



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle School Creative Communication Curriculum

Creative Communication is a dynamic, skills-based course designed to help students express themselves with confidence, clarity, and creativity. Through three main areas—**Drama, Publication, and Speech**—students will explore multiple forms of communication and develop their ability to connect with an audience. In Drama, students will practice performance techniques, improvisation, and stage presence. In Publication, they will learn the fundamentals of media, writing, and design to produce engaging, polished work. In Speech, students will strengthen their public speaking skills through structured, impromptu, and persuasive presentations. By blending performance, writing, and speaking, Creative Communication provides students with hands-on experiences that build collaboration, self-expression, and effective communication for both academic and real-world settings.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Drama	Topic 1: Drama Basics Topic 2: Script & Radio Play Topic 3: Drama in Action (Small Groups)
3 weeks	Speech	Topic 1: Speaking Foundations Topic 2: Persuasion & Storytelling Topic 3: Expression & Listening
3 weeks	Publications	Topic 1: What is Publications? Topic 2: Reporting & Writing

Curriculum Standards: Missouri Fine Arts Theater standards, Missouri 6th grade Speaking and Listening (from the ELA & Reading standards), and the Missouri Visual Arts standards

Curriculum Revision Tracking

Fall, 2025

- Title changed to, “Creative Communication”
- Redesigned to match other 6th grade exploratory courses in order to give 6th graders a chance to learn about the Speech and Publications classes they can take as 7th and 8th graders
- Former course condensed into one, three-week unit on drama.
- Two other three-week units added, one on Speech, one on Publications
- Learning targets added to all units

Fall, 2020

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Drama

Subject: Middle School Drama

Grade: 6

Name of Unit: Drama

Length of Unit: 3 Weeks

Overview of Unit: Students will engage in interactive, low-pressure activities designed to build confidence and understanding of drama. They will begin by exploring basic elements of drama such as characters, setting, conflict, and dialogue, and then practice using their voice, body, and movement to convey emotion and meaning. Students will study short scenes, including excerpts from a play and work in small groups to adapt and perform scripts, focusing on collaboration and expressive storytelling rather than polished public performance.

Priority Standards for unit:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.
- TH:Pr6A.6.a Adapt a drama/theatre work and present it informally for an audience.

Supporting Standards for unit:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Priority Standard: TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will describe the given circumstances of a character (who, where, when, and what is happening).	1
	Understand

The student will imagine how a character might think, feel, and act in those circumstances.	2
	Apply
The student will explore different choices to show a character's personality in a scene or improvisation.	3
	Analyze
Priority Standard: TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use my body, posture, and movement to show a character.	1
	Remember
The student will try different physical choices (gestures, expressions, actions) to see how they change a character.	2
	Apply
The student will select the most effective physical choices to clearly communicate my character to an audience.	4
	Evaluate
Priority Standard: TH:Pr6A.6.a Adapt a drama/theatre work and present it informally for an audience.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will make small changes (cuts, additions, or updates) to adapt a script or scene.	2
	Apply

The student will rehearse the adapted scene with others to prepare for an audience.	2
	Apply
The student will present the adapted work informally, showing clear choices in performance.	4
	Create

Essential Questions:

1. How do characters, dialogue, and action work together to tell a story?
2. In what ways can voice, movement, and expression communicate emotion and meaning?
3. How does collaboration and creative interpretation influence the way a scene is performed or understood?

Enduring Understanding/Big Ideas:

1. Students can identify and explain how characters, dialogue, and actions contribute to the meaning of a scene.
2. Students can use voice, facial expressions, and body language to convey emotion and enhance storytelling.
3. Students can work in small groups to interpret and perform a scene, demonstrating how creative choices affect meaning.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
Characterization	Actor	Cross
Present	Improvisation	Centerstage
Theme	Comedy	Downstage
Warm-up	Concentration	Upstage
Posture	Director	Stage Left
Mood	Mime	Stage Right
Articulation	Pantomime	Stock Character
Dialogue	Body alignment	Scene
Diction	Rehearsal	Play
	Script	Stage
	Theater	Tragedy

Engaging Scenario

Engaging Scenario

Students rehearse and present a short script excerpt, applying what they have learned about drama, character, and blocking. Working in small groups, students first identify key moments in the scene and plan how their characters will be positioned and move, using upstage, downstage, stage left, and stage right. Students then have two options for sharing their work: they can **perform the scene live** in small groups, practicing expressive reading, gestures, and movement, or they can **create a digital 3D representation** of the scene in Tinkercad, placing characters and props on a virtual stage and labeling movements or emotions. In both formats, students reflect on how character placement, actions, and dramatic elements convey meaning, tension, and relationships, and share their work with peers for discussion and feedback. This flexible approach allows students to practice creative storytelling and blocking in a collaborative, low-pressure environment, whether through live performance or digital design.

Students will pitch their ideas to a panel of play directors looking for new ideas. The winning pitch will get a chance for their big moment on Broadway.

Topic 1: Drama Basics

Engaging Experience 1

Title: What is Drama?

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students will be introduced to key elements of drama through the use of notes and activities. Then, students work in small groups to identify the key components of a scene or story: characters, setting, conflict, and dialogue. The teacher provides a set of short story snippets, sentences, or mini-script excerpts on cards. Students collaboratively sort the cards into the four categories, discussing their reasoning as they go. After sorting, the class comes together to reflect on the choices, exploring how each element contributes to storytelling and makes a scene dramatic. This activity helps students recognize the building blocks of drama in a hands-on, low-pressure way, preparing them to analyze and create their own scenes.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Emotions in Action

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students will explore how drama communicates feeling through physical expression. The teacher calls out different emotions, such as happy, scared, angry, or surprised, and students walk around the room embodying each emotion with their posture, facial expressions, and gestures. Afterward, the class discusses how an audience can interpret a character's feelings without hearing any words, emphasizing the role of body language and movement in storytelling. This activity helps students understand that emotions are a key element of drama and provides a low-pressure way to practice expressive skills.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Tableau Scenes

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.
- TH:Pr6A.6.a Adapt a drama/theatre work and present it informally for an audience.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students work in small groups to create "frozen pictures" that depict key moments from a story or fairy tale. Each group selects or is assigned a scene and collaborates to pose their bodies to show characters, actions, and relationships without speaking. Once complete, groups share their tableaux with the class or with another group, and students reflect on how posture, gesture, and spatial arrangement convey meaning and emotion. This activity helps students understand how drama communicates story and character visually, encourages teamwork, and allows for creative expression in a low-pressure, collaborative setting.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Script & Radio Play

Engaging Experience 1

Title: *Sorry Wrong Number*- Introduction

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students will be introduced to the radio play *Sorry, Wrong Number*, the teacher provides important background information about the story, including its author, historical context, and the format of a radio play. An anticipatory set engages students by asking them to predict what might happen in a suspenseful story based on a brief synopsis or intriguing opening lines. Students are then assigned reading parts and read the play aloud together.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: *Sorry Wrong Number*- Read Aloud

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: During the reading of *Sorry, Wrong Number*, students read the play aloud together as a class, taking turns with assigned parts or reading in small groups. While reading, students take notes on key elements such as characters, setting, plot, and rising tension, using guided prompts to focus their attention. This activity allows students to actively engage with the text, practice expressive reading, and analyze how dialogue, pacing, and dramatic structure contribute to suspense and storytelling—all in a collaborative, low-pressure environment.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: *Sorry Wrong Number*- Radio Play

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students compare their read-aloud experience with the original radio play version. They listen to key excerpts from the radio production and analyze how sound effects, pacing, tone, and vocal expression create suspense and convey meaning in ways that differ from the text alone. Students discuss and take notes on these differences, reflecting on how the medium of performance influences the storytelling, character interpretation, and overall dramatic impact. This activity helps students deepen their understanding of drama and the unique elements of radio plays.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 4

Title: *Sorry Wrong Number*-One Pager

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students create a one-pager to demonstrate their understanding of *Sorry, Wrong Number*. Working independently or in pairs, students visually represent key elements of the play, including characters, setting, plot, conflict, and moments of suspense. They can include drawings, symbols, quotes, diagrams, or other creative elements to show their analysis and reflections on the differences between the class reading and the original radio play.

Bloom's Levels: Create

Webb's DOK: 3

Topic 3: Drama in Action

Engaging Experience 1

Title: Human Blocking

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- TH:Cr1A.6.c Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- TH:Pr4A.6.b Experiment with various physical choices to communicate character in a drama/theatre work.
- TH:Pr6A.6.a Adapt a drama/theatre work and present it informally for an audience.

Supporting:

- TH:8A.6.a Explain how artists make choices based on personal experience in a drama/theatre work.
- TH:9A.6.a Use supporting evidence and criteria to evaluate drama/theatre work.
- TH:9A.6.c Identify a specific audience or purpose for a drama/theatre work.

Detailed Description/Instructions: Students learn the fundamentals of blocking and the planning of movement and positioning on stage through notes and discussion and then practice it by creating a “Human Stage Map.” Working in small groups, students physically position themselves as upstage, downstage, stage left, and stage right, exploring how placement affects visibility, focus, and storytelling. Through guided activities, they experiment with movement, spacing, and stage dynamics to convey relationships, tension, and action within a scene.

Bloom’s Levels: Create

Webb’s DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Drama Basics	What is Drama?	Students will be introduced to key elements of drama through the use of notes and activities. Then, students work in small groups to identify the key components of a scene or story: characters, setting, conflict, and dialogue. The teacher provides a set of short story snippets, sentences, or mini-script excerpts on cards. Students collaboratively sort the cards into the four categories, discussing their reasoning as they go. After sorting, the class comes together to reflect on the choices, exploring how each element contributes to storytelling and makes a scene dramatic. This activity helps students recognize the building blocks of drama in a hands-on, low-pressure way, preparing them to analyze and create their own scenes.	2-3 class periods
Drama Basics	Emotions in Action	Students will explore how drama communicates feelings through physical expression. The teacher calls out different emotions, such as happy, scared, angry, or surprised, and students walk around the room embodying each emotion with their posture, facial expressions, and gestures. Afterward, the class discusses how an audience can interpret a character's feelings without hearing any words, emphasizing the role of the body.	1 class period
Drama Basics	Tableau Scenes	Students work in small groups to create "frozen pictures" that depict key moments from a story or fairy tale. Each group selects or is assigned a scene and collaborates to pose their bodies to show characters, actions, and relationships without speaking. Once complete, groups share their tableaux with the class or with another group, and	2 class periods

		students reflect on how posture, gesture, and spatial arrangement convey meaning and emotion. This activity helps students understand how drama communicates story and character visually, encourages teamwork, and allows for creative expression in a low-pressure, collaborative setting.	
Script & Radio Play	<i>Sorry Wrong Number</i> -Introduction	Students will be introduced to the radio play <i>Sorry, Wrong Number</i> , the teacher provides important background information about the story, including its author, historical context, and the format of a radio play. An anticipatory set engages students by asking them to predict what might happen in a suspenseful story based on a brief synopsis or intriguing opening lines. Students are then assigned reading parts read the play aloud together.	1 class period
Script & Radio Play	<i>Sorry Wrong Number</i> -Read Aloud	During the reading of <i>Sorry, Wrong Number</i> , students read the play aloud together as a class, taking turns with assigned parts or reading in small groups. While reading, students take notes on key elements such as characters, setting, plot, and rising tension, using guided prompts to focus their attention. This activity allows students to actively engage with the text, practice expressive reading, and analyze how dialogue, pacing, and dramatic structure contribute to suspense and storytelling in a collaborative, low-pressure environment.	2 class periods
Script & Radio Play	<i>Sorry Wrong Number</i> -Radio Play	Students compare their read-aloud experience with the original radio play version. They listen to key excerpts from the radio production and analyze how sound effects, pacing, tone, and vocal expression create suspense and convey meaning in ways that differ from the text alone. Students discuss and take notes on these differences, reflecting on how the medium of performance influences the storytelling, character interpretation, and overall dramatic impact. This activity helps	1 class period

		students deepen their understanding of drama and the unique elements of radio plays.	
Script & Radio Play	<i>Sorry Wrong Number-</i> One Pager	Students create a one-pager to demonstrate their understanding of <i>Sorry, Wrong Number</i> . Working independently or in pairs, students visually represent key elements of the play, including characters, setting, plot, conflict, and moments of suspense. They can include drawings, symbols, quotes, diagrams, or other creative elements to show their analysis and reflections on the differences between the class reading and the original radio play.	1 class period
Drama in Action	Human Blocking	Students learn the fundamentals of blocking and the planning of movement and positioning on stage through notes and discussion and then practice it by creating a “Human Stage Map.” Working in small groups, students physically position themselves as upstage, downstage, stage left, and stage right, exploring how placement affects visibility, focus, and storytelling. Through guided activities, they experiment with movement, spacing, and stage dynamics to convey relationships, tension, and action within a scene.	1 class period

Unit 2: Speech

Subject: Public Speaking

Grade: 6

Name of Unit: Speech

Length of Unit: 3 Weeks

Overview of Unit: Students will learn essential speech vocabulary and techniques that they will be developing over the course of the class. They will learn the process of writing and preparing a speech and set goals for their learning.

Priority Standards for unit:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting Standards for unit:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Priority Standard: 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use appropriate volume and clear speech so my audience can understand me.	1
	Remember

The student will use correct grammar, word choice, and sentence structure when I present.	2
	Apply
The student will stay on topic and present my ideas in a clear, focused way for my audience.	4
	Evaluate
Priority Standard: 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will plan a presentation that matches the task, audience, and purpose.	2
	Apply
The student will use multimedia tools (like images, slides, audio, or video) to explain and support my ideas.	3
	Analyze
The student will deliver a presentation that communicates my claims and ideas clearly and keeps my audience engaged.	4
	Create

Essential Questions:

1. What is Public Speaking?
2. Why would a person give a speech?

Enduring Understanding/Big Ideas:

1. Speakers use effective presentation techniques such as adequate volume, direct eye contact, and appropriate body language and adapt it to the audience and purpose. In addition, speakers take an idea through the speech writing process by identifying the topic, completing any research necessary, organizing the information, and presenting it in the appropriate form.

2. Speakers present information to persuade, inform or entertain as determined by their audience awareness.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Audience • Claim • Purpose	• Eye Contact • Body Language • Fillers • Volume

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will deliver a 30-second impromptu speech on topics randomly generated to suit middle school learners. Their performances will be assessed through a combination of teacher evaluation and peer feedback, reflecting the skills and techniques emphasized throughout the unit.

Topic 1: Speaking Foundations

Engaging Experience 1

Title: Mini-lesson: Posture, eye contact, clarity.

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Speaking Foundations is the starting point for building confidence and skill in public speaking. This topic focuses on the essential tools every speaker needs before moving on to advanced techniques. Students will learn how to use their voice, body, and presence effectively to communicate with clarity and confidence. Speaking Foundations emphasizes practice, feedback, and reflection to help students feel more comfortable when addressing an audience.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Bag Speeches

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

Commented [1]: Look through all of the standards addressed in each experience and delete any standards not needed.

- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Bag Speeches are an engaging introductory activity in a Public Speaking curriculum designed to help students build confidence, practice organization, and share personal stories in a fun, low-pressure way. Each student brings a bag (paper, tote, or backpack) filled with 3–5 meaningful objects that represent aspects of their life, interests, or personality. During the speech, students pull items out one by one, explain their significance, and connect them to a central idea about themselves.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Reflection

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.

- 6.SL.1.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.

Detailed Description/Instructions: Reflection: “What Makes Someone Interesting to Listen To?” is an engaging activity that encourages students to think critically about the qualities of effective speakers. Before students can grow as speakers themselves, they need to recognize what captures their attention as an audience member. This reflection helps students identify traits like energy, storytelling, clarity, and authenticity, and then apply those insights to their own speaking practice.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Persuasion & Storytelling

Engaging Experience 1

Title: Mini-lesson: Persuasive tricks (simplified ethos, pathos, logos)

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Mini-Lesson: Persuasive Tricks (Simplified Ethos, Pathos, Logos) introduces students to the three classic rhetorical appeals in a fun, accessible way. Understanding these techniques helps students see how persuasion works in speeches, advertisements, and everyday conversations. By practicing ethos (credibility), pathos (emotion), and logos (logic), students learn how to strengthen their own arguments and become more aware of how others influence them.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Small-group debates: Fun topics

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Small-Group Debates: Fun Topics is an interactive activity designed to help students develop critical thinking, quick organization, and persuasive speaking skills in a lively, low-pressure environment. By debating lighthearted, engaging topics, students practice constructing arguments, responding to opposing views, and speaking confidently in front of peers while keeping the experience fun and inclusive.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Activity: 30-second commercial skit

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.

- 6.SL.1.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.

Detailed Description/Instructions: Activity: 30-Second Commercial Skit is a creative and energetic public speaking exercise where students develop a short, persuasive commercial for a product, service, or idea. This activity emphasizes clarity, persuasion, timing, and performance skills while allowing students to use humor, creativity, and teamwork.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Expression & Listening

Engaging Experience 1

Title: Small-group Poetry/Story Readings

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Small-Group Poetry/Story Readings is an interactive public speaking activity where students practice expressive reading and performance skills by sharing poetry or short stories in small groups. This exercise helps students develop voice control, pacing, projection, and emotional expression while building confidence in a supportive, collaborative environment.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Listening Activity: "Telephone Talks"

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.
- 6.SL.1.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.

Detailed Description/Instructions: Listening Activity: "Telephone Talks" is an interactive exercise designed to sharpen students' listening and speaking skills while highlighting the importance of clarity, attention, and accurate communication. Based on the classic "telephone" game, this activity emphasizes how messages can change when spoken and heard, teaching students to speak clearly and listen carefully.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Assessment: Group self-assessment on teamwork and speaking confidence.

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.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.

- 6.SL.1.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.

Detailed Description/Instructions: Assessment: Group Self-Assessment on Teamwork and Speaking Confidence is a reflective activity designed to help students evaluate their own and their peers' contributions in group public speaking exercises. This assessment encourages self-awareness, accountability, and growth by having students critically examine how well they collaborated, supported each other, and demonstrated confidence in speaking.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Speaking Foundations	Mini-lesson: Posture, eye contact, clarity	Mini-Lesson: Persuasive Tricks (Simplified Ethos, Pathos, Logos) introduces students to the three classic rhetorical appeals in a fun, accessible way. Understanding these techniques helps students see how persuasion works in speeches, advertisements, and everyday conversations. By practicing ethos (credibility), pathos (emotion), and logos (logic), students learn how to strengthen their own arguments and become more aware of how others influence them.	1-2 class periods
Speaking Foundations	Partner “Bag Speeches”	Bag Speeches are an engaging introductory activity in a Public Speaking curriculum designed to help students build confidence, practice organization, and share personal stories in a fun, low-pressure way. Each student brings a bag (paper, tote, or backpack) filled with 3–5 meaningful objects that represent aspects of their life, interests, or personality. During the speech, students pull items out one by one, explain their significance, and connect them to a central idea about themselves.	1-2 class periods
Speaking Foundations	Reflection	Reflection: “What Makes Someone Interesting to Listen To?” is an engaging activity that encourages students to think critically about the qualities of effective speakers. Before students can grow as speakers themselves, they need to recognize what captures their attention as an audience member. This reflection helps students identify traits like energy, storytelling, clarity, and authenticity, and then apply those insights to their own speaking practice.	1-2 class periods

Persuasion & Storytelling	Mini-lesson: Persuasive Tricks	Mini-Lesson: Persuasive Tricks (Simplified Ethos, Pathos, Logos) introduces students to the three classic rhetorical appeals in a fun, accessible way. Understanding these techniques helps students see how persuasion works in speeches, advertisements, and everyday conversations. By practicing ethos (credibility), pathos (emotion), and logos (logic), students learn how to strengthen their own arguments and become more aware of how others influence them.	1-2 class periods
Persuasion & Storytelling	Small-Group debates	Small-Group Debates: Fun Topics is an interactive activity designed to help students develop critical thinking, quick organization, and persuasive speaking skills in a lively, low-pressure environment. By debating lighthearted, engaging topics, students practice constructing arguments, responding to opposing views, and speaking confidently in front of peers while keeping the experience fun and inclusive.	1-2 class periods
Persuasion & Storytelling	Activity: 30-second Commercial Skit	Activity: 30-Second Commercial Skit is a creative and energetic public speaking exercise where students develop a short, persuasive commercial for a product, service, or idea. This activity emphasizes clarity, persuasion, timing, and performance skills while allowing students to use humor, creativity, and teamwork.	1-2 class periods
Expression & Listening	Small-group Poetry/Story Readings	Small-Group Poetry/Story Readings is an interactive public speaking activity where students practice expressive reading and performance skills by sharing poetry or short stories in small groups. This exercise helps students develop voice control, pacing, projection, and emotional expression while building confidence in a supportive, collaborative environment.	1-2 class periods
Expression & Listening	Listening activity:	Listening Activity: “Telephone Talks” is an interactive exercise designed to sharpen students’	1-2 class periods

	“Telephone Talks”	listening and speaking skills while highlighting the importance of clarity, attention, and accurate communication. Based on the classic “telephone” game, this activity emphasizes how messages can change when spoken and heard, teaching students to speak clearly and listen carefully.	
Expression & Listening	Assessment: Group self-assessment	Assessment: Group Self-Assessment on Teamwork and Speaking Confidence is a reflective activity designed to help students evaluate their own and their peers’ contributions in group public speaking exercises. This assessment encourages self-awareness, accountability, and growth by having students critically examine how well they collaborated, supported each other, and demonstrated confidence in speaking.	1 class period

Unit 3: Publications

Subject: Middle School Drama

Grade: 6

Name of Unit: Publications

Length of Unit: 3 Weeks

Overview of Unit: Students will learn what publications are and how they function by examining examples of newspapers, magazines, and newsletters. They will practice reporting and writing by interviewing peers, summarizing stories, and crafting engaging headlines and captions. Students will then apply these skills to design and produce a mini-publication or magazine, working individually or in small groups to create articles, visuals, and layouts. This project integrates writing, creativity, and design, allowing students to experience the full process of publishing in a hands-on, collaborative way.

Priority Standards for unit:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.
- VA: Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting Standards for unit:

- 6.W.2.A.b: (Approaching the Task as a Writer) 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. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Priority Standard: 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather information from several sources to answer a research question.	2
	Apply
The student will integrate information from sources to explain findings.	3
	Analyze
The student will use a standard citation system to give credit to sources.	2
	Apply

Priority Standard: 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use appropriate volume and clear speech so my audience can understand me.	1
	Remember
The student will use correct grammar, word choice, and sentence structure when I present.	2
	Apply
The student will stay on topic and present my ideas in a clear, focused way for my audience.	4
	Evaluate

Priority Standard: 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will plan a presentation that matches the task, audience, and purpose.	2
	Apply
The student will use multimedia tools (like images, slides, audio, or video) to explain and support my ideas.	3
	Analyze
The student will deliver a presentation that communicates my claims and ideas clearly and keeps my audience engaged.	4
	Create

Priority Standard: VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will share work-in-progress and listen to feedback from peers.	1
	Remember
The student will identify specific strengths and areas for improvement in work based on peer discussion.	3
	Analyze
The student will revise their work to make it stronger, using insights from peer feedback.	4
	Evaluate

Essential Questions:

3. Why do people create publications, and how do they share stories with others?
4. What makes headlines, articles, or photos interesting and clear to readers?
5. How do we choose stories for our audience?

Enduring Understanding/Big Ideas:

3. Students will be able to explain the purpose of publications and identify how they inform, entertain, or connect a community.
4. Students will be able to apply the 5Ws and H to write headlines, short articles, and captions that effectively communicate a story.
5. Students will be able to choose content for their publications based on their specific audience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Audience • Formatting Tools & Effects • Purpose • Media • Storytelling	• Caption • Headline

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students step into the roles of journalists, editors, photographers, and designers to create a mini magazine or newspaper for their school. Each student or small group is responsible for producing a publication that includes at least one headline and article, a **photo with a caption**, and a creative element such as a **comic, advice column, or creative corner piece**. Students brainstorm story ideas, conduct brief interviews, take or select photos, and design their pages with attention to layout, readability, and audience appeal. This project gives students the chance to combine reporting, writing, and artistic skills while experiencing the full process of creating a publication. By the end, they will have a tangible product that reflects their creativity, critical thinking, and understanding of how stories, visuals, and design come together to inform and engage readers.

Topic 1: What is Publications

Engaging Experience 1

Title: Explore Examples

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

Supporting:

- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students will explore, identify, and analyze different types of publications to understand their purposes, formats, and audiences. By the end of this activity, students will be able to classify publications as informative, persuasive, or entertaining, and explain how design and content work together to communicate effectively.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Activity: Headline Challenge - Write funny or dramatic headlines for everyday classroom happenings.

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.

- VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting:

- 6.W.2.A.b: (Approaching the Task as a Writer) 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. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students will practice creating attention-grabbing, concise, and effective headlines for various types of publications. This activity develops skills in summarizing content, appealing to an audience, and understanding the importance of headlines in communicating a publication's message.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Small-group photo activity: take staged classroom photos & write captions.

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.
- VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting:

- 6.W.2.A.b: (Approaching the Task as a Writer) 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. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students will work in small groups to take staged classroom photos and write engaging captions. This activity helps students understand the relationship between visuals and text in publications, develop creativity, and practice concise, audience-focused writing.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Reporting & Writing

Engaging Experience 1

Title: “5Ws & H News Hunt” activity

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.
- VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting:

- 6.W.2.A.b: (Approaching the Task as a Writer) 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. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students work in small groups to practice identifying the key elements of a news story: Who, What, When, Where, Why, and How. After a brief review of each element with examples, students examine short news articles or story excerpts, labeling the 5Ws and H for each piece. Groups then share their findings with the class, discussing any challenging examples and exploring how some elements may be implied rather than explicitly stated. This interactive, collaborative activity reinforces critical reading and reporting skills in a fun, low-pressure way while preparing students to apply the 5Ws and H in their own journalistic writing.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Classmate Spotlight

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.
- VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting:

- 6.W.2.A.b: (Approaching the Task as a Writer) 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. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students practice interviewing and writing skills by creating short profiles of their peers. After a brief review of the 5Ws and H, students pair up and take turns asking questions to gather information about their partner's interests, experiences, and background. Using their notes, each student writes a short, engaging profile paragraph that incorporates the key elements of Who, What, When, Where, Why, and How, and may include a headline, quote, or interesting fact. Students can then share their profiles in small groups or compile them into a class mini-publication, reinforcing critical journalism skills, active listening, and clear, concise writing in a collaborative, low-pressure environment.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Story Idea Storm

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 6.W.1.A.a: (Approaching the Task as a Researcher) Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.SL.2.A Speak clearly, audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.
- VA:Cr3A.6 Revise artwork in progress on the basis of insights gained through peer discussion.

Supporting:

- 6.RI.2.B: Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- VA:Cr2.1.6a – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Detailed Description/Instructions: Students brainstorm potential stories for a school paper or magazine by reflecting on people, events, and interests within their school community. Drawing on their Classmate Spotlight interviews, knowledge of clubs, sports, and school events, students generate ideas individually or in small groups on sticky notes or index cards. They then categorize and share their ideas with the class, organizing them under headings such as People, Events, Arts, Sports, or Opinion, and discussing which concepts are most compelling or feasible for publication. This activity encourages creativity, helps students think like real journalists, and provides a collaborative, visual way to prioritize story ideas as a steppingstone to developing articles for their mini-publication project.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
What is Publication?	Explore Examples	Students will explore, identify, and analyze different types of publications to understand their purposes, formats, and audiences. By the end of this activity, students will be able to classify publications as informative, persuasive, or entertaining, and explain how design and content work together to communicate effectively.	1-2 class periods
What is Publication?	Activity: Headline Challenge	Students will practice creating attention-grabbing, concise, and effective headlines for various types of publications. This activity develops skills in summarizing content, appealing to an audience, and understanding the importance of headlines in communicating a publication's message.	1-2 class periods
What is Publication?	Small-group photo activity	Students will work in small groups to take staged classroom photos and write engaging captions. This activity helps students understand the relationship between visuals and text in publications, develop creativity, and practice concise, audience-focused writing.	1-2 class periods
Reporting & Writing	5Ws & H News Hunt	Students work in small groups to practice identifying the key elements of a news story: Who, What, When, Where, Why, and How. After a brief review of each element with examples, students examine short news articles or story excerpts, labeling the 5Ws and H for each piece. Groups then share their findings with the class, discussing any challenging examples and exploring how some elements may be implied rather than explicitly stated. This interactive, collaborative activity reinforces critical reading and reporting skills in a	1 class periods

		fun, low-pressure way while preparing students to apply the 5Ws and H in their own journalistic writing.	
Reporting & Writing	Classmate Spotlight	Students practice interviewing and writing skills by creating short profiles of their peers. After a brief review of the 5Ws and H, students pair up and take turns asking questions to gather information about their partner's interests, experiences, and background. Using their notes, each student writes a short, engaging profile paragraph that incorporates the key elements of Who, What, When, Where, Why, and How, and may include a headline, quote, or interesting fact. Students can then share their profiles in small groups or compile them into a class mini-publication, reinforcing critical journalism skills, active listening, and clear, concise writing in a collaborative, low-pressure environment.	2-3 class periods
Reporting & Writing	Story Idea Storm	Students brainstorm potential stories for a school paper or magazine by reflecting on people, events, and interests within their school community. Drawing on their Classmate Spotlight interviews, knowledge of clubs, sports, and school events, students generate ideas individually or in small groups on sticky notes or index cards. They then categorize and share their ideas with the class, organizing them under headings such as People, Events, Arts, Sports, or Opinion, and discussing which concepts are most compelling or feasible for publication. This activity encourages creativity, helps students think like real journalists, and provides a collaborative, visual way to prioritize story ideas as a steppingstone to developing articles for their mini-publication project.	1 class period

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.