



School District of the City of St. Charles

7-12 Communication Arts Electives

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7-12 Communication Arts Electives Curriculum Committee

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Communication Arts Rationale

The rationale for Communication Arts Electives in the City of St. Charles School District is to provide a foundation for all students in the areas of speech and debate, journalistic writing, yearbook, and the theatre arts. Through the exploration of speech, theatrical expression, and a variety of journalistic styles, students will become critical thinkers. By focusing on essential standards, students will learn the skills necessary to harness their own rhetorical voices and evaluate and select information to formulate an educated opinion. Differentiating instruction through a Standards Based Grading model ensures that each student has mastered the curriculum.

Communication Arts Electives Program Goals

- Apply 21st Century Skills through reading, writing, speaking, and listening
- Read and understand any text or text format
- Think critically and select the most relevant information
- Effectively communicate ideas through speaking and writing
- Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life

Communication Arts Electives Course Descriptions

Multimedia Journalism: This semester-long course is designed to provide the student with multimedia and journalism skills as a prerequisite necessary for enrollment in Multimedia Publications or Yearbook Production. The course emphasizes basic instruction in journalistic writing, photography, and multimedia design. Topics covered include journalism law and ethics, media literacy, news writing, reporting, photojournalism, publication design.

Multimedia Publication: This full-year course is designed to provide students with advanced training in journalistic writing, photography, and multimedia design as they work to produce a news publication. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the news publication.

Yearbook: This full-year course is designed to provide journalism students with advanced training in journalistic writing, photography, design, and advertising as they work to produce the school's yearbook. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the yearbook. Students will sell

advertising, conduct interviews, and complete photography assignments, as well as explore journalism career opportunities.

Speech One:Speech One is designed to help the student develop better speaking and listening skills. Students will be able to recognize the importance of effective speech communication in everyday life. Developing confidence and improving presentation skills will be explored through speech writing and delivery of a variety of speeches. Students will learn to accept and give constructive criticism. A course in public speaking will better prepare students for required college oral communication courses.

Speech Two:Speech Two students will utilize the public speaking techniques learned in Speech One. In addition, they will practice the art of storytelling for an elementary audience, create and perform an original radio broadcast, debate current issues and perform a variety of specialized public speeches. A full year of public speaking will better prepare students for the rigor of college level communication courses.

Debate:Students will explore the role of debate in depth. Through participation in a variety of debate formats, students will understand the importance of constructing a valid argument, finding appropriate supporting evidence, and evaluating and refuting the arguments of their opponent. Students interested in pursuing a degree in law, politics, or simply interested in improving their own personal growth will benefit from taking debate.

Theatre One: Theatre One is designed to introduce students to the art of public performance. Students will gain confidence by performing original scenes for an audience of their peers. Through exploring a variety of performance styles students will learn how to create scenes and original characters. As beginning performers, they will also learn how to give and receive constructive criticism.

Theatre Two: Theatre Two students will build upon the performance skills developed in Theatre One. Students will perform a variety of both original and scripted scenes. Dramatic structure and theatre history are also explored through fun and interactive activities and scenes. Through self-reflection and performance evaluation, students will gain an appreciation for the art of public performance and its importance to our culture.

Advanced Acting:Advanced Acting students will explore the performance elements of a mock audition, resume creation, staging, playwriting, acting for stage, acting for film, and theatre reviewing.

Stagecraft and Theatrical Design:Stagecraft students will explore the backstage elements of theatrical production. Students will learn shop safety and participate in the building or design of: scenery, lighting, costume, and stage makeup.

Communication Arts Electives Enduring Understandings/Essential Learning Outcomes

Multimedia Journalism:

- Students will understand that as media consumers, people have to be able to assess the credibility of media sources.
- Students will understand that the many forms of media we access everyday contain bias.
- Students will understand that people can be more easily controlled in an environment with biased media.

Multimedia Production:

- Students will include and correctly use all the elements (lead, transition, facts, and quotes) to create an informative news story.
- Students will gather accurate and relevant information by conducting quality interviews.
- Students include action, reaction, relationships and emotions in their photos.
- Students can create a layout that correctly uses modular design.
- Students can create various forms and contents to develop complex, unified publications.

Yearbook:

Speech One:

- Perceptions, nonverbal communication, and listening influence effective communication.
- Speech delivery tools include vocal expression, pace, volume, pitch, articulation, eye contact, facial expressions, gestures, and posture.
- Effective speeches contain an engaging introduction, clear structure, and a satisfying conclusion.
- Informative speeches can be enhanced with credible research and visual aids.
- Vocal tools include expression, word coloring, pace, pitch, and accents.
- A variety of facial expressions, gestures, and movement can be used to present an interpretation of literature.
- An oral interpretation accommodates the certainties of literature, while allowing for the exploration of the probabilities and possibilities of the literature.
- A person's knowledge and experience can be used to develop a speech with limited preparation. Persuasive speakers use their credibility, logic, and emotions to persuade an audience.
- There are several styles of effective leadership.
- Listening helps empower members.
- All team members have strengths to contribute to successful task completion.
- Conflicts can be solved through negotiation.

Speech Two:

- Students will understand the importance of oral traditions and perform an original adaptation of a story.
- Students will create and deliver an instructional speech that informs an audience or teaches a skill.
- Students will create and perform a radio/broadcasting segment for an audience.
- Students will prepare and participate in different debate formats.
- Students will rehearse and perform a specialized speech.

Debate:

- A resolution can be affirmed or negated.
- An effective argument contains a claim, evidence, warrant, and impact.
- Effective refutation identifies the argument, explains the counterclaim, and supports it with counter evidence.
- An effective rebuttal compares the arguments on both sides and explains why the position is superior.
- Analyzing argument reasoning patterns can help identify possible logical fallacies in one's own argument as well as an opponent's argument.
- Flowing consists of writing down the opponent's argument and following how they are defended or refuted in the course of the debate.
- A presiding officer uses parliamentary procedure to moderate debate.
- In congressional debate, students debate bills or resolutions.
- Cross examination questions are used to expose the truth of various viewpoints.
- In a courtroom, an effective argument relies on the concepts of the burden of proof and beyond a reasonable doubt.
- A case is constructed with contentions, evidence, warrants, and impacts.
- A rebuttal includes refutation, comparative point by point analysis, big picture analysis, and a final rebuttal includes voting issues.
- A value is a lens by which an opponent's arguments can be evaluated. (i.e. public safety).
- A criterion is the measure of a value. (i.e. the greatest good for the greatest number).
- A value and criterion can be used as a lens to frame a rebuttal.
- A good debater should be able to debate both sides of a resolution.
- In public forum debate, sides are determined by a coin flip.

Scope and Sequence

	Theatre 1	Theatre 2	Advanced Acting	Stagecraft and Theatrical Design
Students will study various films throughout history in regard to actors, directors, and social impact	I	E		
Students will read and perform scenes written from at least one script written by someone from a different cultural background	I	E	M	
Students will write and deliver oral presentations for a variety of purposes and/or audiences	I	E	R	
Students will master the elements of voice, diction, and dialect.	I	E	R	
Students will design technical theatre plots demonstrating knowledge of the elements of scenery, lighting, costumes, and makeup.	I	E	R	M
Students will write, perform, and direct their own dramatic presentations.	I	R	M	
Students will study and perform plays from various playwrights throughout history	I	E	R	
Students will use technological tools to research and construct presentations about the performance arts.	I	E	R	M
Students will demonstrate knowledge of the basic vocabulary of the theatre arts.	I	M	R	
Students will demonstrate the ability to work with others in the planning and execution of a dramatic presentation	I	E	M	R
Students will understand the contributions of women and minorities to the performance arts	I	E	M	R
Students will learn to analyze dramatic works	I	M	R	
Students will learn to evaluate dramatic presentations	I	E	M	R

Scope and Sequence

Grades 9-12

Strand		CCSS	Standard	9	10	11	12
Reading		RL.9-10.1	Literature: Literature Analysis	R	R	R	M
		RL.11-12.1					
		RL.9-10.2 RL.11-12.2	Literature: Theme/Central Idea	R	R	R	M
		RL.9-10.3	Literature: Character Development	R	R	R	M
		RL.11-12.3 RL.11-12.4 RL.11-12.5	Literature: Author's Choice	R	R	R	M
		RL.9-10.4 RL.9-10.5	Literature: Word choice and text structure: text meaning, mood, tone	R	R	R	M
		RL.9-10.6 RL.11-12.6	Literature: Point of View or Cultural Perspectives	R	R	R	M
		RL.9-10.7 RL.11-12.7	Literature: Compare/Contrast Two Mediums	R	R	R	M
		RL.11-12.9	Literature: Literary Interpretation (Early American Texts)	I	R	R	M

	RL.9-10.1 0 RL.11-12.1 0	Literature: Reading Comprehension at Grade Level	R	R	R	M
	RI.9-10.1 RI.9-10.3 RI.9-10.9 RI.9-10.10 RI.11-12.1 RI.11-12.2 RI.11-12.3	Informational Text: Text Analysis	R	R	R	M
	RI.9-10.2	Informational Text: Theme/Central Idea	R	R	R	M
	RI.9-10.4 RI.9-10.5 RI.9-10.6 L.9-10.5 RI.11-12.4 RI.11-12.5 RI.11-12.6	Informational Text: Craft & Structure	R	R	R	M
	RI.9-10.7 RI.11-12.7	Informational Text: Compare/Contrast Two Mediums	R	R	R	M
	RI.9-10.8	Informational Text: Argument Evaluation	R	R	R	M
	RI.11-12.8 RI.11-12.9	Informational Text: Reasoning & Rhetoric of U.S. Documents	I	R	R	M
	RL.9-10.1 0	Literature: Reading Comprehension at Grade Level	R	R	R	M

	RL.11-12.1 0					
	RI.9-10.10 RI.11-12.1 0	Informational Text: Reading Comprehension at Grade Level	R	R	R	M
Writing	W.9-10.1 W.11-12.1	Argumentation	R	R	R	M
	W.9-10.2 W.11-12.2	Informative/Explanatory Techniques	R	R	R	M
	W.9-10.2a W.11-12.2 a	Thesis	R	R	R	M
	W.9-10.3 W.11-12.3	Narrative Techniques	M	M		
	W.9-10.4 W11-12.4	Organization	R	R	R	M
	W. 9-10.5 W.11-12.5	Production & Editing	R	R	R	M

	W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9	Research: Documentation, Citations	R	R	R	M
Language	L.9-10.1 L.11-12.1	Sentence Structure	R	R	R	M
	L.9-10.2 L.11-12.2	Punctuation & Spelling	R	R	R	M
	L.9-10.3 L.11-12.3	Language in Context	R	R	R	M
	L.9-10.4 L.11-12.4	Vocabulary Acquisition & Use	R	R	R	M
	L.9-10.5 L.11-12.5	Figurative Language and Language Nuances	R	R	R	M
	L.9-10.6 L.11-12.6	Academic and Domain Language	R	R	R	M
Speaking & Listening	SL.9-10.1 SL.11-12.1	Collaborative Discussion	R	R	R	M

	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6	Presentation of Knowledge and Ideas	R	R	R	M
	SL.9-10.3 SL.11-12.3	Speaker's Point of View, Reasoning, & Use	R	R	R	M

Advanced Acting

Prerequisite: Theatre One and Theatre Two (Permit to Enroll)

Grade level(s): 10-12

Credits earned: 0.5 Credits

Course Rationale

This course is intended to engage students in all aspects involved in and leading to advanced theatrical performance .

Course Description

Advanced Acting students will explore the performance elements of a mock audition, resume creation, staging, playwriting, acting for stage, acting for film, and theatre reviewing.

Transfer Goals/Big Ideas

- **Audition preparation and performance:** Students will prepare and perform a mock audition
- **Playwriting:** Students will write an original work intended for performance
- **Directing:** Students will direct an original work intended for performance
- **Acting for stage and film:** Students will portray a character in a performance for a public audience (live or filmed)
- **Theatre Production:** Students will learn how to write a grant, scholarship application, and/or theatre reviewing

Priority Missouri Learning Standards/National Standards

TH: Cr 1A. I, II, III

TH: Cr 2A. I, II, III

TH: Cr 3A, I, II, III



Unit 1: Audition Preparation and Performance

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will learn how to create a theatre resume, select and prepare an audition monologue, and perform a monologue in a mock audition setting.</i>	
	Enduring Understandings	Essential Questions
	~ Create a theatre resume ~ Select appropriate audition content ~ Learn preparatory audition techniques ~ Perform a memorized audition monologue	~ Why is preparation essential to an effective performance? ~ What constitutes appropriate content/material? ~ How do I prepare mentally and physically for a possibly stressful situation?
Learning Targets		
<i>Students will...</i> Create and see examples of a theatrical resume, select and prepare an audition monologue, and perform their prepared monologue in a mock audition setting.		
Unit Duration:		
1-2 Weeks Instruction (skills ongoing throughout the semester)		



Unit 2: Playwriting

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create an original written theatrical work intended for public performance.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of characterization ~ Elements of plot structure ~ Elements of genre selection ~ Elements of writing dialogue ~ Role and responsibilities of the Playwright	~ What elements create an effective scene? ~ How is a character built through dialogue? ~ How do stylistic choices affect the story being told? ~ What role does the Playwright play in regard to production of a new work?
Learning Targets		
<i>Students will...</i> Understand the elements involved in creating an original scene, the role of the Playwright, and create an original work of their own intended for public performance.		
Unit Duration:		
4-6 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		



Unit 3: Directing

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will direct an original written theatrical work intended for public performance.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of staging ~ Elements of coaching characterization ~ Technical theatrical considerations ~ Rehearsal techniques ~ Responsibilities of a theatre director	~ How does staging imply or affect characterization? ~ How do you aid an actor in finding and creating a character? ~ How do you incorporate the technical requirements of the script? ~ What role does the Director play in regard to production of a new work?
Learning Targets		
<i>Students will...</i> Understand the role of a Director while staging and directing actors in an original work intended for public performance.		
Unit Duration:		
4-6 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		



Unit 4: Acting

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create, rehearse and perform an original character in a public performance.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of characterization ~ Elements of Stage Acting ~ Elements of Film Acting ~ Techniques for memorizing dialogue ~ Role and responsibilities of the Actor	~ What elements create an effective character? ~ How is a character created by a performer? ~ How does stage acting compare or contrast to film acting? ~ What role does the Actor play in regard to production of a new work?
Learning Targets		
<i>Students will...</i> Understand the elements involved in creating an original character, the role of the Performer, and create an original characterization intended for staged or filmed public performance.		
Unit Duration:		
4-6 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		

Unit 5: Theatre Production

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will learn the business elements of live theatre production including: budgeting, grant writing, scholarship application, and theatre reviewing.</i>	
	Enduring Understandings	Essential Questions
	~ How to procure funding and resources ~ How to budget for a production ~ How to properly assess the attributes, both positive and negative, of a theatrical production ~ Role and responsibilities of the Producer	~ How do I research and procure funding and resources necessary to production? ~ Why is a budget, and financial tracking vital to a successful production process? ~ Why should I assess production attributes? ~ What role does the Producer play in regard to production of a new work?
Learning Targets		
<i>Students will...</i> Understand the business elements of theatrical production, the importance of planning, and possess the ability to critically and appropriately review the attributes of a theatrical production.		
Unit Duration:		
4-6 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		

STRAND: Advanced Acting

TOPIC: Audition Preparation and Performance

OBJECTIVE: *Students will select, prepare, and perform an audition monologue.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create and theatre resume ~ Select and prepare an audition monologue ~ Perform their memorized selected monologue in a mock audition setting for an audience of their peers.	~ Create a resume, or compile resumes with required attributes ~ Perform a memorized monologue in a mock audition ~ Participate in rehearsal, scoring, staging, and memorization techniques
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of their performance. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Advanced Acting

TOPIC: Playwriting

OBJECTIVE: *Students will create an original work intended for public performance.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create original written theatrical work intended for public performance.	~ Create a scene or one-act play ~ Perform a scene or one-act play live ~ Film and present a scene or one-act play
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of their performance. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Advanced Acting

TOPIC: Directing

OBJECTIVE: *Students will create an original work intended for public performance.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Direct an original written theatrical work intended for public performance.	~ Direct a scene or one-act play ~Coach actors in characterization and staging ~ Direct a filmed scene or one-act play
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of their performance. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Advanced Acting

TOPIC: Acting

OBJECTIVE: *Students will create an original work intended for public performance.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create, rehearse and perform an original character in a public performance.	~ Perform a character in a scene or one-act play ~ Create an original characterization intended for performance ~ Perform a character in a filmed scene or one-act play
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of their performance. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Advanced Acting

TOPIC: Theatre Production

OBJECTIVE: *Students will create an original work intended for public performance.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Learn the business elements of live theatre: Budgeting, grant writing, scholarship application, and theatre reviewing	 ~ Create a mock-budget for a production ~Research and write a grant proposal ~ Research and application process for a scholarship ~ Review a live theatrical performance
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of their performance. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

Stagecraft and Theatrical Design
Prerequisite: Theatre One (Permit to Enroll)

Grade level(s): 10-12	Credits earned: 0.5 Credits
Course Rationale	Course Description
<i>This course is intended to engage students in theatrical design and practical construction elements in a safe, informative, and creative environment.</i>	<i>Stagecraft students will explore the backstage elements of theatrical production. Students will learn shop safety and participate in the building or design of: scenery, lighting, costume, and stage makeup.</i>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Implement and practice learned safety protocols ● Implement and utilize learned theatrical terminology ● Create a scenic design and/or build a scenic element ● Create a costume design and/or build a costume (piece) ● Create a lighting design or light plot and/or hang and focus lighting instrument(s) ● Create a makeup design and/or complete a stage makeup application 	
Priority Missouri Learning Standards/National Standards	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	



Unit 1: Shop Safety and TheatreTheatrical Vocabulary

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will implement and practice learned shop safety protocols and utilize proper theatrical vocabulary.</i>	
	Enduring Understandings	Essential Questions
	~ Recall key terms and safety protocols ~ Learn how to properly use and store shop equipment and tools.	~ What practices provide safety for ourselves and others? ~ What terms do I need to communicate with my instructors and classmates? ~ How do I select and utilize the proper tool for a task?
Learning Targets		
<i>Students will...</i> Utilize proper shop equipment terminology, while conducting themselves according to the established safety protocols. Students will use appropriate tools for the required task.		
Unit Duration:		
1-2 Weeks Instruction (skills ongoing throughout the semester)		



Unit 2: Scenic Design and Construction

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create or assist in the creation of a scenic design, and/or build a scenic element.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of stage design ~ Elements of building scenery ~ Elements of painting scenery ~ Elements of stage dressing	~ What elements create an effective scenic design? ~ How is theatrical scenery built? ~ What elements and techniques are best to complete a scenic build?
Learning Targets		
<i>Students will...</i> Understand the elements involved in theatrical scenic design by creating an original scenic design, assisting with the creation of a scenic design, and/or building and painting actual scenic elements.		
Unit Duration:		
4-6 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		



Unit 3: Costume Design and Construction

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create or assist in the creation of a costume design, and/or build a costume piece.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of costume design ~ Elements of building costuming ~ How costuming creates a character ~ Materials utilized in costume design	~ What elements create an effective costume design? ~ How are costumes created for theatre, how do they differ from fashion garments? ~ What elements and techniques are best to complete a costuming build?
Learning Targets		
<i>Students will...</i> Understand the elements involved in theatrical costume design by creating an original costume design, assisting with the creation of a costume design, and/or building a costume piece.		
Unit Duration:		
2-4 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		



Unit 4: Lighting Design and Execution

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create or assist in the creation of a lighting design/plot, and learn how to hang, focus, and gel lighting equipment.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of lighting design ~ Elements of a light plot ~ Elements of hanging theatrical lighting ~ Elements of lighting effects	~ What elements create an effective lighting design? ~ How is a light plot created, and why is it necessary? ~ How do I hang and focus a variety of lighting instruments, or generate lighting effects?
Learning Targets		
<i>Students will...</i> Understand the elements involved in theatrical lighting design by creating an original plot, assisting with the creation of a lighting design, and/or executing a portion of an existing plot or design.		
Unit Duration:		
1-2 Weeks Instruction		



Unit 5: Stage Makeup Design and Application

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr 1A. I, II, III TH: Cr 2A. I, II, III TH: Cr 3A, I, II, III	<i>Students will create or assist in the creation of a makeup design, and execute an original makeup design.</i>	
	Enduring Understandings	Essential Questions
	~ Elements of stage makeup ~ Elements of makeup design ~ Elements of applying stage makeup ~ Elements of special effect makeup	~ What elements create a makeup design? ~ How is theatrical stage makeup properly applied? ~ What elements and techniques are best to complete a special effect makeup?
Learning Targets		
<i>Students will...</i> Understand the elements involved in theatrical makeup design by creating an original design, assisting with the creation of a makeup design, and executing an original makeup design on themselves or a peer.		
Unit Duration:		
2-4 Weeks Instruction (skills ongoing throughout the semester, may be done concurrently)		

STRAND: Stagecraft and Theatrical Design
TOPIC: Safety Protocols and Theatrical Terminology

OBJECTIVE: *Students will implement shop safety protocols and utilize proper vocabulary.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p style="text-align: center;">Student will:</p> <ul style="list-style-type: none"> ~ Learn and implement safety protocols and procedures ~ Utilize proper shop and theatrical terminology 	<ul style="list-style-type: none"> ~ Shop equipment quiz or test ~ Safety or skills test with equipment ~ Vocabulary quiz or test
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of the activity. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Stagecraft and Theatrical Design

TOPIC: Scenic Design and Construction

OBJECTIVE: *Students will create a scenic design, and/or build a scenic element.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create an original scenic design for one scene ~ Assist in creating a practical stage design ~ Build a scenic element	~ Full color rendering of a scenic design ~ Assist in a design intended for production ~ Participate in the construction or finishing of an element of scenery ~ Test or quizzes
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of the activity. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Stagecraft and Theatrical Design

TOPIC: Costume Design and Construction

OBJECTIVE: *Students will create a costume design, and/or build a costume piece.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create an original costume design for one character ~ Assist in creating a practical costume design ~ Build a costume piece	~ Full color rendering of a costume design ~ Assist in a design intended for production ~ Participate in the construction or finishing of an element of costuming ~ Test or quizzes
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of the activity. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Stagecraft and Theatrical Design

TOPIC: Lighting Design and Execution

OBJECTIVE: *Students will implement shop safety protocols and utilize proper vocabulary.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Create an original lighting design or plot ~ Assist in creating a practical lighting design ~ Hang and focus a variety of lighting instruments	~ Create a full color lighting design or plot ~ Assist in a design intended for production ~ Participate in the hanging and focusing of lighting instruments ~ Implement elements of effect lighting ~ Test or quizzes
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of the activity. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

STRAND: Stagecraft and Theatrical Design
TOPIC: Stage Makeup Design and Application

OBJECTIVE: *Students will implement a makeup design and execute an original makeup.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p style="text-align: center;">Student will:</p> <ul style="list-style-type: none"> ~ Create an original makeup design ~ Implement an original makeup design ~ Practice elements of special effect makeup 	<ul style="list-style-type: none"> ~ Create a full color makeup design rendering ~ Implement an original makeup design on themself or a peer ~ Participate in practicing effect makeup (old age, scabs/scars, fantasy, etc.) ~ Test or quizzes
2	Students attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance.	
1	With help, students were able to complete the majority of the activity. Performance lacked sustainability on the part of the performer.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

THEATRE ONE

Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
Theatre One gives students a base to develop the necessary skills to be successful in future Theatre Arts courses. This class also develops students' abilities to understand the various aspects of theatre.	Theatre One is designed to introduce students to the art of public performance. Students will gain confidence by performing original scenes for an audience of their peers. Through exploring a variety of performance styles students will learn how to create scenes and original characters. As beginning performers, they will also learn how to give and receive constructive criticism.
Transfer Goals/Big Ideas	
<p>Students will develop a comfortability with performance through small assignments which require them to use speaking skills in front of an audience.</p> <p>Students will understand the basic structure of a theatre space, as well as basic theatre terminology that will help them develop their theatre performance and construction skills.</p> <p>Students will understand how theatre developed through investigation into historical theatrical performances.</p> <p>Students will connect early theatrical forms together through the time periods to understand how culture affects performance.</p> <p>Students will develop a process for personal performance.</p> <p>Students will connect their theatre terminology to the development of an actual performance.</p>	

Students will analyze performance skills to understand strong acting choices.

Priority Missouri Learning Standards/National Standards

9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

TH:CR1A.I.a Apply basic research construct ideas about the visual composition of a drama/theatre work.

TH:Pr4A.I a. Explore different pacing to better communicate the story in a drama/theatre work.

TH:Pr4A.I b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

TH:Pr5A.I a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

TH:Pr5A.I c. Demonstrate Appropriate Audience etiquette for the venue, purpose, and style.

TH:Pr6A.I a. Perform a scripted drama/theatre work for a specific audience.


TH:Pr8.A.I b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.


TH:Pr9A.I a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

TH: Pr9A.I. c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

TH: P10A.I a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH: P11A.I a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

 Unit 1: Public Speaking		
Standards	Transfer Goal(s) /Big Ideas	
9-10.SL.2.A TH:Pr5A.I.C	Students will develop a comfortability with performance through small assignments which require them to use speaking skills in front of an audience.	
	Enduring Understandings	Essential Questions
	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Speak audibly in a manner appropriate for the task and audience while maintaining an understandable pace, and avoiding verbal filler. ● Demonstrate appropriate audience etiquette for the task. 		
Unit Duration:		
1-2 weeks		

 Unit 2: Elements of Theatre		
Standards	Transfer Goal(s) /Big Ideas	
TH:CR1A.I.a TH: P9A.I. c.	Students will understand the basic structure of a theatre space, as well as basic theatre terminology that will help them develop their theatre performance and construction skills.	
	Enduring Understandings	Essential Questions
	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artists' processes and the audience's perspectives impacted by analysis?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Construct ideas about the composition of a theatre work. ● Develop a deeper understanding and appreciation for the art of theatre. 		
Unit Duration:		
2-3 weeks		



Unit 3: Theatre History

Standards	Transfer Goal(s) /Big Ideas	
<p>TH: P8.A.I b.</p> <p>TH: P9A.I a.</p> <p>TH: P10A.I a.</p>	<p>Students will understand how theatre developed through investigation into historical theatrical performances.</p> <p>Students will connect early theatrical forms together through the time periods to understand how culture affects performance.</p>	
<p>TH: P11A.I a.</p>	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>	<p>How can the same work of art communicate different messages to different people?</p> <p>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p> <p>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work.</p>

Course Name:

Learning Targets
<p><i>Students will...</i></p> <ul style="list-style-type: none">• Identify how cultural perspectives influence a theatre work.• Examine theatre work while considering history, culture, and other disciplines.• Investigate how cultural perspectives and beliefs influence a theatre work.• Examine how cultural, global, and historical beliefs influence creative choices in a theatre work.
Unit Duration:
4-6 weeks



Unit 4: Performance

Standards	Transfer Goal(s) /Big Ideas	
<p>TH:Pr4A.I a.</p> <p>TH:Pr4A.I b.</p> <p>TH:Pr5A.I a.</p> <p>TH:Pr5A.I c.</p> <p>TH:Pr6A.I a.</p>	<p>Students will develop a comfortability with performance through small assignments which require them to use speaking skills in front of an audience.</p> <p>Students will develop a process for personal performance.</p> <p>Students will connect their theatre terminology to the development of an actual performance.</p> <p>Students will analyze performance skills to understand strong acting choices.</p>	
	Enduring Understandings	Essential Questions
	<p>Theatre artists make strong choices to effectively convey meaning.</p> <p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>	<p>Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>What can I do to fully prepare a performance or technical design?</p> <p>What happens when theatre artists and audiences share a creative experience?</p>

Course Name:

Learning Targets

Students will...

- Explore different pacing to better communicate the story in a performance.
- Use various character objectives and tactics to overcome an obstacle.
- Practice various acting techniques to expand skills in performance.
- Demonstrate appropriate audience etiquette for a performance.
- Perform a scripted drama/theatre work for a specific audience.

Unit Duration:

5-9 weeks

Learning Plan



Week(s))	Topic	Resources/Texts	Learning Targets	Assessment
1-2	Public Speaking		-Comfortability performing in front of an audience	Options: 3 Minute Speech, Class Song, Unmemorized Monologue/Scene
2-3	Elements of Theatre		-Understanding of the areas of theatre and basic terminology that is needed to be successful	Options: Stage a Scene, Areas of a Stage Diagram, Test
4-6	Theatre History	Oedipus, Antigone, Everyman, monologues/scenes from Greek/Roman/Medieval theatre	-Understanding cultural effects on performance throughout historical periods.	Options: Independent Pantomime, Duet Pantomime, Playwriting, Test
5-9	Performance	monologues/scenes from various plays	-Comfortability performing in front of an audience -Development of a theatrical work -Appropriate audience behaviors	Options: Monologue, Duet Scene, Performance Analysis, Character Analysis

THEATER TWO
Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
Theatre Two is designed to enhance students' experience with theatre. Building upon their learning from Theater One, this course further nurtures the creativity and depth of Theatre Arts.	Theater Two students will build upon the performance skills developed in Theater One. Students will perform a variety of both original and scripted scenes. Dramatic structure and theatre history are also explored through fun and interactive activities and scenes. Through self-reflection and performance evaluation, students will gain an appreciation for the art of public performance and its importance to our culture.
Transfer Goals/Big Ideas	
Students will combine their theatrical skills into a performance.	
Students will demonstrate appropriate audience behaviors.	
Students will analyze and assess a performance.	
Priority Missouri Learning Standards/National Standards	
<p>TH: Cr1A.II a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</p> <p>TH: Cr2A.II a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>TH: Cr3A.II a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p>	

TH: Pr4A.II a. Discover how unique choices shape believable sustainable drama/theatre work.

TH: Pr5A.II a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.


TH: Pr5A.II c. Demonstrate appropriate audience etiquette for the venue, purpose, and style.


TH:Pr6A.II a. Present a drama/theatre work using creative processes that shape the production for a specific audience.


TH: P9A.II a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH: P9A.II b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others interpretations.

TH:P9A.II c. Verify how a drama/theatre work communicates for a specific purpose and audience.

 Unit 1: Renaissance Theatre		
Standards	Transfer Goal(s) /Big Ideas	
TH: Cr1.A.II a TH: Pr4.A.II a	Students will examine characterization through voice. Students will work with: diction, enunciation, dialects, and accents. Students will study the development of Opera as a theatrical form.	
	Enduring Understandings	Essential Questions
	Theatre artists rely on intuition, curiosity, and critical inquiry. Theatre artists make strong choices to effectively convey meaning.	What happens when theatre artists use their imaginations and/or learned theatre skills when engaging in creative exploration and inquiry? Why are strong choices essential to interpreting a drama or theatre piece?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Discover how unique choices, such as a character’s voice, helps to shape believable characters and theatrical works. Investigate historical and cultural impacts on theatrical works within the Renaissance time period. 		
Unit Duration:		
2-3 Weeks		

 Unit 2: Elizabethan Theatre		
Standards	Transfer Goal(s) /Big Ideas	
TH: Cr1.A.II a TH: Cr2.A.II. a	Students will develop a basic playwriting ability. Students will recognize Elizabethan playwrights. Students will study the development of the Elizabethan theatrical form.	
	Enduring Understandings	Essential Questions
	Theatre artists work to discover different ways of communicating meaning. Theatre artists rely on intuition, curiosity, and critical inquiry.	How, when, and why do theatre artists' choices change? What happens when theatre artists use their imaginations and/or learned theatre skills when engaging in creative exploration and inquiry?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Investigate the historical and cultural impact of a work while reimagining the work for a modern audience. Refine a theatrical work while maintaining its historical and cultural impact 		
Unit Duration:		
2-3 Weeks		

 Unit 3: Improvisational Theatre		
Standards	Transfer Goal(s) /Big Ideas	
<p>TH: Pr4A. II. a.</p> <p>TH: Pr5A. II a.</p> <p>TH: Pr5A. II c.</p> <p>TH: Pr6A. II a.</p>	<p>Students will develop improvisational skills</p> <p>Students will study the development of the Commedia dell'arte theatrical form.</p>	
	Enduring Understandings	Essential Questions
	<p>Theatre artists make strong choices to effectively convey meaning.</p> <p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>	<p>How do theatre artists transform and edit their initial ideas?</p> <p>Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>What can I do to fully prepare a performance or technical design?</p> <p>What happens when theatre artists and audiences share a creative experience?</p>

Course Name:

Learning Targets
<p><i>Students will...</i></p> <ul style="list-style-type: none">• Discover how unique choices help to develop characters and theatrical choices.• Refine theatrical choices to build believable theatrical works• Demonstrate appropriate audience behaviors during improvisational scene work• Present a theatrical work using the creative process.
Unit Duration:
2-3 Weeks



Unit 4: Modern American Theatre

Standards	Transfer Goal(s) /Big Ideas												
<p>TH: Cr1.A.II a</p> <p>TH: Pr4A. II. a.</p>	<p>Students will develop improvisational skills.</p> <p>Students will develop an understanding of modern theatrical works in comparison to previous theatrical styles.</p>												
<p>TH: Pr5A. II a.</p> <p>TH: Pr5A. II c.</p> <p>TH: Pr6A. II a.</p>	<table border="1"> <thead> <tr> <th data-bbox="760 529 1379 597">Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 597 1379 727"> <p>Theatre artists work to discover different ways of communicating meaning.</p> </td> </tr> <tr> <td data-bbox="760 727 1379 857"> <p>Theatre artists make strong choices to effectively convey meaning.</p> </td> </tr> <tr> <td data-bbox="760 857 1379 987"> <p>Theatre artists develop personal processes and skills for a performance or design.</p> </td> </tr> <tr> <td data-bbox="760 987 1379 1386"> <p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> </td> </tr> </tbody> </table>	Enduring Understandings	<p>Theatre artists work to discover different ways of communicating meaning.</p>	<p>Theatre artists make strong choices to effectively convey meaning.</p>	<p>Theatre artists develop personal processes and skills for a performance or design.</p>	<p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>	<table border="1"> <thead> <tr> <th data-bbox="1379 529 2026 597">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1379 597 2026 727"> <p>How, when, and why do theatre artists' choices change?</p> </td> </tr> <tr> <td data-bbox="1379 727 2026 857"> <p>How do theatre artists transform and edit their initial ideas?</p> </td> </tr> <tr> <td data-bbox="1379 857 2026 987"> <p>Why are strong choices essential to interpreting a drama or theatre piece?</p> </td> </tr> <tr> <td data-bbox="1379 987 2026 1117"> <p>What can I do to fully prepare a performance or technical design?</p> </td> </tr> <tr> <td data-bbox="1379 1117 2026 1386"> <p>What happens when theatre artists and audiences share a creative experience?</p> </td> </tr> </tbody> </table>	Essential Questions	<p>How, when, and why do theatre artists' choices change?</p>	<p>How do theatre artists transform and edit their initial ideas?</p>	<p>Why are strong choices essential to interpreting a drama or theatre piece?</p>	<p>What can I do to fully prepare a performance or technical design?</p>	<p>What happens when theatre artists and audiences share a creative experience?</p>
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<p>What happens when theatre artists and audiences share a creative experience?</p>													

Course Name:

Learning Targets
Students will... <ul style="list-style-type: none">● Investigate the historical and cultural impact of a work while reimagining the work for a modern audience.● Discover how unique choices help to develop characters and theatrical choices throughout modern works.● Refine theatrical choices to build believable modern theatrical works.● Demonstrate appropriate audience behaviors during scene work.● Present a theatrical work using the creative process.
Unit Duration:
3-4 Weeks



Unit 5: Performance

Standards	Transfer Goal(s) /Big Ideas	
TH: Cr3A.II a	Students will combine their theatrical skills to perform.	
TH: Pr4A.II a	Students will demonstrate appropriate audience behaviors.	
TH: Pr5A.II a	Students will analyze and assess a performance.	
TH: Pr5A.II.c	Enduring Understandings	Essential Questions
TH: Pr6A.II a	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?
TH: P9A.II a	Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?
TH. P9A.II b	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?
TH: P9A.II c	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?
	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Course Name:

Learning Targets
<p><i>Students will...</i></p> <ul style="list-style-type: none">● combine their theatrical skills to perform a scenic selection.● demonstrate appropriate audience etiquette.● analyze and assess a performance; observing theatrical elements of performance and tech, connecting the piece with real-world situations, and examine how theatre works communicate messages with an audience.
Unit Duration:
4-8 weeks

Learning Plan



Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2-3	Renaissance Theatre		-Develop an understanding of voice and diction. -Develop an understanding of the historical context of Opera	-Voiceover, Puppetry, Commercial, Test
2-3	Elizabethan Theatre		-Develop an understanding of Elizabethan playwrights -Refine a theatrical work for a modern audience	-Updated Elizabethan Scene, Modern Dialogue Scene, Test
2-3	Improvitational Theatre		-Develop character based choices for a theatrical work	-Improvitational Workshops, Improvisational Scene, Commedia dell'arte performance
3-4	Modern American Theatre		-Develop an understanding of modern theatrical works	-Improvitational Scenes, Commedia performance, Modern scenes/monologue, test
4-8	Performance		-Refine acting choices to develop a theatrical work	-Melodrama, Duet Scenes, Monologues, Performance Analysis

MULTIMEDIA JOURNALISM

Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
<i>The rationale behind Multimedia Journalism is to prepare students to enroll in Multimedia Publications or Yearbook Production. Students will learn the basics of journalistic writing, photography, and design. This will not only prepare students for the real-world challenges they will encounter as members of a media or yearbook staff, but will also enhance communication skills for which employers look, improve researching and analytical skills, and become more informed consumers.</i>	<i>This semester-long course is designed to provide the student with multimedia and journalism skills as a prerequisite necessary for enrollment in Multimedia Publications or Yearbook Production. The course emphasizes basic instruction in journalistic writing, photography, and multimedia design. Topics covered include journalism law and ethics, media literacy, news writing, reporting, photojournalism, publication design.</i>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none">- <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i>- <i>Read and understand any text or text format</i>- <i>Think critically and select the most relevant information</i>- <i>Effectively communicate ideas through speaking and writing</i>- <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i>	
Priority Missouri Learning Standards/National Standards	

Media Literacy **SL.1.C** Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Publication Law & Ethics **SS 2.A** Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history

Journalistic Writing **W.2.A** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Reporting **W.1.A.b** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Photojournalism **MA:Pr5A.I.a** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

Design & Layout **MA:Pr4A.I.a** integrate various arts, media arts forms, and content into unified media arts productions considering the reaction And interaction of the audience, such as Experiential design.



Unit 1: MEDIA LITERACY

Standards	Transfer Goal(s) /Big Ideas	
Priority: SL.1.C Supplemental: RI.1.A RI.1.B RI.1.C RI.1.D	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> - Students will understand that as media consumers, people have to be able to assess the credibility of media sources. - Students will understand that the many forms of media we access everyday contain bias. - Students will understand that people can be more easily controlled in an environment with biased media. 	<ul style="list-style-type: none"> - How do you identify bias? - How can a media creators background influence the content they create? - What are the reasons that media creators would want to create biased content?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will respond thoughtfully to diverse perspectives including those presented in diverse media.</p> <p>Students will synthesize claims made on all sides of an issue.</p> <p>Students will qualify or justify their own views and understanding and make new connections in light of evidence and reasoning presented.</p>		
Unit Duration:		
2 weeks		



Unit 2: PUBLICATION LAW & ETHICS

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: SS 2.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history</p> <p>Supplemental: RI.1.A RI.1.B RI.1.C RI.1.D</p>	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> - Students will understand that journalists must follow legal precedents in order to protect themselves. - Students will understand that journalists must follow ethical guidelines to ensure their credibility. 	<ul style="list-style-type: none"> - Where is the line between a person’s right to privacy and freedom of the press? - What is the difference between ethics and morals? - What exactly does the First Amendment protect? - How do student journalists’ rights differ from professional journalists’ rights?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will interpret the meaning of different laws and ethical standards.</p> <p>Students will analyze the rulings in different cases.</p> <p>Students will apply legal and ethical guidelines to their own work.</p>		
Unit Duration:		
<p>3 weeks</p>		



Unit 3: JOURNALISTIC WRITING

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>Supplemental: W.3.A.a W.3.A.b W.3.A.c W.3.A.d W.3.A.e</p>	<ul style="list-style-type: none">- <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i>- <i>Read and understand any text or text format</i>- <i>Think critically and select the most relevant information</i>- <i>Effectively communicate ideas through speaking and writing</i>- <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i>	
	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none">- Students will understand how journalistic writing structure differs from essay writing.- Students will understand the basic parts of a news article (lead, quotes, transitions).- Students will understand how to apply basic writing conventions (grammar, spelling) as well as AP Style.	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none">- How do you organize a news story?- How do I properly punctuate and attribute quotations in an article?- Why do we need AP Style?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will follow a writing process to produce clear and coherent journalistic articles with proper structure.</p> <p>Students will produce news articles that are objective and concise.</p> <p>Students will apply basic conventions and AP Style guidelines in their writing.</p>		
Unit Duration:		
4-6 weeks		



Unit 4: REPORTING

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: Reporting W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Supplemental: W.1.A.a SL.1.C SL.2.A SL.2.B <i>[ID by label, standards addressed in this unit] - Use Letters and Numbers (do not write out whole standard)</i></p>	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> <p><i>Copy goals from the course overview page that fit this unit. (This will be more abstract than the Enduring Understandings)</i></p>	
	Enduring Understandings	Essential Questions
	<p>Students will understand that journalists must gather facts and information for their articles.</p> <ul style="list-style-type: none"> - Students will understand the roles of different people in the school building so they can seek out information from the correct sources. - Students will understand how to conduct an interview. 	<p>How do you conduct an interview?</p> <ul style="list-style-type: none"> - How do you prepare for an interview? - Who are the people in our building that we need to seek out for information in certain areas (activities, events, clubs, sports, departments) ?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will Gather relevant information from multiple sources (print, digital, and human).</p> <p>Students will assess the credibility and usefulness of each source.</p> <p>Students will cite and attribute the sources of their information.</p>		
Unit Duration:		
<p>2 weeks</p>		



Unit 5: PHOTOJOURNALISM

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: Photojournalism MA:Pr5A.I.a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p>Supplemental: MA: Pr5A.I MA: Cr2A.I MA: Cr3A.I</p>	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> - Students will understand the settings on a DSLR camera. - Students will understand basic rules of visual composition. - Students will understand the planning involved in photographing an event. - Students will understand the visual storytelling involved in photojournalism. 	<ul style="list-style-type: none"> - How do exposure settings affect photographs? - How do you manually change shutter speed, fstop and ISO? - What elements need to be present for a photo to be compositionally sound ? - How is photojournalism different from taking everyday photos?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will demonstrate control over a camera's exposure setting.</p> <p>Students will be able to take quality photos at an event.</p> <p>Students will be able to tell a visual story with truthful and accurate photos.</p>		
Unit Duration:		
<p>2-4 weeks</p>		



Unit 6: DESIGN & LAYOUT

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority: Design & Layout MA:Pr4A.I.a integrate various arts, media arts forms, and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.</p> <p>Supplemental: MA: Pr6A.I</p>	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> - Students will understand the basic components of visual design. - Students will understand the terminology of graphic design and yearbook publishing. - Students will understand how to publish to a website. - Students will understand how to use an online yearbook design program. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> - What are the basic elements in a visual design? What terminology is used in graphic design and yearbook publishing? - How do I use an online design program to create yearbook pages? - How do I publish stories on a website ?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will be able to create a 2-page spread using a yearbook design program.</p> <p>Students will be able to create visual designs that showcase basic compositional rules.</p> <p>Students will be able to publish a story to a website.</p>		
Unit Duration:		
2-4 weeks		

MULTIMEDIA PUBLICATIONS

Course Overview


Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
<i>The rationale behind the teaching of multimedia publications is to train students in the journalistic and artistic skills necessary to produce multimedia news publications. Students will learn to work within a budget, and to work with peers in order to create a publication. Students will learn to both offer and accept constructive criticism of work.</i>	<i>This full-year course is designed to provide students with advanced training in journalistic writing, photography, and multimedia design as they work to produce a news publication. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the news publication.</i>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none">● Apply 21st Century Skills through reading, writing, speaking, and listening● Work together with others to produce a media product● Think critically and select the most relevant information● Effectively communicate ideas through speaking and writing● Confidently critique, analyze, and apply media literacy skills in post-secondary life	
Priority Missouri Learning Standards/National Standards	
<p>Journalistic Writing W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>Reporting W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	


Course Name:


Photojournalism MA:Pr5A.I.a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.


Design & Layout MA:Pr4A.I.a integrate various arts, media arts forms, and content into unified media arts productions considering the reaction And interaction of the audience, such as Experiential design.


Multimedia MA:Pr4A.III a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions

 Unit 1: Journalistic Writing		
Standards	Transfer Goal(s) /Big Ideas	
Priority: W.2.A Supplemental: W.1.A.b MA:Pr5A.I.a MA:Pr4A MA:Pr4A.III a	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	<p>Students will include and correctly use all the elements (lead, transition, facts, and quotes) to create an informative news story.</p>	<p>What kind of information needs to be included in leads for different types of stories (ie. News, stories). In what order is an article written? How do you decide what kind of lead to use? What information is quoted (when do you use quotations)? How do you transition from one story element to another?</p>
Learning Targets		
<p><i>Students will...</i></p> <p>Students will follow a writing process to produce clear and coherent journalistic articles with proper structure.</p> <p>Students will produce news articles that are objective and concise.</p> <p>Students will apply basic conventions and AP Style guidelines in their writing.</p>		
Unit Duration:		
<p>ongoing</p>		

 Unit 2: Reporting		
Standards	Transfer Goal(s) /Big Ideas	
Priority: W.1.A.b Supplemental: W.2.A MA:Pr5A.I.a MA:Pr4A MA:Pr4A.III a	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	Students will gather accurate and relevant information by conducting quality interviews	How do you conduct an interview? How do you prepare for an interview? What types of questions can you ask during an interview?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will Gather relevant information from multiple sources (print, digital, and human).</p> <p>Students will assess the credibility and usefulness of each source.</p> <p>Students will cite and attribute the sources of their information.</p>		
Unit Duration:		
ongoing		

 Unit 3: Photojournalism		
Standards	Transfer Goal(s) /Big Ideas	
Priority: MA:Pr5A.I.a Supplemental: W.1.A.b W.2.A MA:Pr4A MA:Pr4A.III a	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	Students include action, reaction, relationships and emotions in their photos.	What is the difference between artistic photography and photojournalism?
Learning Targets		
<p><i>Students will...</i></p> <p>Students will demonstrate control over a camera's exposure setting..</p> <p>Students will be able to take quality photos at an event.</p> <p>Students will be able to tell a visual story with truthful and accurate photos.</p>		
Unit Duration:		
ongoing		

 Unit 4: Design and Layout		
Standards	Transfer Goal(s) /Big Ideas	
Priority: MA:Pr4A Supplemental: W.1.A.b W.2.A MA:Pr5A.I.a MA:Pr4A.III a	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 	
	Enduring Understandings	Essential Questions
	Students can create a layout that correctly uses modular design.	What makes a design modular? What are the advantages of using modular design?
Learning Targets		
<i>Students will...</i> <i>Student can create a layout using modular design</i>		
Unit Duration:		
ongoing		

 Unit 5: Multimedia					
Standards	Transfer Goal(s) /Big Ideas				
Priority: MA:Pr4A.III a Supplemental: W.1.A.b W.2.A MA:Pr5A.I.a MA:Pr4A	<ul style="list-style-type: none"> - <i>Apply 21st Century Skills through reading, writing, speaking, and listening</i> - <i>Read and understand any text or text format</i> - <i>Think critically and select the most relevant information</i> - <i>Effectively communicate ideas through speaking and writing</i> - <i>Confidently critique, analyze, and apply media literacy skills in post-secondary life</i> 				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; background-color: #cccccc;">Enduring Understandings</th> <th style="width: 50%; background-color: #cccccc;">Essential Questions</th> </tr> <tr> <td style="padding: 5px;"> Student can create various forms and contents to develop complex, unified publications </td> <td style="padding: 5px;"> How are complex media arts experiences constructed? </td> </tr> </table>	Enduring Understandings	Essential Questions	Student can create various forms and contents to develop complex, unified publications	How are complex media arts experiences constructed?
	Enduring Understandings	Essential Questions			
Student can create various forms and contents to develop complex, unified publications	How are complex media arts experiences constructed?				
Learning Targets					
<i>Students will...</i> Select, analyze, and interpret work for presentation					
Unit Duration:					
ongoing					

Strand 1: CA:SL			
Topic: 1C			
Grade: 9-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Respond thoughtfully to diverse perspectives including those presented in diverse media; - synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - discussion - article analyses - source selection for articles
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: SS			
Topic: 2A			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to: Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history. The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - discussion - case analyses - application of laws to student articles and practices - quizzes & test
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: CA:W			
Topic: 2A			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; - self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - writing articles - writing captions - grammar & style quizzes & tests
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: CA:W			
Topic: 1A.b			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; - assess the usefulness of each source in answering the research question; - integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - doing research for articles - interviewing - building tour / meet & greet
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: MA:Pr			
Topic: 5A.I.a			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> - Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - camera functions test - composition project - taking photos at school events for school publications
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand 1: MA:Pr			
Topic: 4A.I.a			
Grade: 9-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> - integrate various arts, media arts forms, and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> - create a web layout - create a yearbook spread - quizzes over design terminology - quizzes over web & yearbook layout computer programs
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Speech 1 Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
<p><i>Through communication and speech, students become more effective at communicating with others, developing critical thinking skills, and creating persuasive oral and written messages. By improving communications, students will not only be learning valuable life skills, they'll also be strengthening skills for future professional purposes.</i></p>	<p>Speech I is designed to help the student develop better speaking and listening skills. Students will be able to recognize the importance of effective speech communication in everyday life. Developing confidence and improving presentation skills will be explored through speech writing and delivery of a variety of speeches. Students will learn to accept and give constructive criticism. A course in public speaking will better prepare students for required college oral communication courses.</p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● <i>Effective communication is important in daily life.</i> ● <i>Good delivery techniques enhance the message of a speech.</i> ● <i>Effective speeches contain an engaging introduction, clear structure, and a satisfying conclusion.</i> ● <i>Speeches can be enhanced with credible research and visual aids.</i> ● <i>Speaking with limited preparation requires poise.</i> ● <i>An effective persuasive speech will appeal credibly, logically, and emotionally.</i> ● <i>Collaboration requires listening and contribution.</i> 	


Priority Missouri Learning Standards/National Standards


11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

 Unit 1: Elements of Communication <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.2.A	<i>Effective communication is important in daily life.</i>	
	Enduring Understandings	Essential Questions
	<i>Perceptions, nonverbal communication, and listening influence effective communication.</i>	<i>What is effective communication?</i> <i>How do perceptions influence communication?</i> <i>How does nonverbal behavior influence communication?</i> <i>How can I listen better?</i>
Learning Targets		
<i>Students will...</i> <i>Explore the process of communication by analyzing perceptions, nonverbal communication, and listening.</i>		
Unit Duration:		
2-3 weeks		


 Unit 2: Speech Delivery <i>Desired Results</i>		
Standards	Transfer Goal(s) / Big Ideas	
11-12.SL.1.C 11-12.SL.2	<i>Good delivery techniques enhance the message of a speech.</i>	
	Enduring Understandings	Essential Questions
	<i>Speech delivery tools include vocal expression, pace, volume, pitch, articulation, eye contact, facial expressions, gestures, and posture.</i>	<i>How do I overcome fear of public speaking? What vocal tools can I use to express a message? What nonverbal tools can I use to express a message?</i>
Learning Targets		
<i>Students will...</i> <i>Analyze and practice speech delivery techniques.</i> <i>Give a speech about a personal experience.</i>		
Unit Duration:		
2 weeks		



Unit 3: Speech Structure and Development

Desired Results


Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.1.C 11-12.SL.2</p>	<p><i>Effective speech structure helps the listener follow a line of reasoning.</i></p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>Effective speeches contain an engaging introduction, clear structure, and a satisfying conclusion.</i></p>	<p><i>How do I begin, organize, and end a speech?</i> <i>How do I signpost in a speech?</i> <i>How can I develop the ideas in my speech?</i> <i>How do I use transitions to develop a clear line of reasoning?</i></p>
<p>Learning Targets</p>		
<p><i>Students will...</i> Analyze and practice speech structure techniques. Present a structured speech, such as a pet peeve speech.</p>		
<p>Unit Duration:</p>		
<p>1.5 weeks</p>		


 Unit 4: Informative Speaking <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.C 11-12.SL.2	<i>Speeches can be enhanced with credible research and visual aids.</i>	
	Enduring Understandings	Essential Questions
	<i>Informative speeches can be enhanced with credible research and visual aids.</i>	<i>How do I research for an informative speech?</i> <i>What sources provide credibility and support for an informative speech?</i> <i>How can visual aids be used to enhance an informative speech?</i>
Learning Targets		
<i>Students will...</i> Practice citing research Find credible sources to support an informative speech Use an electronic visual aid to support an informative speech		
Unit Duration:		
2 weeks		



Unit 5: Oral Interpretation
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.2.A</p>	<p><i>A performer’s tools include voice, facial expressions, and gestures.</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>Vocal tools include expression, word coloring, pace, pitch, and accents.</i></p> <p><i>A variety of facial expressions, gestures, and movement can be used to present an interpretation of literature.</i></p> <p><i>An oral interpretation accommodates the certainties of literature, while allowing for the exploration of the probabilities and possibilities of the literature.</i></p>	<p><i>How can I use my tools as a performer to present a poem?</i></p> <p><i>What are the certainties, probabilities, and possibilities in a text for performance?</i></p> <p><i>How can I incorporate acting skills into my presentations?</i></p>
Learning Targets		
<p><i>Students will...</i></p> <p>Practice using vocal and nonverbal tools to discover the possibilities in literature performance.</p> <p>Present an engaging poetry performance using a variety of vocal and nonverbal delivery techniques.</p>		
Unit Duration:		
<p>1 week</p>		

 Unit 6: Speaking with Limited Preparation <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.2.A 11-12.SL.1.C	<i>Speaking with limited preparation requires poise.</i>	
	Enduring Understandings	Essential Questions
	<i>A person’s knowledge and experience can be used to develop a speech with limited preparation.</i>	<i>Why is being able to speak extemporaneously an important skill? How can a speech with limited preparation appear poised?</i>
Learning Targets		
<i>Students will...</i> <i>Brainstorm ways to develop a speech</i> <i>Give an impromptu speech</i>		
Unit Duration:		
2 weeks		

 Unit 7: Persuasive Speaking <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A	<i>An effective persuasive speech will appeal credibly, logically, and emotionally.</i>	
	Enduring Understandings	Essential Questions
	<i>Persuasive speakers use their credibility, logic, and emotions to persuade an audience.</i>	<i>How do I persuade someone?</i> <i>How do speakers use logic and audience appeals in arguments?</i>
Learning Targets		
<i>Students will...</i> Debate issues extemporaneously Give a researched persuasive speech		
Unit Duration:		
3 weeks		



Unit 8: Group Communication

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.A	<p><i>Collaboration requires listening and contribution.</i></p> <p><i>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>There are several styles of effective leadership.</i></p> <p><i>Listening helps empower members.</i></p> <p><i>All team members have strengths to contribute to successful task completion.</i></p> <p><i>Conflicts can be solved through negotiation.</i></p>	<p><i>What makes an effective leader?</i></p> <p><i>How can our team meet deadlines?</i></p> <p><i>How can I contribute to a team?</i></p> <p><i>How can I empower the members of our team?</i></p> <p><i>What methods are used to solve group conflicts?</i></p>
Learning Targets		
<p><i>Students will...</i></p> <p><i>Collaborate to solve problems</i></p> <p><i>Collaborate on a group presentation</i></p> <p><i>Reflect on team communication</i></p>		
Unit Duration:		
<p>1 week</p>		

Speech 2 Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
<p><i>Through communication and speech, students become more effective at communicating with others, developing critical thinking skills, and creating persuasive oral and written messages. By improving communications, students will not only be learning valuable life skills, they'll also be strengthening skills for future professional purposes.</i></p>	<p>Prerequisite: Speech I <i>Speech II students will utilize the public speaking techniques learned in Speech I. In addition, they will practice the art of storytelling for an elementary audience, create and perform an original radio broadcast, debate current issues and perform a variety of specialized public speeches. A full year of public speaking will better prepare students for the rigor of college level communication courses.</i></p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● <i>The student will rehearse and perform a memorized story intended for an audience of children.</i> ● <i>The student will deliver an original lesson plan for an audience.</i> ● <i>The student will prepare and perform an original radio/broadcasting segment for an audience.</i> ● <i>The student will prepare and participate in different debate formats.</i> ● <i>The student will rehearse and perform a specialized speech.</i> 	

Priority Missouri Learning Standards/National Standards


11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

[Missouri Learning Standards](#)

 Unit 1: Storytelling		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.A 11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A Missouri Learning Standards	<ul style="list-style-type: none"> ● <i>Oral Traditions and Storytelling</i> 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand the importance of oral traditions and perform an original adaptation of a story.</i></p>	<p><i>What is the origin of storytelling as an oral tradition?</i></p> <p><i>What are the key elements in the telling of a story?</i></p> <p><i>What must I do to effectively present a story?</i></p> <p><i>What are the purposes of storytelling?</i></p> <p><i>How do diverse cultures incorporate storytelling into their own traditions?</i></p>
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● be able to use their knowledge of oral traditions to prepare and perform a memorized story intended for an audience of children. ● supply characterization, through physical and vocal techniques ● understand the importance of oral traditions and perform an original adaptation of a story. ● apply performance techniques and aspects to storytelling presentation. 		
Unit Duration:		

Unit 2: Instructional Speech		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.A	<ul style="list-style-type: none"> Instructional Demonstration of a skill or activity 	
11-12.SL.1.B	Enduring Understandings	Essential Questions
11-12.SL.1.C	<i>Students will create and deliver an instructional speech that informs an audience or teaches a skill.</i>	<ul style="list-style-type: none"> What is the purpose of instructional speaking? What are the key elements in demonstrating a skill? What must I do to effectively demonstrate a task or technique? What must I prepare to make my presentation effective? What elements are required when planning an activity?
11-12.SL.2.A		
Missouri Learning Standards		
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> be able to effectively prepare and deliver an instructional speech for an audience. Prepare and instructional lesson plan Apply critical thinking to required materials Demonstrate adequate presentational skills 		
Unit Duration:		
2-3 Weeks		




Unit 3: Radio Broadcasting

Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.A	<ul style="list-style-type: none"> Performance of an original, scripted, radio or video broadcast 	
11-12.SL.1.B	Enduring Understandings	Essential Questions
11-12.SL.1.C 11-12.SL.2.A Missouri Learning Standards	<i>Student will create and perform a radio/broadcasting segment for an audience</i>	<ul style="list-style-type: none"> How does writing for broadcast differ from other formats? What role do time constraints play in presentation? What techniques must I utilize to effectively deliver my content? What role has broadcast media played in the modern age?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> be able effectively prepare and perform a radio/broadcasting segment for an audience. Research and write an original script Rehearse and perform a broadcast segment Demonstrate adequate presentational skills 		
Unit Duration:		
2-3 Weeks		

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">● Performance Evaluation● Script Research and Preparation● Performance (Radio Broadcast)

Unit 4: Debate		
Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.1.A</p> <p>11-12.SL.1.B</p> <p>11-12.SL.1.C</p> <p>11-12.SL.2.A</p> <p>Missouri Learning Standards</p>	<ul style="list-style-type: none"> ● Preparing and presenting a debate. 	
	Enduring Understandings	Essential Questions
	<p><i>Student will prepare and participate in different debate formats</i></p>	<ul style="list-style-type: none"> ● What role does effective research play in debate preparation? ● What elements are needed to effectively counter an argument? ● What techniques must I utilize to effectively deliver my case? ● What role has debate played in our society? ● How does one develop questions for cross examination? ● How are effective arguments created?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Prepare, participate in, and evaluate a debate of increased difficulty with a variety of opponents, or in a variety of venues. ● Research and write an original debate ● Prepare an effective cross examination ● Demonstrate adequate presentational skills ● Participate in debate activities 		
Unit Duration:		
<p>2-3 Weeks</p>		

 Unit 5: Specialized Speaking		
Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.A 11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A Missouri Learning Standards	<ul style="list-style-type: none"> Preparing and presenting a specialized speech. 	
	Enduring Understandings	Essential Questions
	<i>Students will rehearse and perform a specialized speech.</i>	<ul style="list-style-type: none"> What role does rehearsal play in the preparation of a speech? What real-world occasions might call for public speaking? What techniques must I utilize to effectively deliver my speech? How must content and delivery style be adapted to meet the needs of a particular setting or occasion?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> rehearse and perform a specialized speech. Write a specialized speech such as a eulogy, acceptance speech, toast, after-dinner speech, etc. prepare and deliver a variety of specialized speeches tailored to different occasions, or produce one speech perfectly suited for its intended audience or venue. Effectively rehearse and prepare a speech. Demonstrate adequate presentational skills 		
Unit Duration:		
2-3 Weeks		

Debate Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
<p><i>A course in debate will further students' critical thinking skills and sharpen their oral presentation skills. Research overwhelmingly indicates that participation in speech and debate activities increases oral and written communication skills and test scores. A debate course will also prepare students for career success in law, politics, broadcasting, or public speaking.</i></p>	<p>Students will explore the role of debate in depth. Through participation in a variety of debate formats, students will understand the importance of constructing a valid argument, finding appropriate supporting evidence, and evaluating and refuting the arguments of their opponent. Students interested in pursuing a degree in law, politics, or simply interested in improving their own personal growth will benefit from taking debate.</p>
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● A debate is won by the side with the strongest arguments and refutation. ● To ensure fair debate, specific procedures are used in congressional debate and mock trials. ● In 1 vs. 1 person debate, students prepare cases in response to a resolution, cross examine their opponent, and refute their opponent's arguments in rebuttals. ● A value debate considers why one idea is better than another. ● In 2 person team debate, students prepare pro and con cases in response to a resolution, cross examine their opponent, and refute their opponents' arguments in rebuttals. 	

Priority Missouri Learning Standards/National Standards

11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.



Unit 1: Basics of Debate

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.B	<i>A debate is won by the side with the strongest arguments and refutation.</i>	
	Enduring Understandings	Essential Questions
	<p><i>A resolution can be affirmed or negated.</i></p> <p><i>An effective argument contains a claim, evidence, warrant, and impact.</i></p> <p><i>Effective refutation identifies the argument, explains the counterclaim, and supports it with counter evidence.</i></p> <p><i>An effective rebuttal compares the arguments on both sides and explains why the position is superior.</i></p> <p><i>Analyzing argument reasoning patterns can help identify possible logical fallacies in one’s own argument as well as an opponent’s argument.</i></p> <p><i>Flowing consists of writing down the opponent's argument and following how they are defended or refuted in the course of the debate.</i></p>	<p><i>How is an argument constructed?</i></p> <p><i>How does one refute an argument?</i></p> <p><i>How can cross examination be used to advance an argument?</i></p> <p><i>How is a rebuttal constructed?</i></p> <p><i>What are common argument reasoning patterns and logical fallacies?</i></p> <p><i>Why is “flowing” a debate important?</i></p> <p><i>How is a debate judged?</i></p>

Learning Targets

Students will...

Construct arguments, refutation, cross-examination questions, and rebuttals.

Unit Duration:

3 Weeks



Unit 2: Group Debate
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.1.A 11-12.SL.1.C 11-12.SL.2.A</p>	<p><i>To ensure fair debate, specific procedures are used in congressional debate and mock trials.</i></p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>A presiding officer uses parliamentary procedure to moderate debate.</i> <i>In congressional debate, students debate bills or resolutions.</i> <i>Cross examination questions are used to expose the truth of various viewpoints.</i> <i>In a courtroom, an effective argument relies on the concepts of the burden of proof and beyond a reasonable doubt.</i></p>	<p><i>What are the roles in a congressional debate or mock trial?</i> <i>How can parliamentary procedure be used to conduct a civil debate?</i> <i>How do people communicate in courtrooms?</i></p>
<p>Learning Targets</p>		
<p><i>Students will...</i> <i>Debate a variety of issues with the class.</i> <i>Participate in a mock Congress or mock trial.</i></p>		
<p>Unit Duration:</p>		
<p>4 weeks</p>		



Unit 3: 1 vs. 1 Debate
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A</p>	<ul style="list-style-type: none"> In 1 person debate, students prepare cases in response to a resolution, cross examine their opponent, and refute their opponent’s arguments in rebuttals. 	
	Enduring Understandings	Essential Questions
	<p><i>A case is constructed with contentions, evidence, warrants, and impacts.</i> <i>A rebuttal includes refutation, comparative point by point analysis, big picture analysis, and a final rebuttal includes voting issues.</i></p>	<p><i>How is a case constructed?</i> <i>How is a rebuttal constructed?</i></p>
Learning Targets		
<p><i>Students will...</i> Debate resolutions in 1 person teams. Flow and judge debates.</p>		
Unit Duration:		
<p>3 Weeks</p>		



Unit 4: Value Debate

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A	<i>A value debate considers why one idea is better than another.</i>	
	Enduring Understandings	Essential Questions
	<i>A value is a lens by which an opponent’s arguments can be evaluated. (i.e. public safety)</i> <i>A criterion is the measure of a value. (i.e. the greatest good for the greatest number)</i> <i>A value and criterion can be used as a lens to frame a rebuttal.</i>	<i>What is a value and criterion?</i> <i>How can a value and criterion be used to evaluate an opponent’s arguments?</i>
Learning Targets		
<i>Students will...</i> <i>Debate resolutions of value.</i>		
Unit Duration:		
3 weeks		



Unit 5: Team Debate
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>11-12.SL.1.A 11-12.SL.1.B 11-12.SL.1.C 11-12.SL.2.A</p>	<p><i>In 2 person team debate, teams prepare pro and con cases in response to a resolution, cross examine their opponent, and refute their opponents' arguments in rebuttals.</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>A good debater should be able to debate both sides of a resolution.</i> <i>In public forum debate, sides are determined by a coin flip.</i></p>	<p><i>Why should teams prepare a pro and a con case?</i></p>
Learning Targets		
<p><i>Students will...</i> Prepare pro and con debate cases. Participate in a 2 person team debate. Flow and judge debates.</p>		
Unit Duration:		
<p>3 weeks</p>		

YEARBOOK

Course Overview

Grade level(s): 9-12	Credits earned: 1/year
Course Rationale	Course Description
<p><i>The rationale behind teaching Yearbook Production is to train students in the journalistic and artistic skills necessary to produce a yearbook which records the major events of a school year using words, pictures, and graphics. Students will learn public relations, to work within a budget, and to work with peers in order to create and produce a publication for readers in the school and community. Students will learn how to both offer and accept critical and constructive criticism of their work. The publications created in the yearbook could serve as a portfolio for the student who desires a career in mass media.</i></p>	<p>This full-year course is designed to provide journalism students with advanced training in journalistic writing, photography, design, and marketing as they work to produce the school's yearbook. Students will learn the roles and responsibilities of planning, working within a budget, and meeting deadlines as they coordinate the production of the yearbook. Students will market the sale of the yearbook, conduct interviews, and complete photography assignments, as well as explore journalism career opportunities.</p>
Transfer Goals/Big Ideas	
<p><i>Students will be able to write news stories with a solid lead, smooth transitions, and relevant facts and quotes. Students will be able to correctly write multi-sentence photo captions. Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style when writing. Students will gather accurate and relevant information by conducting quality interviews. Students will use the basic rules of visual composition to create quality photos. Students will use action, reaction, relationships and emotions in their photos. Students can create a layout that uses elements of visual design to achieve an intended/specified overall effect. Students will be able to use desktop and online publishing technology to create yearbook pages. Students will be able to use various techniques to sell publications and advertisements. Students will be able to meet publication deadlines.</i></p>	

Priority Missouri Learning Standards/National Standards

ELA Standards

Writing 1A - Research a & b (9-12)

- a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing 2A - Development (9-12)

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Writing 3A - Revises and Edit a-e (9-12)

Review, revise, and edit writing with consideration for the task, purpose, and audience.

- a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of the audience by making choices regarding organization and content.
- b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Speaking and Listening 1A - Conversations (9-12)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Speaking and Listening 1B - Questioning (9-12)

Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Speaking and Listening 1C - Viewpoints of Others (9-12)

Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presenting 1C - Multimedia - (9-12)

Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Fine Art Standard

Product/Performance 1C - Digital/Computer (HS Level 1-4)

Create expressive/symbolic art using art software.

Select and apply digital/computer media that demonstrate

- sensitivity and subtlety in use of media
- engagement with experimentation and/or risk taking
- informed decision-making

Product/Performance 3B - Functional Art (HS Level 1-4)

Create an original functional artwork that is based on a culture, that expresses a culture, that communicates an idea, and can also communicate a personal idea.

Business/Marketing Standards

Entrepreneurship Standard 16

Evaluating effective marketing and advertising strategies.



Unit #1: Copy and Caption Writing

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Writing 1A - Research a & b (9-12) Writing 2A - Development (9-12)	Writing news stories using appropriate structure Writing multi-sentence photo captions Showing command of standard English grammar	
Writing 3A - Revises and Edit a-e (9-12)	Enduring Understandings	Essential Questions
	<p><i>Students will understand:</i></p> <ul style="list-style-type: none">● <i>A written record of events in a yearbook is a historical document and must be both detailed and accurate.</i>● <i>Having a captivating lead in a story or action phrase in a caption draws reader interest and makes writing more likely to be read.</i>● <i>Using quotes in stories and captions adds a narrative element to writing, making it more relatable and memorable than expository writing alone.</i>● <i>All writing in a yearbook must be objective and not reveal the writer’s thoughts or opinions.</i>● <i>A yearbook is a purchased publication and the quality of writing is expected to meet a high standard.</i>	<ul style="list-style-type: none">● <i>Why is it essential that captions and news stories contain detailed and accurate information?</i>● <i>What is a lead or action phrase, and why must I have one?</i>● <i>Why is using quotes from the student body and staff key in my writing for the yearbook?</i>● <i>Why must I keep bias out of my writing, and how can I do this?</i>● <i>How does my use of grammar, spelling, and conventions affect how my writing will be perceived by consumers?</i>

Learning Targets

Students will...

- Use the ABCD format of caption writing to produce accurate and interesting captions throughout the yearbook
- Use the quote-transition method of story writing to compose accurate and interesting stories throughout the yearbook
- Know and be able to effectively use conventions of standard English to produce quality writing

Unit Duration:

Ongoing



Unit [#2]: [Reporting]
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Writing 1A - Research a & b (9-12)</p> <p>Speaking and Listening 1A - Conversations (9-12)</p>	<p>Planning for and conducting quality interviews</p>	
<p>Speaking and Listening 1B - Questioning (9-12)</p> <p>Speaking and Listening 1C - Viewpoints of Others (9-12)</p>	Enduring Understandings	Essential Questions
	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● <i>I will get the best story of the event directly from the source.</i> ● <i>Going into an interview with a plan will help me seem organized and credible.</i> ● <i>Interviewees will respond more in depth to open ended questions than closed ended ones.</i> ● <i>Use of eye contact and tone will help encourage and interviewee.</i> ● <i>It is unethical to misquote someone or say they have said something they didn't say.</i> ● <i>Different people I interview may have differing opinions on a topic, and I should showcase both.</i> 	<ul style="list-style-type: none"> ● <i>Why is it important to interview people who were present for a certain team or event?</i> ● <i>Why is it important to plan what questions I will ask before I go to interview someone?</i> ● <i>What is the value of open ended versus closed ended questions?</i> ● <i>How can I make an interviewee feel comfortable and help them open up during an interview?</i> ● <i>Why is it important to only quote direct words said by an interviewee?</i> ● <i>How can I integrate differing opinions from reporting into a story?</i>

Learning Targets

Students will...

- Know the difference between open ended and closed ended questions for reporting
- Plan ahead by drafting potential opening, follow up, and closing interview questions.
- Use tone and eye contact to convey interest during an interview
- Use recording software when appropriate to encourage capturing a completely accurate interview to refer back to later

Unit Duration:

Ongoing



Unit [#3]: [PHOTOGRAPHY]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Product/Performance 1C - Digital/Computer (HS Level 1-4)</p> <p>Missouri Learning Standards</p>	Camera Skills Quality Photojournalism	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● <i>Showing examples of successful photos that use the rules of compositions will help students identify the rules.</i>● <i>Asking students to demonstrate their understanding of each rule in the assignments will be a successful way to critique and label what was done successfully.</i>● <i>Using the shutter speed camera function to demonstrate how to capture action in a freeze frame or blur frame will help students become more familiar with camera functions.</i>● <i>Studying past photos used in publications and how they convey emotions, reactions, and relationships will help students learn how to capture that feeling within their own photography.</i>	<p>What are essential Questions?</p> <ul style="list-style-type: none">● <i>How do you use the rules of composition in a photograph?</i>● <i>How do you capture actions properly in a photo?</i>● <i>How do you show people's reactions, relationships, and emotions with photography?</i>

Learning Targets

Students will...

Use the basic rules of visual composition to create quality photos that use action, reaction, relationships and emotions in their photos.

Create expressive/symbolic art using eDesign or the assigned online publishing program provided.

Select and apply digital/computer media that demonstrate

- sensitivity and subtlety in use of publishing and photojournalism media.
- engagement with experimentation and/or risk taking through photography compositions and photojournalism.
- informed decision-making about photography compositions and actions, reactions, relationships and emotions.

Unit Duration:

Ongoing



Unit [#4]: [PUBLICATION DESIGN]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Product/Performance 3B - Functional Art (HS Level 1-4)</p> <p>Missouri Learning Standards</p>	<p>Elements of Visual Design Creating a Layout</p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><u><i>What are enduring understandings?</i></u></p> <ul style="list-style-type: none"> ● <i>Students will use the elements of the design to create impactful layouts.</i> ● <i>Students will learn how the design elements can be used as a functional asset to the yearbook layout.</i> ● <i>Students will work on developing a theme that runs consistently and cohesively throughout the yearbook and layout designs.</i> 	<p><u><i>What are essential Questions?</i></u></p> <ul style="list-style-type: none"> ● <i>What are the elements of design?</i> ● <i>How can you effectively use the elements of design to create a functional layout?</i> ● <i>How can you use the elements of design to communicate ideas/themes?</i>
Learning Targets		
<p><i>Students will...</i> create a layout that uses elements of visual design to achieve an intended/specified overall effect.</p>		
Unit Duration:		
Ongoing		



Unit [#5]: [TECHNOLOGY]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Product/Performance 3B - Functional Art (HS Level 1-4) Missouri Learning Standards	Publication tools Layout Design	
	Enduring Understandings	Essential Questions
	What are enduring understandings? <i>Students will correctly use publishing technology to create yearbook pages.</i>	What are essential Questions? <i>What are the functions of the different tools in the desktop publishing program(s)? How do I use the functions and tools in the desktop publishing programs?</i>
Learning Targets		
<i>Students will... correctly use publishing technology to create yearbook pages.</i>		
Unit Duration:		
Ongoing		



Unit [#6]: [MARKETING]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Entrepreneurship Standard 16 Missouri Learning Standards	Advertising Sales	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● <i>Peers are generally more likely to listen to a student sales pitch than any other form of marketing.</i> ● <i>Selling the yearbook and associated ads is key in funding the program to continue the yearbook creation process.</i> ● <i>Creativity and information are the center of good advertising.</i> ● <i>Social media can be an effective way to reach many people at once.</i> 	<ul style="list-style-type: none"> ● <i>What is my role as a student in helping to sell the yearbook?</i> ● <i>Why is it important that we work to create revenue for our publication?</i> ● <i>How can I successfully market to a variety of people?</i> ● <i>What role can technology play in marketing?</i>
Learning Targets		
<p><i>Students will:</i></p> <ul style="list-style-type: none"> ● <i>Use a variety of sales strategies to assist in selling the yearbook and associated ads to students and businesses</i> 		
Unit Duration:		
Ongoing		

6-12 English Language Arts Grade-Level Expectations

*Missouri Department of Elementary and Secondary Education
Spring 2016
Updated 6/2020*

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Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
Evidence/Inference K-5 correlation R1A, R2A, R.C.					
B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
Word Meanings K-5 correlation R1B					
C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).
Text Features K-5 correlation R1A					

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
Summarize/Theme K-5 correlation R2A					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View No K-5 correlation	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
C Craft and Meaning K-5 correlation R2B, R2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
D Interaction and Meaning K-5 correlation R2A	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Text in Forms K-5 correlation R4A					
B	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
Relationships in Texts K-5 correlation R1C					
C	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context K-5 correlation R2A					

Reading Literary Text

D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
Word Meanings K-5 correlation R1B					
C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
Text Features K-5 correlation R3A					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
Summarize/Claim K-5 correlation R3B, R3C					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R3C					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
C	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
Argument/Evidence K-5 correlation R3B					

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Texts/Forms K-5 correlation R4A					

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
Relationships/ Texts K-5 correlation R1C					
C	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context No K-5 correlation					
D	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Writing

1 Approaching the Task as a Researcher						
		Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A		<p>a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. 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.</p>
Research K-5 correlation W3A						

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	<p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>		

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.</p>		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

Writing

3 Approaching the Task as a Reader					
A	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Revise and Edit K-5 correlation W1C	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</p>

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Revise and Edit					
K-5 correlation W1C					

Speaking and Listening

1 Collaborating					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Conversations K-5 correlation SL.1A, SL.3A					
B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Questioning K-5 correlation SL.3A					

Speaking and Listening

C	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Viewpoints of others K-5 correlation SL1A					
2 Presenting					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Verbal Delivery K-5 correlation SL4A					

Speaking and Listening

B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL.4A					
C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL.4A					