able to hear each performer within the ensemble.
2. Blend - The way in which each instruments plays together in order to create one cohesive sound as a unit.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.12.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ◇ Dance: • energy/force • space • time ◇ Music: • duration • intensity • pitch • timbre ◇ Theatre: • scenario • script/text • set design ◇ Visual Arts: • color • form/shape • line • space • texture • value • Principles ◇ Dance: • choreography • form • genre • improvisation • style • technique ◇ Music: • composition • form • genre • harmony • rhythm • texture ◇ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ◇ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.12.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.F (Advanced) Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G (Advanced) Analyze the effect of rehearsal and practice sessions.

9.2.12.A (Advanced) Explain the historical, cultural and social context of an individual work in the arts.

9.2.12.E (Advanced) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.3.12.F (Advanced) Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

9.3.12.G (Advanced) Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

9.4.12.A (Advanced) Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

9.4.12.D (Advanced) Analyze and interpret a philosophical position identified in works in the arts and humanities.

This Curriculum Map Unit has no Topics to display

Unit: The Importance of Health and General Safety in Modern Music

Unit

Description: Students will learn vocal health and general safety around modern music equipment.

Unit Essential

Questions:

1. How do the cause and effect of decibel levels of modern band performances have an impact on health and well-being?
2. What does the cause and effect of warm ups on modern band instruments have on the impact of health and well-being?

Unit Big Ideas:

- Vocal Health

- Neuromusculoskeletal Health
- Hearing Health

Unit Key Terminology & Definitions :

1. Neuromusculoskeletal - includes all the muscles in the body and the nerves serving them.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.12.H \(Advanced\)](#) Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/ environment.
- Evaluate the use and applications of safe props/stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

This Curriculum Map Unit has no Topics to display

Curriculum Map: 21st Century Communication

Course: English: 9-12 Sub-topic: Uncategorized

Grade(s): 11 to 12

Course Description: 21st Century Communication Course No: 170EN Credit: 1 Course Wt: 1.05 Prerequisite: Successful completion of 109EN and 110EN

This revamped communications course accelerates students' public speaking performance by immersing them in verbal activities. The course includes methods of developing self-confidence, preparing speeches, and analyzing communication of others. Students will prepare and deliver major speeches to their classmates in a wide variety of purposes: informative, persuasive, entertaining and more. Additionally, students will engage in collaborative class debates and gain instruction in the practical aspects of debating and theories of argumentation. Finally, students will strengthen interviewing skills and written communication such as emails and letters.

Course Interdisciplinary Connections: HS - Intro to Law

RESOURCES

21st Century Communication: Identifying Desired Results Doc
21st Century Communication: Determining Acceptable Evidence
21st Century Communication: Designing Key Learning Experiences

Unit: Unit 1: Information

Timeline: 4 Weeks

Unit Description: In this unit, students will focus on writing and delivering informational speeches. Students will explore news reporting and the Journalism Code of Ethics. As a culminating activity, students will be asked to write and report on a current event in various media platforms, both linear and social (Tiktok, Instagram, Twitter).

Unit Essential Questions: What does it mean to effectively communicate in the 21st century?
What is the importance of effective communication?
In the 21st century, what does effective communication look like?
How do we discern a fact from opinion?
How do I actively listen?
How do I speak so that others will want to listen?

Unit Big Ideas: - Analysis and synthesis of the content of a speech for effectiveness
- Effective delivery of oration
- Effective composition an informational speech
- Consideration of the audience when preparing an oratory
- Location and identification of credible source for use of the support of an assertion
- Acquisition and application of techniques for effective and confident public speaking
- Adapting speech to a variety of contexts and tasks
- Making strategic use of digital media

Unit Assignments: Students will explore news reporting and the Journalism Code of Ethics. As a culminating activity, students will be asked to write and report on a current event in various media platforms, both linear and social (Tiktok, Instagram, Twitter).

Unit Key Topic sentence

Terminology & Support**Definitions :**

Focus
Elaboration
Organization
Demographics
Declarative statement
Rhetorical question
Pitch
Evaluation
Discernment
Manipulation
Propaganda
Fallacy
Credibility
Objectivity
Misinformation

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.G (Advanced)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
CC.1.4.11-12.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	
CC.1.4.11-12.B (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.	
CC.1.4.11-12.C (Advanced)	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	
CC.1.4.11-12.D (Advanced)	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	
CC.1.4.11-12.E (Advanced)	Write with an awareness of the stylistic aspects of composition.	
	<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	
CC.1.4.11-12.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.11-12.V (Advanced)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
CC.1.4.11-12.W (Advanced)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization,	

	development, substance, and style are appropriate to purpose, audience, and task.	
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.	
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	
(* standards consolidated from Topic level)		

Topic: Topic 1: Evaluating Speeches for Effectiveness

Core Lesson Description: Students will learn to read and/or listen to an informational speech and analyze it for effectiveness. Students will compare and contrast the format and focus on various media platforms (both linear and social).

Core Lesson Student Learning Objectives: Analyze and synthesize the content of a speech/social media content for the effectiveness of its persuasive elements

Core Lesson Essential Questions: What does it mean to effectively communicate in the 21st century?
What is the importance of effective communication?
In the 21st century, what does effective communication look like?
How do we discern a credible argument as opposed to fallacy?
How do we discern a fact from opinion?
How do I actively listen?

Core Lesson Big Ideas: Content analysis
Synthesis of content
Critical thinking
Critical reading
Identification of the elements of persuasion

Core Lesson Key Terminology & Definitions: Topic sentence
Support
Focus
Elaboration
Organization
Demographics
Declarative statement
Rhetorical question
Pitch
Evaluation
Discernment
Manipulation
Propaganda
Fallacy
Credibility
Objectivity

Misinformation

Core Lesson Notes: Qualities that a student must demonstrate to signify that they goal was met: critical thinking and an ability to analyze based on the identification of persuasive elements in the sample.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Topic 2: Selecting Subject for Research

Core Lesson Description: Students will conduct initial research to find a local current event of interest.

Core Lesson Student Learning Objectives: Locate and identify credible source for use of the support of an assertion

Core Lesson Essential Questions: How do we discern a credible argument as opposed to fallacy?

How do we discern a fact from opinion?

Core Lesson Big Ideas: Identification of reliable sources: discernment and procurement of reliable sources for journalism article

Core Lesson Key Terminology & Definitions: Support
Organization
Demographics
Evaluation
Discernment
Manipulation
Propaganda
Fallacy
Credibility
Objectivity
Misinformation

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.G \(Advanced\)](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CC.1.4.11-12.V \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CC.1.4.11-12.W \(Advanced\)](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topic: Topic 3: Drafting/Editing and Revising Speech Script

Core Lesson Description: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Students will draft their informational script.

Core Lesson Student Learning Objectives: Students will draft an effective piece of informational text (script) with attention to focus, content, style, organization, conventions.

Core Lesson What does it mean to effectively communicate in the 21st century?
Essential What is the importance of effective communication?
Questions: In the 21st century, what does effective communication look like?
 How do we discern a fact from opinion?

Core Lesson Informational writing techniques
Big Ideas: Journalism Code of ethics in reporting
 Essential versus non-essential information

Core Lesson Topic sentence
Key Support
Terminology & Focus
Definitions: Elaboration
 Organization
 Demographics
 Declarative statement
 Rhetorical question
 Pitch
 Evaluation
 Discernment
 Manipulation
 Propaganda
 Fallacy
 Credibility
 Objectivity
 Misinformation

STANDARDS

STATE: PA Core Standards (2014)

- CC.1.4.11-12.A
(Advanced) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.11-12.B
(Advanced) Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11-12.C
(Advanced) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.11-12.D
(Advanced) Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC.1.4.11-12.E
(Advanced) Write with an awareness of the stylistic aspects of composition.
- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11-12.F
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Topic 4: Practicing the Speech

Core Lesson Students will spend time practicing their written speech in various ways and for various
Description: platforms, including linear news reporting and social media platforms (tiktok/instagram).

Core Lesson Students will...
Student - Effectively deliver oration
Learning - Students will be able to consider the audience when preparing an oratory
Objectives: - Students will demonstrate an understanding of the importance of various modes of communication in the 21st century.
 - Students will acquire and apply techniques for effective and confident public speaking.
 - Students will adapt speech to a variety of contexts and tasks.
 - Make strategic use of digital media

Core Lesson What does it mean to effectively communicate in the 21st century?
Essential What is the importance of effective communication?
Questions: In the 21st century, what does effective communication look like?
 How do I actively listen?
 How do I speak so that others will want to listen?

Core Lesson - Effective delivery of oration
Big Ideas: - Acquisition and application of techniques for effective and confident public speaking
 - Adapting speech to a variety of contexts and tasks
 - Making strategic use of digital media

Core Lesson Topic sentence
Key Support
Terminology & Definitions: Focus
 Elaboration
 Organization
 Demographics
 Declarative statement
 Rhetorical question
 Pitch
 Evaluation
 Discernment
 Manipulation
 Propaganda
 Fallacy
 Credibility
 Objectivity
 Misinformation

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.D
 (Advanced) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E
 (Advanced) Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F
 (Advanced) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.G
 (Advanced) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: Topic 5: Feedback and Evaluation

Core Lesson Students will be given the opportunity to listen/watch their peers' speeches and give
Description: constructive feedback on its effectiveness.

Core Lesson Students will...
Student - Consider the audience when reviewing an oratory.
Learning - Analyze and synthesize the content of a speech/social media content for the effectiveness of
Objectives: its persuasive elements
 - Discern the difference between hearing and listening and will actively listen to their peers.
 - Adapt speech to a variety of contexts and tasks.

Core Lesson What does it mean to effectively communicate in the 21st century?
Essential What is the importance of effective communication?
Questions: In the 21st century, what does effective communication look like?
 How do I actively listen?

Core Lesson - Analysis and synthesis of the content of a speech for effectiveness
Big Ideas: - Analysis of effective delivery of oration
 - Analysis of effective composition an informational speech
 - Analysis of techniques for effective and confident public speaking
 - Analysis of strategic use of digital media

Core Lesson Topic sentence
Key Support
Terminology & Definitions: Focus
 Elaboration
 Organization
 Demographics
 Declarative statement
 Rhetorical question
 Pitch
 Evaluation
 Discernment
 Manipulation
 Propaganda
 Fallacy
 Credibility
 Objectivity
 Misinformation

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Unit: Unit 2: Persuasive

Timeline: 4 Weeks

Unit Description: In this unit, students will be introduced to the elements of persuasion, including the psychology of persuasion, rhetorical devices, sensory details, figurative language and how to appeal to various audiences via ethos, logos and pathos. Students will select a self prioritized, real- world issue, research the issue and isolate a specific audience/ agency that will receive their finalized persuasive pieces in writing.

Unit Essential Questions: What does it mean to persuasively communicate in the 21st century?
What is the importance of persuasive communication?
In the 21st century, what does persuasive communication look like?
How do we discern a fact from opinion?

Unit Big Ideas:

- Theories of persuasion
- Elements of persuasion
- Effective delivery of a persuasive speech
- Effective composition of a persuasive piece of writing
- Consideration of the audience in persuasive writing
- Location and identification of credible source for use of the support of an assertion

Unit Key Terminology & Definitions :

- Position
- Rebuttal
- ethos/logos/pathos
- rhetorical devices
- Fallacies
- appeal
- belief
- Context
- Demographics
- Opposition
- Challenge
- action/inaction
- Propaganda techniques (and terms)

Unit Notes:

- Examples:
- College should be cheaper
- Changing the driver's license policy about age
- School rules
- Car insurance premiums
- Interest on loans
- Voting registration
- Drinking age
- Drug legalization
- Selective services
- Changes to environmental policies

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.C (Advanced)	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	
CC.1.2.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.	
CC.1.2.11-12.E (Advanced)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
CC.1.2.11-12.F (Advanced)	Evaluate how words and phrases shape meaning and tone in texts.	
CC.1.4.11-12.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.	
CC.1.4.11-12.H (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.	

CC.1.4.11-12.I (Advanced)	<ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	
CC.1.4.11-12.J (Advanced)	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	
CC.1.4.11-12.K (Advanced)	Write with an awareness of the stylistic aspects of composition.	
	<ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	
CC.1.4.11-12.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
CC.1.4.11-12.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
CC.1.4.11-12.T (Advanced)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
CC.1.4.11-12.V (Advanced)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
CC.1.4.11-12.W (Advanced)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
CC.1.4.11-12.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.	
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	

 (* standards consolidated from Topic level)

Topic: Topic 1: Foundational Elements of Persuasion

Core Lesson Description: Students will be introduced to the elements of persuasion, including the psychology of persuasion, rhetorical devices, sensory details, figurative language and how to appeal to various audiences via ethos, logos and pathos.

Core Lesson Students will...

Student Learning Objectives: Learn to consider the audience when preparing an oratory
Learn the theories related to persuasive writing
Acquire and apply techniques for effective persuasive writing and speaking

Core Lesson What does it mean to persuasively communicate in the 21st century?

Essential Questions: What is the importance of persuasive communication?
In the 21st century, what does persuasive communication look like?
How do we discern a fact from opinion?

Core Lesson - Theories of persuasion

Big Ideas: - Elements of persuasion
- Consideration of the audience in persuasive writing

Core Lesson Position

Key Rebuttal

Terminology & Definitions: Ethos/logos/pathos
Rhetorical devices
Fallacies
Appeal
Belief
Context
Demographics
Opposition
Challenge
Action/inaction
Propaganda techniques (and terms)

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.C (Advanced) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11-12.D (Advanced) Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.E (Advanced) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F (Advanced) Evaluate how words and phrases shape meaning and tone in texts.

Topic: Topic 2: Review and Evaluation of Persuasive Pieces

Core Lesson Students will review and evaluate various persuasive pieces for:

Description: - a focus on ethos, logos, pathos
- the use of rhetorical devices
- the use of sensory details and figurative language

Core Lesson Students will analyze and synthesize the content of various persuasive writings for the effectiveness of its persuasive elements.

Student Learning Objectives:

Core Lesson What does it mean to effectively communicate in the 21st century?

Essential Questions: What is the importance of effective communication?
In the 21st century, what does effective communication look like?

Core Lesson - Elements of persuasion

Big Ideas: - Effective composition of a persuasive piece of writing
- Consideration of the audience in persuasive writing

Core Lesson position

Key rebuttal

Terminology & Definitions: ethos/logos/pathos
rhetorical devices
fallacies
appeal
belief
context
demographics
opposition
challenge
action/inaction
propaganda techniques (and terms)
figurative language

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.E (Advanced)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11-12.F (Advanced)	Evaluate how words and phrases shape meaning and tone in texts.

Topic: Topic 3: Research of Topic and Assertion

Core Lesson Description: Students will select a self prioritized, real- world issue to research and write about. They will isolate a specific audience/ agency that will receive their finalized persuasive pieces in writing. Students will research the issue using credible sources.

Core Lesson Student Learning Objectives: Students will decide on and research a topic of interest for their persuasive writing. Students will locate and identify credible sources for use of the support of an assertion

Core Lesson Essential Questions: What is the value of credible and reliable research in the 21st century?

Core Lesson Big Ideas: - Location and identification of credible source for use of the support of an assertion

Core Lesson Key Terminology & Definitions: position
rebuttal
ethos/logos/pathos
rhetorical devices
fallacies
appeal
belief
context
demographics
opposition
challenge
action/inaction
propaganda techniques (and terms)
reliability
credibility

STANDARDS

STATE: PA Core Standards (2014)

CC.1.4.11-12.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11-12.V (Advanced)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.11-12.W (Advanced)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topic: Topic 4: Drafting/ Editing and Revising Written Speech

Core Lesson Description: Students will spend time drafting their persuasive piece. In so doing, they will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Core Lesson Student Learning Objectives: Students will draft an effective piece of persuasive writing with attention to focus, content, style, organization, conventions.

Core Lesson What does it mean to effectively communicate in the 21st century?

Essential Questions:	What is the importance of effective communication? In the 21st century, what does effective communication look like?
Core Lesson Big Ideas:	<ul style="list-style-type: none"> - Effective composition of a persuasive piece of writing - Consideration of the audience in persuasive writing - Location and identification of credible source for use of the support of an assertion
Core Lesson Key Terminology & Definitions:	position rebuttal ethos/logos/pathos rhetorical devices fallacies appeal belief context demographics opposition challenge action/inaction propaganda techniques (and terms)

STANDARDS

STATE: PA Core Standards (2014)

CC.1.4.11-12.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.H (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11-12.I (Advanced)	<ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11-12.J (Advanced)	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11-12.K (Advanced)	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.T (Advanced)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.11-12.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Topic: Topic 5: Feedback and Evaluation

Core Lesson Description:	Having selected a real-world issue and isolated a specific audience/ agency to receive their finalized persuasive pieces in writing, students will present their pieces for teacher and peer feedback before sending to their audience.
Core Lesson Student Learning Objectives:	Students will... <ul style="list-style-type: none"> - Consider the audience when reviewing an oratory. - Analyze and synthesize the content of the persuasive writing for the effectiveness of its persuasive elements - Discern the difference between hearing and listening and will actively listen to their peers. - Adapt speech to a variety of contexts and tasks.
Core Lesson Essential Questions:	What does it mean to persuasively communicate in the 21st century? What is the importance of persuasive communication? In the 21st century, what does persuasive communication look like? How do we discern a fact from opinion?
Core Lesson Big Ideas:	<ul style="list-style-type: none"> - Theories of persuasion - Elements of persuasion

- Effective composition of a persuasive piece of writing
- Consideration of the audience in persuasive writing
- Location and identification of credible source for use of the support of an assertion

Core Lesson	position
Key	rebuttal
Terminology & Definitions:	ethos/logos/pathos
	rhetorical devices
	fallacies
	appeal
	belief
	context
	demographics
	opposition
	challenge
	action/inaction
	propaganda techniques (and terms)

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Unit: Unit 3: Debate

Timeline: 5 Weeks

Unit	In this unit, students will select a topic from teacher curated choices, research the current event, decide on a specific stance and, after research and preparation, participate in a live debate!
Description:	

Unit Essential Questions:	What does it mean to effectively communicate in the 21st century? What is the importance of effective communication? In the 21st century, what does effective communication look like? How do we discern a fact from opinion? How do I actively listen?
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Unit Big Ideas:	Evaluation of debate examples Brainstorm topics and vote Research current events The value of opening construction and closing construction Preparation of opening and closing construction Preparation of rebuttals to the opposing view Impromptu critical thinking Debate performance Student assessment
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Unit Key Terminology & Definitions :	Position Rebuttal ethos/logos/pathos rhetorical devices Fallacies appeal belief Context Demographics Opposition Challenge action/inaction Propaganda techniques (and terms) Opening construction Closing construction Cross examination
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STANDARDS: STANDARDSSTATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	
CC.1.5.11-12.C (Advanced)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.	
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	

(* standards consolidated from Topic level)

Topic: Topic 1: Foundational Elements of Debate

Core Lesson Description: Students will be introduced to the elements of debate including opening construction, closing construction, preparation of rebuttals and impromptu critical thinking.

Core Lesson Student Learning Objectives: Students will...
Learn to consider the audience when preparing an oratory
Learn the foundational aspects of preparing for a debate
Acquire and apply techniques for effective debating

Core Lesson Essential Questions: What does it mean to effectively debate in the 21st century?
What is the importance of effective debating?
In the 21st century, what does effective debates look like?
How do I effectively debate?

Core Lesson Big Ideas: The value of opening construction and closing construction
Preparation of opening and closing construction
Preparation of rebuttals to the opposing view
Impromptu critical thinking
Debate performance

Core Lesson Key Terminology & Definitions: Position
Rebuttal
Ethos/logos/pathos
Rhetorical devices
Fallacies
Appeal
Belief
Context
Demographics
Opposition
Challenge
Action/inaction
Propaganda techniques (and terms)
Opening construction
Closing construction
Cross examination

STANDARDSSTATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and

tone.

Topic: Topic 2: Review and Evaluation of Debates

Core Lesson Students will review and evaluate various debates for:

- Description:**
- opening and closing construction
 - effective rebuttals to opposing views
 - impromptu critical thinking
 - a focus on ethos, logos, pathos
 - the use of rhetorical devices
 - the use of sensory details and figurative language

Core Lesson
Student
Learning
Objectives:

Students will analyze and synthesize the content of various debates for effectiveness.

Core Lesson What does it mean to effectively debate in the 21st century?

Essential What is the importance of effective debating?

Questions: In the 21st century, what does effective debates look like?
How do I effectively debate?

Core Lesson Evaluation of debate examples

Big Ideas: The value of opening construction and closing construction
Qualities of effective rebuttals
Impromptu critical thinking
Debate performance

Core Lesson position
Key rebuttal
Terminology & ethos/logos/pathos
Definitions: rhetorical devices

fallacies
appeal
belief
context
demographics
opposition
challenge
action/inaction
propaganda techniques (and terms)
figurative language

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A](#)
(Advanced) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B](#)
(Advanced) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Topic 3: Research of Topic

Core Lesson As a class, students will brainstorm real- world issue to debate. In teams, students will
Description: research the issue using credible sources.

Core Lesson
Student
Learning
Objectives:

Students will...

- work collaborative to decide on a real-world topic to debate
- locate and identify credible sources for use of the support of their assertion
- read extensively on the topic for their debate ensuring that all sources are documented according to MLA standards

Core Lesson What does it mean to effectively debate in the 21st century?

Essential What is the importance of effective debating?

Questions: In the 21st century, what does effective debates look like?

How do I effectively debate?
How are credible resources connected to effective debating?

Core Lesson Evaluation of debate examples
Big Ideas: Brainstorm topics and vote
Research current events

Core Lesson position
Key rebuttal
Terminology & ethos/logos/pathos
Definitions: rhetorical devices
fallacies
appeal
belief
context
demographics
opposition
challenge
action/inaction
propaganda techniques (and terms)
figurative language

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A](#) Initiate and participate effectively in a range of collaborative discussions
(Advanced) on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.C](#) Integrate multiple sources of information presented in diverse formats and
(Advanced) media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Topic: Topic 4: Performance

Core Lesson
Description: Students will be given the opportunity to participate in a debate before a live audience.

Core Lesson
Student Students will...
Learning
Objectives:

- Debate their researched topic before a live audience.
- Apply the foundational elements of debate with respect to opening construction, closing construction, impromptu thinking and rebuttals
- Actively listen to the performance of their peers with the intent to give constructive feedback

Core Lesson What does it mean to effectively debate in the 21st century?
Essential What is the importance of effective debating?
Questions: In the 21st century, what does effective debates look like?
How do I effectively debate?

Core Lesson
Big Ideas: The value of opening construction and closing construction
Preparation of opening and closing construction
Preparation of rebuttals to the opposing view
Impromptu critical thinking
Debate performance

Core Lesson Position
Key Rebuttal
Terminology & ethos/logos/pathos
Definitions: rhetorical devices
Fallacies
Appeal
Belief
Context
Demographics
Opposition

Challenge
 Action/inaction
 Propaganda techniques (and terms)
 Opening construction
 Closing construction
 Cross examination

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: Topic 5: Assessment and Feedback

Core Lesson Description:	Students will listen/watch their peers' speeches/debates and give constructive feedback on its effectiveness.
Core Lesson Student Learning Objectives:	Students will... - Consider the audience when reviewing an oratory. - Analyze and synthesize the content of the debate for the effectiveness of its persuasive elements and the relevance of its examples - Discern the difference between hearing and listening and will actively listen to their peers.
Core Lesson Essential Questions:	What does it mean to effectively debate in the 21st century? What is the importance of effective debating? In the 21st century, what does effective debates look like? How do I effectively debate?
Core Lesson Big Ideas:	- Analysis and synthesis of the content of a speech for effectiveness - Effective delivery of oration - Consideration of the audience when preparing an oratory - Application of techniques for effective and confident public speaking - Adapting speech to a variety of contexts and tasks
Core Lesson Key Terminology & Definitions:	Position Rebuttal ethos/logos/pathos rhetorical devices Fallacies appeal belief Context Demographics Opposition Challenge action/inaction Propaganda techniques (and terms) Opening construction Closing construction Cross examination

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
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Timeline: 3 Weeks

Unit Essential Questions: What does it mean to effectively communicate in the 21st century?
What is the importance of effective storytelling?
In the 21st century, what does effective storytelling look like?

Unit Key Terminology & Definitions :	Timing/pacing Suspense Foreshadowing Vocal inflection Focus
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STATE: PA Core Standards (2014)

 (* standards consolidated from Topic level)

Core Lesson Students will be introduced to the structure and science of storytelling and the impact that

Description: storytelling has in the 21st century world. Students will be exposed to various ways that storytelling occurs in television and social media. Students will also learn effective performance techniques, such as timing/pacing, suspense, foreshadowing and vocal inflection.

Core Lesson Student Learning Objectives: Students will
- acquire and apply techniques for effective and confident public speaking.
- analyze and synthesize the content of a speech/social media content for the effectiveness of its storytelling elements

Core Lesson Essential Questions: What does it mean to effectively communicate in the 21st century?
What is the importance of effective storytelling?
In the 21st century, what does effective storytelling look like?

Core Lesson Big Ideas:
- The structure/ science of storytelling
- Performance techniques:

Timing/pacing
Suspense
Foreshadowing
Vocal inflection

Core Lesson Key Terminology & Definitions: Timing/pacing
Suspense
Foreshadowing
Vocal inflection
Focus

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Topic 2: Crafting Stories for Telling

Core Lesson Description: Students will have an opportunity to select one medium of storytelling and will craft their personal stories for performance.

Core Lesson Student Learning Objectives: Students will-
- effectively draft a storytelling piece for performance
- demonstrate an application of foundational elements of storytelling in their compositions, including:
timing/pacing
suspense
foreshadowing
vocal inflection

Core Lesson Essential Questions: What does it mean to effectively communicate in the 21st century?
What is the importance of effective storytelling?
In the 21st century, what does effective storytelling look like?

Core Lesson Big Ideas:
- Review of current examples: stand up comedy, story telling (youtube/vlogs)
- The structure/ science of storytelling
- Performance techniques:
-Timing/pacing
- Suspense
- Foreshadowing
- Vocal inflection
- Drafting a story

Core Lesson Key Terminology & Definitions: Timing/pacing
Suspense
Foreshadowing
Vocal inflection
Focus

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.M](#) Write narratives to develop real or imagined experiences or events.

(Advanced) CC.1.4.11-12.N (Advanced)	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11-12.O (Advanced)	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.11-12.P (Advanced)	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.4.11-12.Q (Advanced)	Write with an awareness of the stylistic aspects of writing. ? Use parallel structure. ? Use various types of phrases and clauses to convey specific meanings and add variety and interest. ? Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Topic 3: Performance

Core Lesson Description: Students will participate in a live performance of their storytelling pieces

Core Lesson Student Learning Objectives:

Students will...

- effectively deliver oration
- apply techniques for confident and effective story telling
- consider the audience when delivering their oratory

Core Lesson Essential Questions:

What does it mean to effectively communicate in the 21st century?
What is the importance of effective storytelling?
In the 21st century, what does effective storytelling look like?

Core Lesson Big Ideas:

- Performance techniques:
 - Timing/pacing
 - Suspense
 - Foreshadowing
 - Vocal inflection
- Final performance

Core Lesson Key Terminology & Definitions:

- Timing/pacing
- Suspense
- Foreshadowing
- Vocal inflection
- Focus

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: Topic 4: Assessment and Feedback

Core Lesson Description: Students will be evaluated and will receive audience feedback on the effectiveness of their story telling and techniques that were clearly used. Students will also have the opportunity to watch a recording of their performance and will evaluate their own performance.

**Core Lesson
Student
Learning
Objectives:**

- Students will...
- prepare and practice their storytelling oratory
 - effectively deliver their oratory
 - evaluate their own performance and write a self reflection
 - evaluative their peers and give constructive feedback
 - received constructive feedback from their peers

**Core Lesson
Essential
Questions:** What does it mean to effectively communicate in the 21st century?
What is the importance of effective storytelling?
In the 21st century, what does effective storytelling look like?

**Core Lesson
Big Ideas:**

- Practice of performance- self evaluation
- Audience evaluation
- (if time, acceptance speech)

**Core Lesson
Key
Terminology &
Definitions:** Timing/pacing
Suspense
Foreshadowing
Vocal inflection
Focus

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.B
(Advanced) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.E
(Advanced) Adapt speech to a variety of contexts and tasks.

Unit: Assessment Rubric

**Unit
Description:** For each unit, students will be evaluated using an oral presentation rubric. See resources.

Unit Big Ideas:

Oral Presentation Teaching Points
(Connected to Assessment Rubric)

Introduction

1. Strong and engaging attention getting/ opener
2. Clear and precise preview of ideas
3. Convincingly establishes credibility
4. Clearly orients the audience to the speech
5. Includes a clear and precise thesis statement/ statement of a main idea

Body

1. Content is well researched and supported
2. Strongly and clearly supported arguments with credible sources
3. Sources were clearly identified where necessary.
4. Features smooth ideas, effective transitions and internal summaries
5. Organization is effective and clear
6. Content is effectively coherent and narrow enough to be well developed

Conclusion

1. Effectively summarizes the speech content, restating the thesis and the main points
2. Provides an effectively cohesive link to introductory remarks

3. Effectively strong clincher

Body Language

1. Effective and appropriate stance and posture
2. Effective and appropriate eye contact
3. Expressive facial qualities
4. Effective gesturing

Delivery

1. Effective voice projection
2. Effective pacing
3. Effective enunciation and pronunciation
4. Proper grammar usage
5. Effective vocal inflection
6. Engaging energy

Visual Aids

Effective use/application of visual aids

RESOURCES:**RESOURCES**

[Rubric for Oral Presentation](#)

This Curriculum Map Unit has no Topics to display

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/2/23 PRINCIPAL: [Signature]
TEACHER: L. Shehan CHAIRMAN: _____
GRADE & DEPARTMENT: 11/2 - Social Studies SUBJECT: Sociology
BOOK: Sociology COMPANY: McGraw Hill
COPYRIGHT DATE: 2023 # OF BOOKS NEEDED: 30 COST/BOOK: \$166.64
Chairperson Signature: [Signature] Principal Signature: _____

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>✓</u>	_____	_____
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u>✓</u>	_____	_____
3. How colorful and attractive is the cover?	<u>✓</u>	_____	_____
4. How attractive and modern-looking is the page layout?	<u>✓</u>	_____	_____
5. How readable and attractive is the type face?	<u>✓</u>	_____	_____
6. How does margin and spacing of print enhance readability and attractiveness?	<u>✓</u>	_____	_____
7. How well is textbook referenced and indexed?	<u>✓</u>	_____	_____
8. How durable and readable is the paper used in the pages of the book?	<u>✓</u>	_____	_____
9. How sturdy is the construction of the book and its binding?	<u>✓</u>	_____	_____

CONTENT

1. How well does content meet maturity level of pupils?	<u>✓</u>	_____	_____
2. How well does readability level meet most pupils for whom it was selected?	<u>✓</u>	_____	_____
3. How well does content meet needs and interest of pupils?	<u>✓</u>	_____	_____
4. How adaptable is content to a wide range of individual differences of pupils?	<u>✓</u>	_____	_____
5. How well does content deal or relate with situations in which pupils find themselves?	<u>✓</u>	_____	_____
6. How well are inter-relationships of materials in the book presented?	<u>✓</u>	_____	_____

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How well is balance met between problem-centered and subject-centered materials?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How free is content of prejudices on controversial issues?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. How fairly and completely are controversial issues handled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How correct is factual material of content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How free of bias and prejudices is the factual content and illustrations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. How up-to-date are illustrations, references, resources and total content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How interesting and clear is the style of writing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How resourceful is content in terms of illustration devices and character portrayals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. How extensive and effective are study helps and aids?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. How adequate are footnotes for identification purposes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. How adequate and effective are evaluative devices for pupil use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

see attached

Criteria for Textbook Selection
Sociology
Social Studies Department

The current Sociology textbook was copyrighted in 2003. *Sociology A Brief Introduction* is an updated version of the current book, and is copyrighted in 2023. The proposed textbook uses updated terminology, statistics, and social issues. The photos, graphics, and scientific studies and observations provide a thorough introduction to the field of sociology. Looking through the textbook, I noticed it regularly references back to the key concepts of sociology in each of the chapters / topics. The text has added relevant social topics, such as social media and health/wellness impacts on society. The textbook balances readability and academic rigor in an appropriate manner for juniors and seniors.

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/24/23 PRINCIPAL: Mrs. Kowitz
TEACHER: Mr. Bournelis + Mrs. Grimm CHAIRMAN: _____
GRADE & DEPARTMENT: 6th Social Studies SUBJECT: Social Studies
BOOK: The NYSTROM WORLD ATLAS COMPANY: Social Studies School Service
COPYRIGHT DATE: 2019 # OF BOOKS NEEDED: 70 COST/BOOK: \$13.46
Chairperson Signature: [Signature] Principal Signature: [Signature]

FORMAT

1. How extensively, effectively and wisely are pictures used?
2. How extensively, effectively and wisely are graphs, charts and maps used?
3. How colorful and attractive is the cover?
4. How attractive and modern-looking is the page layout?
5. How readable and attractive is the type face?
6. How does margin and spacing of print enhance readability and attractiveness?
7. How well is textbook referenced and indexed?
8. How durable and readable is the paper used in the pages of the book?
9. How sturdy is the construction of the book and its binding?

GOOD

FAIR

POOR

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CONTENT

1. How well does content meet maturity level of pupils?
2. How well does readability level meet most pupils for whom it was selected?
3. How well does content meet needs and interest of pupils?
4. How adaptable is content to a wide range of individual differences of pupils?
5. How well does content deal or relate with situations in which pupils find themselves?
6. How well are inter-relationships of materials in the book presented?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	✓		
8. How well is balance met between problem-centered and subject-centered materials?		✓	
9. How free is content of prejudices on controversial issues?	✓		
10. How fairly and completely are controversial issues handled?	✓		
11. How correct is factual material of content?	✓		
12. How free of bias and prejudices is the factual content and illustrations?	✓		
13. How up-to-date are illustrations, references, resources and total content?	✓		
14. How interesting and clear is the style of writing?	✓		
15. How resourceful is content in terms of illustration devices and character portrayals?	✓		
16. How extensive and effective are study helps and aids?		✓	
17. How adequate are footnotes for identification purposes?	✓		
18. How adequate and effective are evaluative devices for pupil use?	✓		

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

In sixth grade Social Studies, the content taught is World Geography. We use the Atlas throughout the whole year when traveling to each continent. We utilize the Political & Physical maps as well as other maps such as population maps, etc. In addition, we use the Atlas at times when completing projects.

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/23/23 PRINCIPAL: Alicia Kowitz
TEACHER: Martin / Yowler CHAIRMAN: Janelle Hershner
GRADE & DEPARTMENT: 7 Social Studies SUBJECT: _____
BOOK: Nystrom Atlas of World History COMPANY: Nystrom
COPYRIGHT DATE: 2020 # OF BOOKS NEEDED: 90 COST/BOOK: 13.46
Chairperson Signature: [Signature] Principal Signature: [Signature]

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>✓</u>	_____	_____
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u>✓</u>	_____	_____
3. How colorful and attractive is the cover?	<u>✓</u>	_____	_____
4. How attractive and modern-looking is the page layout?	<u>✓</u>	_____	_____
5. How readable and attractive is the type face?	<u>✓</u>	_____	_____
6. How does margin and spacing of print enhance readability and attractiveness?	<u>✓</u>	_____	_____
7. How well is textbook referenced and indexed?	<u>✓</u>	_____	_____
8. How durable and readable is the paper used in the pages of the book?	<u>✓</u>	_____	_____
9. How sturdy is the construction of the book and its binding?	<u>✓</u>	_____	_____

CONTENT

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17. How adequate are footnotes for identification purposes?	N/A		
18. How adequate and effective are evaluative devices for pupil use?	✓		

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

We have used this atlas activity book + have found it to be a very useful resource. The activities are engaging, interactive, + fit nicely with our units. It has wonderful images + maps that can be used in a variety of lessons. The ones we are using now are in poor shape and outdated.

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 3/23/23 PRINCIPAL: Alicia Kowitz
TEACHER: Martin / Yowler CHAIRMAN: Janelle Hershner
GRADE & DEPARTMENT: 7th / SS SUBJECT: History
BOOK: Nystrom Atlas of All S. History COMPANY: Nystrom
COPYRIGHT DATE: 2019 # OF BOOKS NEEDED: 90 COST/BOOK: \$13.46
Chairperson Signature: Janelle Hershner Principal Signature: Alicia Kowitz

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
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