



**School District  
of the City of St.  
Charles**

# 9-12 Communication Arts Curriculum:

Speech I  
Speech II  
Debate  
Journalism  
Newspaper Production  
Yearbook Production

Approved by the Board of Education  
May 14, 2015



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(Speech 1, Speech 2, Debate, Journalism, Newspaper, Yearbook)  
Spring 2015**

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# 9-12 Communication Arts Curriculum

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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 21<sup>st</sup> 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.

## English Language Arts Rationale

The rationale for Communication Arts in the St. Charles School District is to provide a solid foundation for all students in the areas of reading literature and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author's choices, students will become critical thinkers. Differentiating instruction through Standards Based Grading ensures that each student has mastered the curriculum.

### Program Goals

Students who complete the English Language Arts curriculum will be prepared to use their reading and writing skills to think critically about the world they encounter. Students will be able to:

- Read and evaluate literature and informational texts with fluency.
- Write argumentative, narrative, informative texts with clarity.
- Participate in collaborative discussions, and present knowledge and ideas appropriate to task, purpose, and audience.
- Acquire and use academic and domain specific vocabulary that is appropriate to the audience.
- Use the conventions of standard English.

**Scope and Sequence**  
**Grades 9-12**

Strand	CCSS	Standard	9	10	11	12
Reading	RL.9-10.1 RL.11-12.1	Literature: Literature Analysis	R	R	R	M
	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.9-10.10 RL.11-12.10	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	Informational Text: Text Analysis	R	R	R	M



	RI.11-12.3					
	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.9-10.10 RL.11- 12.10	Literature: Reading Comprehension at Grade Level	R	R	R	M
	RI.9-10.10 RI.11- 12.10	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- 12.2a	Thesis	R	R	R	M

	W.9-10.3 W.11-12.3	Narrative Techniques	M	M		
	W.9-10.4 W.11-12.4	Organization	R	R	R	M
	<b>W. 9-10.5 W.11-12.5</b>	<b>Production &amp; Editing</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>M</b>
	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

## **Speech I**

*Course Description/Rationale*

*Essential Understandings*

*Units of Study:*

## **Course Description:**

### **SPEECH 1**

**(Elective ½ unit; 9-12;**

**Prerequisite: None**

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 presentational skills will be explored through speech writing and deliver 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 I Essential Course Outcomes

### Strand: Speaking and Listening

- The student will demonstrate understanding of the interpersonal and group communication process.
- The student will demonstrate effective vocal delivery techniques.
- The student will demonstrate effective non-verbal delivery techniques.
- The student will organize a speech effectively.
- The student will support speech with adequate and relevant details
- The student will demonstrate sufficient research techniques.
- The student will make strategic use of digital media in presentations.
- The student will create and deliver an effective speech with limited or no preparation.
- The student will effectively interpret a piece of literature orally.
- The student will effectively persuade an audience.

**SPEECH I**  
Curriculum Unit



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#1)** *Student will demonstrate understanding of the Interpersonal and Group Communication Process.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Lectures</li> <li>• Power Points</li> <li>• Handouts</li> <li>• Examples</li> </ul>		<ul style="list-style-type: none"> <li>• <b>The Communication Process</b></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Student will demonstrate understanding of the Interpersonal and Group Communication Process		<ul style="list-style-type: none"> <li>• What are the different parts of the communication process?</li> <li>• What is communication?</li> <li>• How do you make your communication effective?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 5	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	
<b>OBJECTIVE # 1</b>	<b>The Communication Process</b>		

<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>CA5, CA6, CA7, Goal 2, Goal 4</i>	<b>STANDARD: (#1)</b> <i>Student will demonstrate understanding of the Interpersonal and Group Communication Process.</i>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will demonstrate understanding of the Interpersonal and Group Communication Process.</i>	<b>Sender, receiver, feedback, communication barrier, consensus</b>	<ul style="list-style-type: none"> <li>• Identify and label parts of the communication process</li> <li>• Use various decision-making techniques to come to a consensus in a group</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Guide students through group decision making</li> <li>• Facilitate dicussions</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze communications within the class</li> <li>• Hold group discussions to arrive at consensus</li> </ul>	<b>3 = Student will demonstrate understanding of the Interpersonal and Group Communication Process</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	



<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Written test</li> <li>• Group decision making</li> <li>• Partnered decision making</li> <li>• Communication example analysis</li> </ul>	Summative Formative Formative Formative	<b>3 = Student will demonstrate understanding of the Interpersonal and Group Communication Process</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary on communication process</li> <li>• Analyze communication examples</li> <li>• More group decision making opportunities</li> </ul>	<b>3 = Student will demonstrate understanding of the Interpersonal and Group Communication Process</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students help lead group decision making discussions</b></li> <li>• <b>Students guide other students in analysis of communication process</b></li> </ul>	<b>4 = Student will demonstrate and apply understanding of the Interpersonal and Group Communication Process beyond what was taught</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#2)** *Student will demonstrate the importance vocal delivery techniques.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Vocal exercises</li> <li>Handouts</li> <li>Video/audio of speeches</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><b>Vocal Delivery</b></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>  <p>A good speaker utilizes appropriate Expression, Volume, Rate, Pitch, Inflection, Articulation</p>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What impact does vocal delivery have on the effectiveness of a speech?</li> <li>What does proper vocal delivery look and sound like?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
FA 1	process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	
<b>OBJECTIVE # 1</b>	<b>Vocal Delivery</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> CA1, CA6, FA1, Goal 2, Goal 4	<b>STANDARD: (#2)</b> <i>Student will demonstrate the importance vocal delivery techniques.</i>		
<b>WHAT SHOULD STUDENTS...</b>			

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will demonstrate the importance of vocal delivery techniques.</i>	<b>Expression, volume, rate, pitch, inflection, articulation</b>	<ul style="list-style-type: none"> <li>Properly use different vocal delivery techniques to achieve the desired effect on an audience</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives examples of different uses of vocal delivery</li> <li>Guide students through vocal exercises</li> <li>Provide feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>Perform different vocal exercises</li> <li>Decide which techniques to use in specific speeches</li> </ul>	<b>3 = Student will utilize appropriate Expression, Volume, Rate, Pitch, Inflection, Articulation</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Communication Arts, Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Prepared Speeches</li> <li>Impromptu Speeches</li> <li>Poetry Interpretation</li> <li>Various vocal exercises</li> </ul>	Summative Summative Summative Formative	<b>3 = Student will utilize appropriate Expression, Volume, Rate, Pitch, Inflection, Articulation</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• More vocal exercises</li> <li>• Re-performing speeches</li> </ul>	<b>3 = Student will utilize appropriate Expression, Volume, Rate, Pitch, Inflection, Articulation</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alternative audience or change of performance venue</b></li> </ul>	<b>4 = Student will demonstrate and utilize appropriate Expression, Volume, Rate, Pitch, Inflection, Articulation for a variety of audiences or in a variety of venues.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#3)** *Student will effectively persuade an audience.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>textbooks</li> <li>Handouts</li> <li>Video/audio of speeches</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><i>Persuasive Techniques</i></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <p>In order to effectively persuade an audience, a good speaker must use the proper techniques.</p>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How do you effectively persuade an audience?</li> <li>When do you need to use persuasive techniques?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 4	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Persuasive Speaking</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA4, CA6, Goal 2, Goal 4</i>	<b>STANDARD: (#3)</b> <i>Student will effectively persuade an audience.</i>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will effectively persuade an audience.</i>	<b>Audience analysis, supportive audience, uncommitted audience, indifferent audience, opposed audience, logical appeal, emotional appeal, ethical appeal, logos, pathos, ethos</b>	<ul style="list-style-type: none"> <li>Analyze an audience for a specific speech</li> <li>Choose an appeal to match the content of their speech</li> <li>Write an effective persuasive speech</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives examples of different persuasive techniques</li> <li>Guide students through writing process</li> <li>Provide feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>Write and perform sales pitch using proper persuasive techniques</li> <li>Practice using persuasive techniques in an extemporaneous format</li> </ul>	<b>3 = Student will effectively persuade an audience using proper techniques.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge is needed for this objective</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Persuasive speech</li> <li>Sales pitch</li> <li>Extemporaneous debate</li> <li>Bookwork involving key vocab</li> </ul>	Summative Formative Formative Formative	<b>3 = Student will effectively persuade an audience using proper techniques.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Analyze example speeches</li> </ul>	<b>3 = Student will effectively persuade an audience using proper techniques.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Alternative audience or change of performance venue</b></li> </ul>	<b>4 = Student will demonstrate knowledge of effective persuasion to a variety of audiences, or in a variety of venues.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#4)** *Student will demonstrate the importance non-verbal delivery techniques.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>textbooks</li> <li>Handouts</li> <li>Video of speeches</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><b>Non-Verbal Delivery</b></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <b>Good speakers utilize appropriate eye contact, and avoid poor physical habits, i.e.: swaying, fidgeting, tapping, leaning on podium, etc.</b>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li><b>How do body movements change the effectiveness of a speech?</b></li> <li><b>What is proper body language while giving a speech?</b></li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b> Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 5	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
FA 1	process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	
<b>OBJECTIVE # 1</b>		<b>Non-Verbal Delivery</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> CA5, CA6, FA1, Goal 2, Goal 4		<b>STANDARD: (#4)</b> <i>Student will demonstrate the importance non-verbal delivery techniques.</i>	



**WHAT SHOULD STUDENTS...**

<p align="center"><b>UNDERSTAND?</b></p> <p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p align="center"><b>KNOW?</b></p> <p><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p>	<p align="center"><b>BE ABLE TO DO?</b></p> <p><i>Skills; Products</i></p>
<p><i>Student will demonstrate the importance non-verbal delivery techniques.</i></p>	<p><b>Eye contact, posture, positive body language, negative body language, facial expression</b></p>	<ul style="list-style-type: none"> <li>• Speech to audience without using any distracting body language</li> <li>• Use body language to enhance the meaning of their speech</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<p align="center"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p align="center"><b>STUDENT LEARNING TASK</b></p>	<p align="center"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Gives examples of good and bad body language</li> <li>• Give students feedback on body language</li> <li>• Guide students through practice exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various speeches</li> <li>• Practice proper non-verbal delivery in an extemporaneous format</li> </ul>	<p><b>3 = Students will utilize appropriate eye contact, and avoid poor physical habits, i.e.: swaying, fidgeting, tapping, leaning on podium, etc.</b></p>
<p align="center"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p align="center"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>• Communication Arts, Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<p align="center"><b>ASSESSMENT DESCRIPTION</b></p>	<p align="center"><b>FORMATIVE/ SUMMATIVE</b></p>	<p align="center"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Prepared speech</li> <li>• Impromptu Speech</li> <li>• Poetry Interpretation</li> <li>• practice exercises</li> </ul>	<p>Summative Summative Summative Formative</p>	<p><b>3 = Students will utilize appropriate eye contact, and avoid poor physical habits, i.e.: swaying, fidgeting, tapping, leaning on podium, etc.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• More speaking practice</li> <li>• Analyze example speeches</li> </ul>	<b>3 = Students will utilize appropriate eye contact, and avoid poor physical habits, i.e.: swaying, fidgeting, tapping, leaning on podium, etc.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students guide other students feedback on non/verbal delivery.</b></li> </ul>	<b>4 = Students will utilize appropriate eye contact, and avoid poor physical habits, i.e.: swaying, fidgeting, tapping, leaning on podium, etc. beyond what was taught.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#5)** *Student will demonstrate the importance of research techniques.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>computers</li> <li>Handouts</li> <li>Purdue Owl, Easybib website</li> <li>databases</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><i>Research Techniques</i></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <b>Good speakers effectively integrate cited research, and relevant source material (Works Cited) when speaking.</b>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How do I find the proper research for my speech?</li> <li>Why do I need research in my speech?</li> <li>How do I document research in a speech?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 3	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Research Techniques</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA3, Goal 1, Goal 2, Goal 4</i>	<b>STANDARD: (#5)</b> <i>Student will demonstrate the importance of research techniques.</i>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will demonstrate the importance of research techniques.</i>	<b>Source, MLA, works cited, database, citation, in-text citation, oral citation</b>	<ul style="list-style-type: none"> <li>• Find appropriate research to fit a particular speech</li> <li>• Document sources in a written speech</li> <li>• Use proper oral citations when giving a speech</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives examples of proper citations</li> <li>• Give students feedback written and oral citations</li> <li>• Guide students through research process</li> </ul>	<ul style="list-style-type: none"> <li>• Practice research and citations exercises</li> <li>• Create works cited page for Speech</li> <li>• Write oral citations in speech</li> </ul>	<b>3 = Students will effectively integrate cited research, and relevant source material (Works Cited) when speaking.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Prepared speech</li> <li>• Impromptu Speech</li> <li>• Poetry Interpretation</li> <li>• practice research exercises</li> </ul>	Summative Summative Summative Formative	<b>3 = Students will effectively integrate cited research, and relevant source material (Works Cited) when speaking.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Finding more or better research for speech</li> <li>• Rewriting citations</li> </ul>	<b>3 = Students will effectively integrate cited research, and relevant source material (Works Cited) when speaking.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Students edit other students' written speeches</li> <li>• Students guide other students through the research process</li> </ul>	<b>3 = Students will effectively integrate cited research, and relevant source material (Works Cited) when speaking beyond what was taught.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD:** (#6) *Student will demonstrate the importance of organization.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>textbooks</li> <li>Handouts</li> <li>computers</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><i>Speech Structure</i></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> Student will include all elements of speech writing: Introduction, Organized Body and Conclusion are present, completed and utilize effective transitions.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How is a speech structured?</li> <li>How do I use transitions?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b> Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 4	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Speech Structure</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA4, Goal 1, Goal 2, Goal 4</i>	<b>STANDARD: (#6)</b> <i>Student will demonstrate the importance of organization.</i>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will demonstrate the importance of organization.</i>	<b>Introduction, body, conclusion, supporting details, transitions</b>	<ul style="list-style-type: none"> <li>Give a speech that is properly organized</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives examples of well-structured speeches</li> <li>Present parts and order of a speech</li> <li>Guide students through speech writing process</li> </ul>	<ul style="list-style-type: none"> <li>Look at example speeches and label the parts</li> <li>Write a speech</li> </ul>	<b>3 = Student will include all elements of speech writing: Introduction, Organized Body and Conclusion are present, completed and utilize effective transitions.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Prepared speech</li> <li>Impromptu Speech</li> <li>quiz</li> <li>exit slips</li> </ul>	Summative Summative Formative Formative	<b>3 = Student will include all elements of speech writing: Introduction, Organized Body and Conclusion are present, completed and utilize effective transitions.</b>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling parts of more example speeches</li> <li>• Rewriting speeches</li> </ul>	<b>3 = Student will include all elements of speech writing: Introduction, Organized Body and Conclusion are present, completed and utilize effective transitions.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student writes multiple introductions/conclusions for the same speech but intended for different audiences.</b></li> </ul>	<b>4 = Student seamlessly blends all elements of speech writing: Introduction, Organized Body and Conclusion are present, completed and utilize effective transitions beyond what was taught.</b>





**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#7)** *Student will make strategic use of digital media in presentations.*

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• projector</li> <li>• presentation software (PowerPoint, Google Presentation)</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• <b>Media/Technology</b></li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b>  <i>Student will make strategic use of digital media in presentations.</i></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>How can digital media enhance my speeches?</b></li> <li>• <b>How do I know if my digital media is distracting my audience instead of enhancing my content?</b></li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Media/Technology</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> CA1, CA6, Goal 2	<b>STANDARD: (#7)</b> <i>Student will make strategic use of digital media in presentations.</i>		

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>

<i>Student will make strategic use of digital media in presentations.</i>	<b>PowerPoint, Google Presentations, Prezi, slide transitions</b>	<ul style="list-style-type: none"> <li>• Make a digital media presentations that enhances (not detracts from) an accompanying speech</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives examples good a bad digital presentations</li> <li>• Present do’s and don’ts for digital presentations</li> <li>• Guide students through presentation making process</li> </ul>	<ul style="list-style-type: none"> <li>• Look at example presentations an critique them</li> <li>• create a digital presentation</li> </ul>	<b>3 = <i>Student will make strategic use of digital media in presentations.</i></b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Prepared speech</li> <li>• Quiz over software programs</li> <li>• exit slips</li> </ul>	Summative Formative Formative	<b>3 = <i>Student will make strategic use of digital media in presentations.</i></b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outlines basic tools in presentation software program</li> <li>• revises original presentation to better fit speech</li> </ul>	<p><b>3 = <i>Student will make strategic use of digital media in presentations.</i></b></p>
<p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i></p>		
<p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student helps create digital presentations that can be used at school (i.e. enrollment, guidance, etc.)</b></li> </ul>	<p><b>4 = <i>Student seamlessly blends digital media in with their accompanying speech.</i></b></p>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#8)** *Student will create and deliver an effective speech with limited or no preparation.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>handouts</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li><i>Impromptu and Extemporaneous Speaking</i></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> Good speakers can create and deliver an effective speech making use of limited or no preparation.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What is the difference between impromptu and extemporaneous speaking?</li> <li>How do I organize a speech in a very limited amount of time?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b> Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 5	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
<b>OBJECTIVE # 1</b>	<b><i>Impromptu and Extemporaneous Speaking</i></b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> CA1, CA5, CA6, Goal 2	<b>STANDARD: (#8)</b> <i>Student will create and deliver an effective speech with limited or no preparation.</i>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	

<i>Student will create and deliver an effective speech with limited or no preparation.</i>	<b>Impromptu, extemporaneous, conversational, improvisation</b>	<ul style="list-style-type: none"> <li>• Create an impromptu or extemporaneous speech</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provides topic suggestions</li> <li>• Provide speaking techniques and structure</li> <li>• Provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Draw random topic and speak about it</li> </ul>	<b>3 = Student will create and deliver an effective speech making use of limited or no preparation.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Impromptu and/or Extemporaneous Speech</li> <li>• Practice speeches</li> </ul>	Summative Formative	<b>3 = Student will create and deliver an effective speech making use of limited or no preparation.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• More practice speeches</li> </ul>	<b>3 = Student will create and deliver an effective speech making use of limited or no preparation.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>AIP or in class</li></ul>	<ul style="list-style-type: none"><li><b>Students will do impromptu speaking for longer periods of time and/or on more difficult topics.</b></li></ul>	<b>4 = Student creates and delivers a seamless speech making use of limited or no preparation.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#9)** *Student will effectively interpret a piece of literature orally.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Pieces of literature</li> <li>• Handouts</li> <li>• Video samples</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• <b>Oral Interpretation</b></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <b>Good speakers can effectively interpret a piece of literature orally.</b>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• <b>What is the difference between reading and oral interpretation?</b></li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b> Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 2	reading and evaluating fiction, poetry and drama	X	
CA 5	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
CA 7	identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
<b>OBJECTIVE # 1</b>	<b>Oral Interpretation</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <b>CA1, CA2, CA5, CA6, CA7, Goal 2</b>	<b>STANDARD: (#9)</b> <i>Student will effectively interpret a piece of literature orally.</i>		

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<i>Student will effectively interpret a piece of literature orally.</i>	<b>Oral interpretation, mood, tone, word coloring, rate, pause, inflection</b>	<ul style="list-style-type: none"> <li>Perform an oral interpretation of a piece of literature</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provides literature pieces</li> <li>Provides instruction on how to characterize and add emotion to speaking</li> <li>Provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of piece of literature</li> <li>Oral interpretation of poetry</li> <li>Humorous or dramatic interpretations</li> </ul>	<b>3 = Student will effectively interpret a piece of literature orally.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge is needed for this objective</li> </ul>	

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>poetry</li> <li>humorous or dramatic interpretation</li> <li>analysis of literature</li> </ul>	Summative Summative Formative	<b>3 = Student will effectively interpret a piece of literature orally.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
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<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown piece of literature to examine mood and tone.</li> <li>• Orally interpret different pieces of literature</li> </ul>	<b>3 = Student will effectively interpret a piece of literature orally.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students memorize the piece of literature for oral interpretation.</b></li> </ul>	<b>4 = Student will seamlessly interpret a piece of literature orally.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech I

**STANDARD: (#10)** *Student will support speech with adequate and relevant details.*

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Research/computers</li> <li>• Handouts/textbooks</li> <li>• Sample speeches</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• <i>Development</i></li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <b>Good speaker support their speeches with adequate and relevant details.</b>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• <b>What makes a speech well developed?</b></li> <li>• <b>What things can you add to a speech to develop it?</b></li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 1	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	X	
CA 3	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 4	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
<b>OBJECTIVE # 1</b>	<i>Development</i>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> CA1, CA3, CA4, CA6, Goal 2	<b>STANDARD: (#10)</b> <i>Student will support speech with adequate and relevant details.</i>		

**WHAT SHOULD STUDENTS...**

<p align="center"><b>UNDERSTAND?</b></p> <p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p align="center"><b>KNOW?</b></p> <p><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p>	<p align="center"><b>BE ABLE TO DO?</b></p> <p><i>Skills; Products</i></p>
<p><i>Student will support speech with adequate and relevant details.</i></p>	<p><b>Supporting detail, evidence, anecdote, statistics, analogy, quotation</b></p>	<ul style="list-style-type: none"> <li>• Add appropriate details to their speech</li> <li>• Use proper transitions to connect main points and supporting details</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provides examples of good development</li> <li>• Guides students through information gathering and writing process</li> <li>• Provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Write speech</li> <li>• Research to gather information</li> </ul>	<p><b>3 = Student will support speech with adequate and relevant details.</b></p>
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>		<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Prepared speech</li> <li>• quiz over types of development</li> </ul>	<p>Summative Formative</p>	<p><b>3 = Student will support speech with adequate and relevant details.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Review different ways to develop a speech</li> <li>• Rewrite speech</li> </ul>	<p><b>3 = Student will support speech with adequate and relevant details.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>AIP or in class</li></ul>	<ul style="list-style-type: none"><li>Students rewrite speech using more unorthodox development techniques.</li></ul>	4 = <i>Student will seamlessly support speech with perfectly relevant details.</i>



## **Speech II**

*Course Description*  
*Essential Understandings*  
*Units of Study*

## **Course Description:**

### **SPEECH 2**

**(Elective ½ unit; 9-12;**

**Prerequisite: Speech 1**

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.

## Speech II Essential Course Outcomes

### Strand: Speaking and Listening

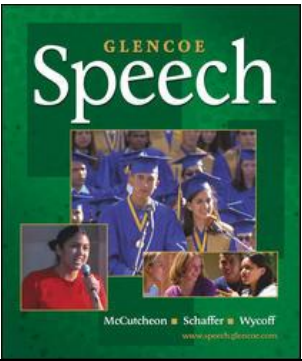
- The student will rehearse and perform a memorized story intended for an audience of children.
- The student will deliver an original lesson plan for an audience.
- The student will prepare and perform an original radio/broadcasting segment for an audience.
- The student will prepare, participate in, and evaluate different debate formats.
- The student will rehearse and perform a specialized speech.





<b>COURSE OVERVIEW</b>	<b>CURRICULUM WRITTEN:</b> <b>BOARD APPROVAL:</b> <b>REVISED:</b>
<b>COURSE:</b> Speech II <b>CREDIT(S):</b> ½ elective credit <b>PREREQUISITES:</b> none	

<b>COURSE DESCRIPTION:</b> (Elective) ½ unit; 9-12; Prerequisite: Speech 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.	<b>COMMITTEE MEMBERS:</b> Lauren Hippe, Louis Saubers, Julie Spies
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<b>UNITS IN THIS COURSE</b>		<b>DISTRICT COMMON ASSESSMENTS</b>
<b>UNIT TITLE</b>	<b>UNIT DURATION</b>	
Unit 1: Storytelling	All semester	
Unit 2: Instructional Speech	All semester	
Unit 3: Radio Broadcasting	All semester	
Unit 4: Debate	All semester	
Unit 5: Specialized Speaking	All semester	
<b>BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE</b>		
<b>TEXTBOOK INFORMATION</b>	<b>ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES</b>	
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Curriculum Units  
Speech II



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech II

**STANDARD:** (#1) Students will be able to rehearse and perform a memorized story intended for an audience of children.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Oral Traditions and Storytelling*

**ENDURING UNDERSTANDINGS:**

- Student will understand the importance of oral traditions and perform an original adaptation of a story.

**ESSENTIAL QUESTIONS:**

- What is the origin of storytelling as an oral tradition?
- What are the key elements in the telling of a story?
- What must I do to effectively present a story?
- What are the purposes of storytelling?
- How do diverse cultures incorporate storytelling into their own traditions?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 2	reading and evaluating fiction, poetry and drama	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Oral Traditions and Storytelling</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#1) Students will be able to use their knowledge of oral traditions to prepare and perform a memorized story intended for an audience of children.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will be able to use their knowledge of oral traditions to prepare and perform a memorized story intended for an audience of children.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Traditions, Oral History, Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Interpret an existing story</li> <li>Provide characterization</li> <li>Memorization</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Facilitates class discussions</li> <li>Guides students through story selection</li> <li>Coaches students in delivery techniques</li> </ul>	<ul style="list-style-type: none"> <li>Restates key vocabulary</li> <li>Participates/Leads class discussions</li> <li>Select a story to adapt and perform</li> <li>Performs a story intended for young audiences</li> </ul>	<b>3 = Student will understand the importance of oral traditions and perform an original adaptation of a story.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>History, Fine Arts, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge of storytelling is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Performance</li> <li>Story Selection</li> <li>Rehearsal Evaluation</li> </ul>	Summative Formative Formative	<b>3 = Student will understand the importance of oral traditions and perform an original adaptation of a story.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Return to rehearsal process and rework inadequate elements</li> <li>• Select an alternative story</li> </ul>	<p><b>3 = Student will understand the importance of oral traditions and perform an original adaptation of a story.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Supplies characterization, through physical and vocal techniques</b></li> </ul>	<p><b>4 = Student applies performance techniques and aspects to storytelling presentation.</b></p>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech II

**STANDARD:** (#2) Students will be able to deliver an original lesson plan for an audience.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Instructional Demonstration of a skill or activity*

**ENDURING UNDERSTANDINGS:**

- **Student will create and deliver an instructional speech that informs an audience or teaches a skill.**

**ESSENTIAL QUESTIONS:**

- **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?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	Speaking and writing standard English	X	
CA 3	Reading and evaluating nonfiction works and material	X	
CA 4	Writing formally and informally	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Instructional Speaking</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#2) Students will be able to prepare and deliver an instructional speech for an audience.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will be able effectively prepare and deliver an instructional speech for an audience.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson planning, preparation, materials, demonstrative techniques, audience analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and instructional lesson plan</li> <li>• Apply critical thinking to required materials</li> <li>• Demonstrate adequate presentational skills</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Models a demonstration or instructional technique</li> <li>• Guides students through lesson planning</li> <li>• Coaches students in delivery techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Restates key vocabulary</li> <li>• Observes modeling techniques</li> <li>• Select a topic</li> <li>• Create and present an instructional activity or lesson</li> </ul>	<b>3 = Student will prepare and deliver an instructional speech for an audience.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• All Areas</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge of instructional speaking is needed for this objective</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Lesson Planning</li> <li>• Performance Evaluation</li> </ul>	Summative Formative Formative	<b>3 = Student will prepare and deliver an instructional speech for an audience.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Return to planning process and rework inadequate elements</li> <li>• Select an alternative topic</li> </ul>	<b>3 = Student will prepare and deliver an instructional speech for an audience.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased difficulty of topic selected</b></li> <li>• <b>Alternative audience or change of performance venue</b></li> </ul>	<b>4 = Student will present a lesson of increased difficulty to a variety of audiences, or in a variety of venues.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech II

**STANDARD:** (#3) Students will prepare and perform an original radio/broadcasting segment for an audience.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Performance of an original, scripted, radio or video broadcast.*

**ENDURING UNDERSTANDINGS:**

- **Student will create and perform a radio/broadcasting segment for an audience.**

**ESSENTIAL QUESTIONS:**

- **How does writing for broadcast differ from other formats?**
- **What role to 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?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	Speaking and writing standard English	X	
CA 3	Reading and evaluating nonfiction works and material	X	
CA 4	Writing formally and informally	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	



<b>OBJECTIVE # 1</b>	<b>Instructional Speaking</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#3) Students will be able to prepare and perform a radio/broadcasting segment for an audience.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will be able effectively prepare and perform a radio/broadcasting segment for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Key terms/vocabulary</li> <li>Broadcast Media history</li> <li>Effective presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Research and write an original script</li> <li>Rehearse and Perform a broadcast segment</li> <li>Demonstrate adequate presentational skills</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Models broadcasting techniques and formats</li> <li>Implements preparatory activities</li> <li>Coaches students in delivery techniques</li> </ul>	<ul style="list-style-type: none"> <li>Restate key vocabulary</li> <li>Observe modeling techniques</li> <li>Select and script a broadcast topic</li> <li>Create and present a broadcast segment for an audience</li> </ul>	<b>3 = Student will prepare and perform a radio/broadcast segment for an audience.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>All Areas</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge broadcasting is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Performance</li> <li>Script research and preparation</li> <li>Performance Evaluation</li> </ul>	Summative Formative Formative	<b>3 = Student will prepare and perform a radio/broadcast segment for an audience.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Return to research/writing process and rework inadequate elements</li> <li>• Select an alternative topic</li> </ul>	<p><b>3 = Student will prepare and perform a radio/broadcast segment for an audience.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased difficulty of topic selected</b></li> <li>• <b>Alternative audience or change of performance venue</b></li> </ul>	<p><b>4 = Student will prepare and deliver a radio/broadcast segment of increased difficulty to a variety of audiences or in a variety of venues.</b></p>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech II

**STANDARD:** (#4) Students will prepare, participate in, and evaluate different debate formats.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Preparing and presenting a debate.*

**ENDURING UNDERSTANDINGS:**

- **Student will prepare, participate in and evaluate different debate formats.**

**ESSENTIAL QUESTIONS:**

- **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?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	Speaking and writing standard English	X	
CA 3	Reading and evaluating nonfiction works and material	X	
CA 4	Writing formally and informally	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Instructional Speaking</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#4) Students will prepare, participate in and evaluate a debate.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will prepare, participate in and evaluate a debate.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key terms/vocabulary</b></li> <li>• <b>Debate history and societal relevance</b></li> <li>• <b>Effective presentation techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>• Research and write an original debate</li> <li>• Prepare an effective cross examination</li> <li>• Demonstrate adequate presentational skills</li> <li>• Participate in debate activities</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Gives lectures/presentations</b></li> <li>• <b>Models debate techniques and formats</b></li> <li>• <b>Implements preparatory activities</b></li> <li>• <b>Coaches students in delivery techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Restate key vocabulary</b></li> <li>• <b>Observe modeling techniques</b></li> <li>• <b>Select and script a debate topic</b></li> <li>• <b>Research and prepare case and cross examination</b></li> <li>• <b>Deliver a formal or informal debate</b></li> </ul>	<b>3 = Student will prepare, participate in and evaluate a debate.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• <b>All Areas</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No prior knowledge of debate is needed for this objective</b></li> </ul>	

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Debate research and preparation</li> <li>• Performance Evaluation</li> </ul>	Summative Formative Formative	<b>3 = Student will prepare, participate in and evaluate a debate.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Return to research/writing process and rework inadequate elements</li> <li>• Select an alternative topic</li> </ul>	<b>3 = Student will prepare, participate in and evaluate a debate.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased difficulty of topic selected</b></li> <li>• <b>Alternative audience or change of performance venue</b></li> </ul>	<b>4 = Student will prepare and deliver a debate of increased difficulty with a variety of opponents, or in a variety of venues.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Speech II

**STANDARD:** (#5) Students will rehearse and perform a specialized speech.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Preparing and presenting a specialized speech.*

**ENDURING UNDERSTANDINGS:**

- **Student will rehearse and perform a specialized speech.**

**ESSENTIAL QUESTIONS:**

- **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 or a particular setting or occasion?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 1	Speaking and writing standard English	X	
CA 3	Reading and evaluating nonfiction works and material	X	
CA 4	Writing formally and informally	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Instructional Speaking</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#5) Students will rehearse and perform a specialized speech.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will rehearse and perform a specialized speech.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key terms/vocabulary</b></li> <li>• <b>Appropriate content based upon setting or occasion</b></li> <li>• <b>Effective presentation techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write a specialized speech such as a eulogy, acceptance speech, after-dinner speech, etc.</li> <li>• Effectively rehearse and prepare a speech.</li> <li>• Demonstrate adequate presentational skills</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Model a variety of public speaking formats</li> <li>• Implements preparatory activities</li> <li>• Coaches students in delivery techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Restate key vocabulary</li> <li>• Observe modeling techniques</li> <li>• Select a speech topic and setting</li> <li>• Rehearse content of their speech</li> <li>• Deliver a specialized speech</li> </ul>	<b>3 = Student will rehearse and perform a specialized speech</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• All Areas</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge of specialized speaking is needed for this objective</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Rehearsal and preparation</li> </ul>	Summative Formative Formative	<b>3 = Student will rehearse and perform a specialized speech.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Return to rehearsal/writing process and rework inadequate elements</li> <li>• Select an alternative topic</li> </ul>	<b>3 = Student will rehearse and perform a specialized speech.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased difficulty of topic selected</b></li> <li>• <b>Alternative audience or change of performance venue</b></li> </ul>	<b>4 = Student will prepare and deliver a variety of specialized speeches tailored to different occasions, or produce one speech perfectly suited for its intended audience or venue.</b>



## **Debate**

*Course Description*  
*Essential Understandings*  
*Units of Study*

## **Course Description:**

### **Debate**

**(Elective ½ unit; 9-12;**

**Prerequisite: Speech 1 or Permit to Enroll)**

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 discourse are highly encouraged to enroll in Debate.

## Debate Essential Course Outcomes

### Strand: Speaking and Listening

- The student will create an argument containing a claim, evidence, and warrant.
- The student will create a case adhering to debate format requirements.
- The student will demonstrate logical reasoning and analysis of arguments and evidence.
- The student will cite or research relevant supporting information appropriate to the debate format.
- The student will create questions and logical responses to the opposing argument appropriate to the debate format.
- The student will attack an opponent's arguments and defend their own argument.

The student will utilize effective verbal and nonverbal delivery techniques.



**COURSE OVERVIEW**

**COURSE:** Debate  
**CREDIT(S):** ½ elective credit  
**PREREQUISITES:** none

**CURRICULUM WRITTEN:**  
**BOARD APPROVAL:**  
**REVISED:**

**COURSE DESCRIPTION:** (Elective) 1/2 unit; 9-12; prerequisite: Speech 1 or Permit to enroll  
 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.

**COMMITTEE MEMBERS:**  
 Lauren Hippe, Louis Saubers, Julie Spies

**UNITS IN THIS COURSE**

**DISTRICT COMMON ASSESSMENTS**

<b>UNIT TITLE</b>	<b>UNIT DURATION</b>	
Unit 1: Argumentation	All semester	
Unit 2: Case Construction	All semester	
Unit 3: Evidence	All semester	
Unit 4: Cross-examination	All semester	
Unit 5: Analysis & Reasoning	All semester	
Unit 6: Refutation	All semester	
Unit 7: Delivery	All semester	

**BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE**

<b>TEXTBOOK INFORMATION</b>		<b>ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES</b>
Photo of Cover	Publisher: Edition: Author: ISBN:	



**CONTENT AREA:** Communication Arts  
**COURSE:** Debate

- **STANDARD: (#1) Student will attack an opponent's arguments and defend their own argument.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Refutation*

**ENDURING UNDERSTANDINGS:**

- **Student will attack an opponent's arguments and defend their own argument.**

**ESSENTIAL QUESTIONS:**

- **What are the 4 steps to refutation?**
- **What strategies can be used to defend arguments?**
- **What strategies can be used to refute an opponent's arguments?**
- **How do I crystallize arguments in the final rebuttals?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and materials	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**REFERENCES/STANDARDS**  
*i.e. GLE/CLE/MLS/NGSS*  
 CA3, CA6, SS1, SS2, SS6, Goal 4

<b>OBJECTIVE # 1</b>	<ul style="list-style-type: none"> <li>STANDARD: (#1) Student will cite or research relevant supporting information appropriate to the debate format.</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<p style="text-align: center;"><b>KNOW?</b></p> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Student will attack an opponent's arguments and defend their own argument.</li> </ul>	<ul style="list-style-type: none"> <li>Refutation, rebuttal, crystallize, impact</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to attack an opponent's argument and defend their own.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p style="text-align: center;"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p style="text-align: center;"><b>STUDENT LEARNING TASK</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>Facilitate class activities and discussions</li> <li>Provide formative and summative feedback</li> </ul>	<ul style="list-style-type: none"> <li>Rebuttals for various debates</li> </ul>	<ul style="list-style-type: none"> <li>3 = Student will attack an opponent's arguments and defend their own argument.</li> </ul>
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>Social Studies, Science, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension of arguments and fallacies</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<p style="text-align: center;"><b>ASSESSMENT DESCRIPTION</b></p>	<p style="text-align: center;"><b>FORMATIVE/ SUMMATIVE</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>Rebuttals for various debates</li> <li>In-class debate activities</li> </ul>	<p style="text-align: center;">Summative Formative</p>	<ul style="list-style-type: none"> <li>3 = Student will attack an opponent's arguments and defend their own argument.</li> </ul>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuttal Re-dos</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3 = Student will attack an opponent's arguments and defend their own argument.</b></li> </ul>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Debate participation</li> <li>• Coaching students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> <li>• <b>Peer Coaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 = Student refutation and rebuttals are highly persuasive.</b></li> </ul>



**CONTENT AREA:** Communication Arts  
**COURSE:** Debate

**STANDARD:** (#1) Student will create an argument containing a claim, evidence, and warrant.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Argumentation*

**ENDURING UNDERSTANDINGS:**

- Student will create an argument containing a claim, evidence, and warrant.

**ESSENTIAL QUESTIONS:**

- What is an argument?
- How do I create an argument?
- How can I create arguments for both sides of an issue?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and materials	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	



<b>OBJECTIVE # 1</b>	<b>Argumentation</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	<ul style="list-style-type: none"> <li>STANDARD: (#1) Student will create an argument containing a claim, evidence, and warrant.</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Student will create an argument containing a claim, evidence, and warrant.</li> </ul>	<ul style="list-style-type: none"> <li>Claim, evidence, warrant, impact</li> </ul>	<ul style="list-style-type: none"> <li>Create arguments for in-class debates, debate cases, and rebuttals</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>Facilitate class activities and discussions</li> <li>Provide formative and summative feedback</li> </ul>	<ul style="list-style-type: none"> <li>Participate in various debate activities</li> <li>Debate issues with peers</li> </ul>	<b>3 = Student will create an argument containing a claim, evidence, and warrant.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Social Studies, Science, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>Any issue has at least two sides</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Case construction, refutation, and rebuttal</li> <li>Argument writing</li> <li>In-class debate activities</li> </ul>	Summative Formative Formative	<b>3 = Student will create an argument containing a claim, evidence, and warrant.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Argument revision</li> </ul>	<b>3 = Student will create an argument containing a claim, evidence, and warrant.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Debate participation</li> <li>• Coaching/debating with students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> <li>• <b>Coaching</b></li> </ul>	<b>4 = Student will create highly sophisticated and effective argument.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Debate

**STANDARD:** (#1) Student will create a case adhering to debate format requirements.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Case Construction*

**ENDURING UNDERSTANDINGS:**

- Student will create a case adhering to debate format requirements.

**ESSENTIAL QUESTIONS:**

- What are the components of an effective case?
- How can I construct a case that is superior to my opponent's case?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and materials	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Case Construction</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	<ul style="list-style-type: none"> <li>STANDARD: (#1) Student will create a case adhering to debate format requirements.</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Student will create a case adhering to debate format requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Resolution, affirmative, negative, pro, con, claim, evidence, warrant, impact, value, criterion, bill</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to argue and defend their cases in formal an informal debate formats</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>Facilitate class activities and discussions</li> <li>Provide formative and summative feedback</li> </ul>	<ul style="list-style-type: none"> <li>Participate in various debate activities</li> <li>Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>3 = Student will create a case adhering to debate format requirements.</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Social Studies, Science, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>Argumentation</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Case construction for various debates</li> <li>In-class debate activities</li> </ul>	Summative Formative	<ul style="list-style-type: none"> <li>3 = Student will create a case adhering to debate format requirements.</li> </ul>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Case revision</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3 = Student will create a case adhering to debate format requirements.</b></li> </ul>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Debate participation</li> <li>• Coaching students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> <li>• <b>Peer Coaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 = Student will create highly sophisticated and effective case.</b></li> </ul>



**CONTENT AREA:** Communication Arts  
**COURSE:** Debate

**STANDARD:** (#1) Student will utilize effective verbal and nonverbal delivery techniques.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Delivery*

**ENDURING UNDERSTANDINGS:**

- **Student will utilize effective vocal and nonverbal delivery techniques.**

**ESSENTIAL QUESTIONS:**

- **How can delivery techniques be utilized to win a debate?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and materials	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Evidence</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#1) <b>Student will utilize effective vocal and nonverbal delivery techniques</b>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>• <b>Student will cite or research relevant supporting information appropriate to the debate format.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Volume, rate, pitch, inflection, articulation, pronunciation, emphasis, gestures, eye contact</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student will be able to utilize effective vocal and nonverbal delivery techniques during a debate</b></li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• <b>Facilitate class activities and discussions</b></li> <li>• <b>Provide formative and summative feedback</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student will utilize effective vocal and nonverbal delivery techniques during a debate</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>3 = Student will utilize effective vocal and nonverbal delivery techniques</b></li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li>• <b>Social Studies, Science, Communication Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effective vocal and nonverbal delivery (from Speech I)</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• <b>Vocal and nonverbal delivery during debates</b></li> <li>• <b>In-class debate activities</b></li> </ul>	Summative Formative	<ul style="list-style-type: none"> <li>• <b>3 = Student will utilize effective vocal and nonverbal delivery techniques</b></li> </ul>	

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery re-dos</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3 = Student will utilize effective vocal and nonverbal delivery techniques</b></li> </ul>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Debate participation</li> <li>• Coaching students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> <li>• <b>Peer Coaching</b></li> </ul>	<p><b>4 = Student will use vocal and nonverbal delivery techniques in a highly persuasive and engaging manner.</b></p>





**CONTENT AREA:** Communication Arts  
**COURSE:** Debate

**STANDARD: (#1) Student will cite or research relevant supporting information appropriate to the debate format.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

**BIG IDEA(S):**

- *Evidence*

**ENDURING UNDERSTANDINGS:**

- **Student will cite or research relevant supporting information appropriate to the debate format.**

**ESSENTIAL QUESTIONS:**

- **What evidence will best support my position?**
- **Where can credible and relevant evidence be located?**
- **What methods can be used to evaluate the accuracy of evidence?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and materials	X	
CA 4	Writing formally and informally	X	
CA 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations	X	
CA 6	Participating in formal and informal presentations and discussion of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Evidence</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	<ul style="list-style-type: none"> <li>STANDARD: (#1) Student will cite or research relevant supporting information appropriate to the debate format.</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Student will cite or research relevant supporting information appropriate to the debate format.</li> </ul>	<ul style="list-style-type: none"> <li>Oral citation, credibility, validity, reliability, empirical evidence, quantitative vs. qualitative</li> </ul>	<ul style="list-style-type: none"> <li>Student will be able to support their arguments with relevant and sufficient evidence.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>Facilitate class activities and discussions</li> <li>Provide formative and summative feedback</li> </ul>	<ul style="list-style-type: none"> <li>Select and research credible sources</li> <li>Select relevant and persuasive evidence to support claims</li> <li>Research both sides of an issue</li> </ul>	<ul style="list-style-type: none"> <li>3 = Student will cite or research relevant supporting information appropriate to the debate format.</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Social Studies, Science, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>Fact vs. opinion</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Case construction for various debates</li> <li>In-class debate activities</li> </ul>	Summative Formative	<ul style="list-style-type: none"> <li>3 = Student will cite or research relevant supporting information appropriate to the debate format.</li> </ul>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Case revision</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3 = Student will cite or research relevant supporting information appropriate to the debate format.</b></li> </ul>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Debate participation</li> <li>• Coaching students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> <li>• <b>Peer Coaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 = Student will strategically select and use highly persuasive evidence.</b></li> </ul>

## **Journalism**

*Course Description*  
*Essential Understandings*  
*Units of Study*

## **Course Description:**

### **Journalism**

**(Elective) ½ unit; 9-12;**

**Prerequisite: None**

This semester-long course is designed to provide the student with journalism skills as a pre-requisite necessary for enrollment in Newspaper Production or Yearbook Production. The course emphasizes basic instruction in journalistic writing, photography, and design. Topics covered include journalism law and ethics, news writing, interviewing, photojournalism, publication layout, and desktop publishing software.

### **Course Rationale**

The rationale behind teaching Journalism 1 is to prepare students to enroll in Newspaper Production 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 newspaper or yearbook staff, but will also enhance communication skills for which employers look, improve researching and analytical skills, and become more informed consumers.

## Journalism 1 Essential Outcomes

### **Strand 1: Regulation**

#### Publication Law & Ethics

- **(Standard 1)** Students will be able to use their knowledge of legal precedents and journalistic ethics to demonstrate how they can legally protect themselves as journalists.

**4.o Student correctly applies legal precedents and ethical guidelines to sample scholastic and professional situations and their own work.**

Samples: written analysis of current events coverage in professional publications

**3.o Student correctly applies legal precedents and ethical guidelines to sample scholastic situations and their own work.**

Samples: written analysis of sample situations and student work

**2.0 Student has basic knowledge of legal precedents and ethical guidelines, but is unable to apply it to their work or sample situations.**

Samples: written case descriptions

**1.0 Student lacks knowledge of legal precedents and ethical guidelines.**

Samples: level 1 quiz

### **Strand 2: Writing**

#### Journalistic Text

- **(Standard 2)** Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.

**4.o Student seamlessly blends all elements (lead, transitions, facts, quotes) to create a story that both informs and grabs readers' attention.**

Samples: written news article

**3.o Student includes and correctly uses all elements (lead, transitions, facts, quotes) to create an informative news story.**

Samples: written news article

**2.o Student includes and correctly uses some elements (lead, transitions, facts, quotes) to create a news story.**

Samples: written news article

**1.o. Student is unable to correctly use any elements (lead, transitions, facts, quotes) in the attempted creation of a news story.**

Samples: written news article

#### Grammar & Style

- **(Standard 3)** Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style when writing.

**4.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with no errors when writing.**

Samples: articles

**3.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with minimal errors when writing.**

Samples: articles

**2.o Student understands the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style but is unable to correctly apply them to their writing.**

Samples: level 1 quiz, articles

**1.o. Student lacks basic knowledge of grammar, conventions and journalistic style.**

Samples: level 1 quiz

### **Strand 3: Reporting**

#### Interviewing & Research

- **(Standard 4)** Students will gather accurate and relevant information by conducting quality interviews.

**4.o Student conducts interviews that provide him/her with not only complete identifying and complementary information, but also detailed and descriptive quotes .**

*Samples: interview notes, article*

**3.o Student conducts interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.**

*Samples: interview notes, article*

**2.o Student conducts interviews that provide him/her with some incomplete identifying information for his/her story.**

*Samples: interview notes, article*

**1.o. Student conducts interviews that provide him/her with no useful information for his/her story.**

*Samples: interview notes, article*

### **Strand 4: Photojournalism**

#### Photography

- **(Standard 5)** Students will be able to use the basic functions and settings on the camera to take quality photos.

**4.o Student can achieve different artistic effects in their photos.**

*Samples: photos*

**3.o Student can adjust the camera's settings to take a compositionally-sound photo with proper lighting, color, and focus.**

*Samples: photos*

**2.0 Student can adjust some of the camera's settings, but are unable to apply these adjustments to improve the lighting, color and/or focus of their photos.**

*Samples: charts, student demonstration, photos*

**1.0. Student is unable to identify the different settings on the camera.**

*Samples: student demonstration*

### **Strand 5: Publication Design**

#### Layout

- **(Standard 6)** Students will be able to create layouts that follow the basic elements of visual design.

**4.o Student can create a layout the seamlessly blends elements of visual design to achieve an intended/specified overall effect.**

*Samples: layouts*

**3.o Student can create a layout that correctly uses the basic elements of visual design.**

*Samples: layouts*

**2.o Student can correctly identify the basic elements of visual design, but is unable to use them in their own layouts.**

*Samples: quiz, layouts*

**1.o. Student lacks basic knowledge of the basic elements of visual design.**

*Samples: level 1 quiz*

## Strand 6: Technology

### Desktop Publishing

- **(Standard 7)** Students will be able to use desktop and online publishing technology computer programs to create publications.

**4.o Student uses publication technology to create printed and /or online publications that are both informative and visually appealing.**

*Samples: creating publications*

**3.o Student correctly uses publishing technology to create printed and /or online publications.**

*Samples: creating publications*

**2.o Student knows the basics of publishing technology, but cannot fully create their own publications.**

*Samples: quiz, creating publications*

**1.o. Student lacks basic knowledge of publishing technology.**

*Samples: quiz*

## Strand 7: Career Readiness

### Deadlines

- **(Standard 8)** Students will be able to meet publication deadlines.

**4.o Student meets all publications deadlines without the use of any excuse passes.**

*Samples: publications assignments*

**3.o Student meets all publications deadlines with the use of one excuse pass.**

*Samples: publications assignments*

**2.o Student meets all publications deadlines with the use of two excuse passes.**

*Samples: publications assignments*

**1.o. Student misses one or more deadlines without using an excuse pass.**

*Samples: publications assignments*

## 42 classes

1 - first day

(throughout AP Style and grammar)

5 - law & ethics - First Amendment, unprotected speech, Hazelwood & Tinker, Shattered Glass, code of ethics

2 - interviewing (basics & rules, interview classmates)

5 - profiles (assign profile logistics & examples, basic profile structure, what is news 1 and 2 - quiz, profile due and revisions and final draft)

6 - news stories (generating ideas and story walk, leads/ending, research scav hunt, work,

7 - photo-J (storytelling, foofoo, camera specs, profile, news photo, event coverage, captions)

7 - design





**CONTENT AREA:** Communication Arts  
**COURSE:** Journalism

**STANDARD:** (#1) Students will be able to use their knowledge of legal precedents and journalistic ethics to demonstrate how they can legally protect themselves as journalists.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Reading(s) / Handouts from textbook
- Various new websites
- Student press law center (splc.org)
- Movie “Shattered Glass”

**BIG IDEA(S):**

- *Communication law*
- *Journalistic ethics*

**ENDURING UNDERSTANDINGS:**

- **Journalists must follow legal precedents to protect themselves.**
- **Journalists must follow ethical guidelines to ensure their credibility.**

**ESSENTIAL QUESTIONS:**

- **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’ right differ from professional journalists’ rights?**
- 

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals	X	
CA 6	participating in formal and informal presentations and discussions of issues and ideas		
SS 1	principles expressed in the documents shaping constitutional democracy in the United States		
SS2	continuity and change in the history of Missouri, the United States and the world		
SS6	relationships of the individual and groups to institutions and cultural traditions		
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.		

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i>	STANDARD: (#1) Students will be able to use their knowledge of legal precedents and journalistic ethics to demonstrate how they can legally protect themselves as journalists.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Journalists must follow legal precedents to protect themselves.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Hazelwood, Tinker, First Amendment, prior restraint, censorship, unprotected speech, obscenity, invasion of privacy</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the meaning of the laws</li> <li>Analyze case studies</li> <li>Apply the law to their work</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Facilitates case discussions</li> <li>Guides students through sample legal scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Restates key legal vocabulary</li> <li>Translates court decisions into limits on student journalists</li> <li>Discusses and evaluates past cases</li> <li>Creates strategies to deal with sample legal scenarios</li> </ul>	<b>3 = Student correctly applies legal precedents to sample scholastic situations and their own work.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>History, Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge of law is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Test</li> <li>Sample scenarios</li> <li>Exit slips</li> </ul>	Summative Formative formative	<b>3 = Student correctly applies legal precedents to sample scholastic situations and their own work.</b>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary words</li> <li>• Prepare a flow chart that illustrates the movement of free speech rights.</li> <li>• Retell key cases in your own words.</li> </ul>	<b>3 = Student correctly applies legal precedents to sample scholastic situations and their own work.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyze the journalistic practices of professional journalists' covering major events/stories</b></li> </ul>	<b>4 = Student correctly applies legal precedents to professional situations.</b>

<b>OBJECTIVE # 2</b>	<b>Journalistic Ethics</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS2, SS6, Goal 4</i>	STANDARD: (#1) Students will be able to use their knowledge of legal precedents and journalistic ethics to demonstrate how they can legally protect themselves as journalists. •	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Journalists must follow ethical guidelines to ensure their credibility.</li> </ul>	<ul style="list-style-type: none"> <li>ethics, Society of Professional Journalists Code of Ethics, morals</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the meaning of different ethical guidelines</li> <li>Analyze case studies and situations</li> <li>Apply ethical standards to their own work</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Facilitates ethical discussions</li> <li>Guides students through sample ethical scenarios</li> <li>Show and question the movie “Shattered Glass”</li> </ul>	<ul style="list-style-type: none"> <li>Examines the ethical decisions made in the movie “Shattered Glass”</li> <li>Creates strategies to deal with sample ethical scenarios</li> <li>Translates journalists’ codes of ethics into limits on student journalists</li> <li>Discusses and evaluates past ethical lapses by journalists</li> </ul>	<b>3 = Student correctly applies ethical guidelines to sample scholastic situations and their own work.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>All academic areas</li> </ul>	<ul style="list-style-type: none"> <li>Past situations of ethical conflict</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic

		Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Test</li> <li>• Sample scenarios</li> <li>• Exit slips</li> </ul>	Summative Formative Formative	<b>3 = Student correctly applies ethical guidelines to sample scholastic situations and their own work.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with teacher or small group</li> <li>• Write in your own words how ethics are different from laws</li> <li>• Outline the main points in the Journalists' Code of Ethics</li> </ul>	<b>3 = Student correctly applies ethical guidelines to sample scholastic situations and their own work.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyze the ethical practices of professional journalists' covering major events/stories</b></li> </ul>	<b>4 = Student correctly applies ethical guidelines to professional situations.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Journalism

**STANDARD: (#2)** Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Article and Journalistic writing structure*

**ENDURING UNDERSTANDINGS:**

- Student will include and correctly use all the elements (lead, transition, facts, and quotes) to create an informative news story.

**ESSENTIAL QUESTIONS:**

- 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?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Journalistic Writing</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA3, CA4, CA7</i>	STANDARD: (#2) Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead, transition, quotes (direct and indirect) Inverted pyramid, quote attribution (Jane said), Feature, profile, news determinates.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine what is news</li> <li>• Produce different types of articles</li> <li>• Organize story/article elements</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Guide students through information gathering</li> <li>• Guide students through writing process</li> <li>• Dissect articles</li> </ul>	<ul style="list-style-type: none"> <li>• Write an article with correct structure</li> <li>• Conduct interviews</li> <li>• Evaluate newsworthiness</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Articles/Rubrics</li> <li>• Quizzes</li> </ul>	Summative Formative	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts</b>

<ul style="list-style-type: none"> <li>• News Determinants</li> <li>• Story Structure</li> <li>• First Drafts</li> </ul>	Formative Formative  Formative	<b>and quotes.</b>
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**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**  
*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Identify article parts</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**  
*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have students add more refined details and vocabulary – begin the artistry of storytelling within your news article</b></li> </ul>	<b>4 = Student seamlessly blends all elements (lead, transition, facts, and quotes) to create a story that both, informs and grabs the readers’ attention.</b>





**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#3) Students will be able to demonstrate the command of the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style when writing.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Grammar and Conventions*
- *Style – AP, Journalistic Style*
- *Copy Editing*

**ENDURING UNDERSTANDINGS:**

- **Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.**

**ESSENTIAL QUESTIONS:**

- **Why do we need AP style?**
- **How do you use punctuation in journalistic writing?**
- **How do you proof read?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Journalistic Writing</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA3, CA4, CA7, Goal 1 &amp; 2</i>	STANDARD: (#2) Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</li> </ul>	<ul style="list-style-type: none"> <li>Copyediting Symbols</li> <li>AP Style Book</li> <li>Punctuation Marks</li> </ul>	<ul style="list-style-type: none"> <li>Use the style book (and/or make a style book of their own)</li> <li>Apply editing and proofreading marks</li> <li>Apply grammar rules to writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Clarify grammar style and rules</li> <li>Guides students through editing process as well as accepting constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate other students work through proofreading and editing exercises</li> <li>Write grammatically correct articles</li> </ul>	<b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>Basic grammar</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Articles/Rubrics</li> <li>Quizzes – copyediting symbols, AP style, Articles</li> </ul>	Summative Formative	<b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation,</b>

		spelling, and journalistic style with minimal errors, while writing.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Sample proofreading exercises</li> </ul>	<b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proofread professional level work</b></li> </ul>	<b>4 = Student uses the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with no errors when writing</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#4) Students will gather accurate and relevant information by conducting quality interviews.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Readings
- Handouts
- HONY online video

**BIG IDEA(S):**

- *Interviewing*

**ENDURING UNDERSTANDINGS:**

- **Students will gather accurate and relevant information by conducting quality interviews.**

**ESSENTIAL QUESTIONS:**

- **How do you conduct an interview?**
- **How do you prepare for an interview?**
- **What types of questions can you ask during an interview?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Journalistic Writing**

**REFERENCES/STANDARDS**  
*i.e. GLE/CLE/MLS/NGSS*  
 CA1, CA3, CA4, CA7, Goal 1 &

STANDARD: (#4) Students will gather accurate and relevant information by conducting quality interviews.

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will be able to conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her articles.</li> </ul>	<ul style="list-style-type: none"> <li>Source</li> <li>Open-ended Question</li> <li>Interview Notes</li> <li>Follow Up</li> </ul>	<ul style="list-style-type: none"> <li>Conduct interviews</li> <li>Take accurate notes</li> <li>Get material for facts and quotes</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Facilitate mock (role-play) interviews</li> <li>Press Conference scenarios</li> <li>Guide Interview examples</li> <li>Lecture/present</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Questions</li> <li>Evaluate peers/role play</li> <li>Conduct interviews</li> </ul>	<b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> <li>Communication Arts, Drama, Speech</li> </ul>	<ul style="list-style-type: none"> <li>Social Interaction Skills</li> </ul>	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Articles/Rubrics</li> <li>Role Play, Notes, Evaluation of interview notes</li> </ul>	Summative Formative	<b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Mock interviews</li> </ul>	<p><b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Teach or lead role plays for interviews</li> </ul>	<p><b>4 = Students conduct interviews that provide him/her with, not only, complete identifying information, but also detailed and descriptive quotes.</b></p>



**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#5) Students will be able to use the basic functions and settings on the camera to take quality photos.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- cameras
- computers
- various websites
- handouts

**BIG IDEA(S):**

- *camera functions*
- *photo composition*

**ENDURING UNDERSTANDINGS:**

- Photographers must be able to adjust the camera's settings to take a photo with proper lighting, color and focus.
- Photographers must be able to take compositionally-sound photos.

**ESSENTIAL QUESTIONS:**

- How do exposure settings affect photographs?
- How do you manually change shutter speed, f-stop, and ISO?
- What elements need to be present for a photo to be compositionally sound?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
FA 2	the principles and elements of different art forms	X	
FA 3	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
FA 4	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
FA 5	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA1, FA2, FA3, FA4, GA5, Goal 2</i>	STANDARD: (#5) Students will be able to use the basic functions and settings on the camera to take quality photos.		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>• Photographers must be able to adjust the camera's settings to take a photo with proper lighting, color and focus.</li> <li>• Photographers must be able to take compositionally-sound photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Shutter speed, aperture (f-stop), ISO, composition</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss elements of compositionally-sound photos</li> <li>• Produce compositionally-sound photos</li> <li>• Demonstrate knowledge of camera functions</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Demonstrates camera functions</li> <li>• Guides students through camera usage</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos</li> <li>• Evaluate photos for composition quality</li> </ul>	<b>3 = Student can adjust the camera's settings to take a compositionally-sound photo with proper lighting, color, and focus.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li>• Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge of photography is needed for this objective</li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• Take a photo</li> </ul>	Summative	<b>3 = Student can adjust the camera's settings to</b>	



<ul style="list-style-type: none"> <li>Practice photos</li> <li>Exit slips</li> </ul>	Formative formative	<b>take a compositionally-sound photo with proper lighting, color, and focus.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic camera settings</li> <li>Independent practice taking photos</li> </ul>	<b>3 = Student can adjust the camera's settings to take a compositionally-sound photo with proper lighting, color, and focus.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Focus on creating artistic compositions in their photos.</b></li> </ul>	<b>4 = Student can achieve different artistic effects in their photos.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#6) Students will be able to create layouts that follow the basic elements of visual design.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- computers
- desktop publishing software
- various websites
- handouts
- magazines

**BIG IDEA(S):**

- *publication design*

**ENDURING UNDERSTANDINGS:**

- **Student can create a layout that correctly uses the basic elements of visual design.**

**ESSENTIAL QUESTIONS:**

- **What are the basic elements on a newspaper layout?**
- **What are the basic elements on a yearbook layout?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
FA 2	the principles and elements of different art forms	X	
FA 3	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
FA 4	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
FA 5	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA1, FA2, FA3, FA4, GA5, Goal 2</i>	STANDARD: (#6) Students will be able to create layouts that follow the basic elements of visual design.		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<b>Journalists must be able to create layouts that follow the basic elements of visual design.</b>	<ul style="list-style-type: none"> <li><b>Dominant element, headlines, bylines, columns, captions, photo credit, gutter, eyeline, white space, module, double page spread, pica, typography, infographics</b></li> </ul>	<ul style="list-style-type: none"> <li>Design a newspaper layout</li> <li>Design a yearbook layout</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Gives lectures/presentations</li> <li>Guides students through layout examples</li> <li>Guides students through layout creation</li> </ul>	<ul style="list-style-type: none"> <li>Create and recreate newspaper and yearbook layouts</li> <li>Evaluate layouts for use of proper visual design</li> </ul>	<b>3 = Student can create a layout that correctly uses the basic elements of visual design.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li>Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge of visual design is needed for this objective</li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Create newspaper and yearbook layouts</li> <li>practice sketches</li> </ul>	Summative Formative	<b>3 = Student can create a layout that correctly uses the basic elements of visual design.</b>	

<ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>recreate a layout</li> </ul>	Formative formative	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Find examples of good design and recreate them</li> </ul>	<b>3 = Student can create a layout that correctly uses the basic elements of visual design.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiment with other design styles in their layouts</b></li> </ul>	<b>4 = Student can create a layout the seamlessly blends elements of visual design to achieve an intended/specified overall effect.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#7) Students will be able to use desktop and online publishing technology computer programs to create publications.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- computers
- desktop publishing software
- various websites
- handouts

**BIG IDEA(S):**

- *desktop publishing software*

**ENDURING UNDERSTANDINGS:**

- **Student correctly uses publishing technology to create printed and /or online publications.**

**ESSENTIAL QUESTIONS:**

- **What are the functions of the different tools in the desktop publishing programs and how do I use them?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
	the principles and elements of different art forms	X	
	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>FA1, FA2, FA3, FA4, GA5,</i> <i>Goal 2</i>	STANDARD: (#7) Students will be able to use desktop and online publishing technology computer programs to create publications.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<b>Journalists must be able to use desktop and online publishing computer programs to create publications.</b>	<ul style="list-style-type: none"> <li><b>Text box, selection tool, cropping, CMYK, RGB, master page, folio, swatches, stroke, layer</b></li> </ul>	<ul style="list-style-type: none"> <li>create a newspaper layout using a desktop publishing program</li> <li>create a yearbook layout using a desktop publishing program</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>demonstrate program tools</li> <li>guides students through layout activities</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge of using the program</li> <li>restate program functions</li> </ul>	<b>3 = Student correctly uses publishing technology to create printed and/or online publications.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge of desktop publishing technology is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Create newspaper and yearbook layouts</li> <li>Tool quiz</li> </ul>	Summative Formative	<b>3 = Student correctly uses publishing technology to create printed and/or online</b>

<ul style="list-style-type: none"> <li>recreate a layout</li> </ul>	Formative	<b>publications.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Restates tool functions</li> <li>Recreate layouts</li> </ul>	<b>3 = Student correctly uses publishing technology to create printed and/or online publications.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Give lessons to students who are struggling with program</b></li> </ul>	<b>4 = Student uses publication technology to create printed and/or online publications that are both informative and visually appealing.</b>

## **Newspaper Production**

*Course Description/Rationale*

*Essential Understandings*

*Units of Study*



## **Newspaper Production**

(Elective) ½ unit; 9-12

Prerequisite: None

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

### **Course Rationale**

The rationale behind the teaching of Newspaper Production is to train students in the journalistic and artistic skills necessary to produce newspaper-type publications which periodically record the major events of a school year. Students will learn public relations, 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. The publication could help to create a portfolio for the student who wants a career in mass media.

## Newspaper Essential Outcomes

### Strand 1: Writing

#### Journalistic Text

- **(Standard 1)** Students will be able to write news stories with a solid lead, smooth transitions, and relevant facts and quotes.

**4.o Student seamlessly blends all elements (lead, transitions, facts, quotes) to create a story that both informs and grabs readers' attention.**

Samples: written news article

**3.o Student includes and correctly uses all elements (lead, transitions, facts, quotes) to create an informative news story.**

Samples: written news article

**2.o Student includes and correctly uses some elements (lead, transitions, facts, quotes) to create a news story.**

Samples: written news article

**1.o. Student is unable to correctly use any elements (lead, transitions, facts, quotes) in the attempted creation of a news story.**

Samples: written news article

#### Grammar & Style

- **(Standard 2)** Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style when writing.

**4.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with no errors when writing.**

Samples: articles

**3.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with minimal errors when writing.**

Samples: articles

**2.o Student understands the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style but is unable to correctly apply them to their writing.**

Samples: quiz, articles

**1.o. Student lacks basic knowledge of grammar, conventions and journalistic style.**

Samples: quiz

### Strand 2: Reporting

#### Interviewing

- **(Standard 3)** Students will gather accurate and relevant information by conducting quality interviews.

**4.o Student conducts interviews that provide him/her with not only complete identifying and complementary information, but also detailed and descriptive quotes.**

Samples: interview notes, article

**3.o Student conducts interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.**

Samples: interview notes, article

**2.o Student conducts interviews that provide him/her with some incomplete identifying information for his/her story.**

Samples: interview notes, article

**1.o. Student conducts interviews that provide him/her with no useful information for his/her story.**

Samples: interview notes, article

## Research

- **(Standard 4)** Students will gather accurate and relevant information through different research techniques.

**4.o Student independently uses in-depth research techniques to get quality information and sources for use in their article.**

Samples: story planning sheet, article

**3.o Student independently plans and seeks out quality information and sources for use in their article.**

Samples: story planning sheet, article

**2.o Student requires help to plan and seek out quality information and sources for their article.**

Samples: story planning sheet, article

**1.o. Student does low-quality or no planning for their article.**

Samples: story planning sheet, article

## Strand 3: Photography

### Photojournalism

- **(Standard 5)** Students will show action, reaction, relationships and emotions in well-composed photos.

**4.o Student uses action, reaction, relationships or emotions to tell stories with their well-composed photos.**

Samples: photos

**3.o Student includes action, reaction, relationships or emotions in well-composed photos.**

Samples: photos

**2.o Student can correctly identify action, reaction, relationships and emotions in photos, but is unable to show them in their own photography.**

Samples: quiz, photos

**1.o. Student lacks basic knowledge of action, reaction, relationships and emotions as shown in photography.**

Samples: quiz

## Strand 4: Publication Design

### Modular Design

- **(Standard 6)** Student can create a layout using modular design.

**4.o Student can create a modular design layout that creatively differentiates certain stories or elements.**

Samples: layouts

**3.o Student can create a layout that uses proper modular design.**

Samples: layouts

**2.o Student can identify modular design in layouts, but cannot fully translate it to their own layouts.**

Samples: quiz, layouts

**1.o. Student lacks basic knowledge of modular design.**

Samples: quiz, layouts

## **Strand 5: Technology**

Desktop Publishing

- **(Standard 7)** Students will be able to use desktop and online publishing technology to create news publications.

**4.o Student uses publication technology to create publications that are both informative and visually appealing.**

*Samples: publications*

**3.o Student correctly uses publishing technology to create publications.**

*Samples: publications*

**2.o Student knows the basics of publishing technology, but cannot fully create their own publications.**

*Samples: publications*

**1.o. Student lacks basic knowledge of publishing technology.**

*Samples: publications*

## **Strand 6: Business**

Advertising, Sales and Marketing

- **(Standard 8)** Students will be able to use various techniques to sell advertisements.

**4.o Student takes a leadership role on staff to organize and promote the newspaper as a business.**

*Samples: ad sales*

**3.o Student uses sales and marketing skills to help the newspaper prosper as a business.**

*Samples: ad sales*

**2.o Student have knowledge of sales and marketing skills, but cannot use them to aid the newspaper as a business.**

*Samples: ad sales*

**1.o. Student lacks basic knowledge of sales and marketing skills.**

*Samples: ad sales*

## **Strand 7: Career Readiness**

Deadlines

- **(Standard 9)** Students will be able to meet publication deadlines.

**4.o Student meets all newspaper deadlines without the use of any excuse passes.**

*Samples: publications assignments*

**3.o Student meets all newspaper deadlines with the use of one excuse pass.**

*Samples: publications assignments*

**2.o Student meets all newspaper deadlines with the use of two excuse passes.**

*Samples: publications assignments*

**1.o. Student misses one or more deadlines without using an excuse pass.**

*Samples: publications assignments*



**CONTENT AREA:** Communication Arts  
**COURSE:** Newspaper

**STANDARD:** (#1) Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Article and Journalistic writing structure*

**ENDURING UNDERSTANDINGS:**

- Student will include and correctly use all the elements (lead, transition, facts, and quotes) to create an informative news story.

**ESSENTIAL QUESTIONS:**

- 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?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Journalistic Text</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA1, CA3, CA4, CA7</i>	STANDARD: (#1) Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead, transition, quotes (direct and indirect) Inverted pyramid, quote attribution (Jane said), Feature, profile, news determinates.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine what is news</li> <li>• Produce different types of articles</li> <li>• Organize story/article elements</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Guide students through information gathering</li> <li>• Guide students through writing process</li> <li>• Dissect articles</li> </ul>	<ul style="list-style-type: none"> <li>• Write an article with correct structure</li> <li>• Conduct interviews</li> <li>• Evaluate newsworthiness</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Articles published in newspaper</li> <li>• Quizzes</li> </ul>	Summative Formative	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts</b>

<ul style="list-style-type: none"> <li>• News Determinants</li> <li>• Story Structure</li> <li>• First Drafts</li> </ul>	Formative Formative  Formative	<b>and quotes.</b>
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**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**  
*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Identify article parts</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**  
*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have students add more refined details and vocabulary – begin the artistry of storytelling within your news article</b></li> </ul>	<b>4 = Student seamlessly blends all elements (lead, transition, facts, and quotes) to create a story that both, informs and grabs the readers’ attention.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Newspaper

**STANDARD: (#2)** Students will be able to demonstrate the command of the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style when writing.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Grammar and Conventions*
- *Style – AP, Journalistic Style*
- *Copy Editing*

**ENDURING UNDERSTANDINGS:**

- **Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.**

**ESSENTIAL QUESTIONS:**

- **Why do we need AP style?**
- **How do you use punctuation in journalistic writing?**
- **How do you proof read?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Grammar & Style**



<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>CA1, CA3, CA4, CA7, Goal 1 &amp; 2</i>	<b>STANDARD: (#2)</b> Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<p style="text-align: center;"><b>KNOW?</b></p> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copyediting Symbols</b></li> <li>• <b>AP Style Book</b></li> <li>• <b>Punctuation Marks</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the style book (and/or make a style book of their own)</li> <li>• Apply editing and proofreading marks</li> <li>• Apply grammar rules to writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p style="text-align: center;"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p style="text-align: center;"><b>STUDENT LEARNING TASK</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• <b>Gives lectures/presentations</b></li> <li>• <b>Clarify grammar style and rules</b></li> <li>• <b>Guides students through editing process as well as accepting constructive criticism</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluate other students work through proofreading and editing exercises</b></li> <li>• <b>Write grammatically correct articles</b></li> </ul>	<p><b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b></p>
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>• <b>Communication Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Basic grammar</b></li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<p style="text-align: center;"><b>ASSESSMENT DESCRIPTION</b></p>	<p style="text-align: center;"><b>FORMATIVE/ SUMMATIVE</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Articles published in newspaper</li> <li>• Quizzes – copyediting symbols, AP style, Articles</li> </ul>	<p>Summative Formative</p>	<p><b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal</b></p>

		errors, while writing.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Sample proofreading exercises</li> </ul>	<b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copy Editor</b></li> </ul>	<b>4 = Student uses the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with no errors when writing</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Newspaper

**STANDARD:** (#3) Students will gather accurate and relevant information by conducting quality interviews.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Readings
- Handouts
- HONY online video

**BIG IDEA(S):**

- *Interviewing*

**ENDURING UNDERSTANDINGS:**

- Students will gather accurate and relevant information by conducting quality interviews.

**ESSENTIAL QUESTIONS:**

- How do you conduct an interview?
- How do you prepare for an interview?
- What types of questions can you ask during an interview?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Interviewing**

**REFERENCES/STANDARDS**  
*i.e. GLE/CLE/MLS/NGSS*  
 CA1, CA3, CA4, CA7, Goal 1 &

STANDARD: (#3) Students will gather accurate and relevant information by conducting quality interviews.

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will be able to conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her articles.</li> </ul>	<ul style="list-style-type: none"> <li>Source</li> <li>Open-ended Question</li> <li>Interview Notes</li> <li>Follow Up</li> </ul>	<ul style="list-style-type: none"> <li>Conduct interviews</li> <li>Take accurate notes</li> <li>Get material for facts and quotes</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Facilitate mock (role-play) interviews</li> <li>Press Conference scenarios</li> <li>Guide Interview examples</li> <li>Lecture/present</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Questions</li> <li>Evaluate peers/role play</li> <li>Conduct interviews</li> </ul>	<b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> <li>Communication Arts, Drama, Speech</li> </ul>	<ul style="list-style-type: none"> <li>Social Interaction Skills</li> </ul>	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Articles published in newspaper</li> <li>Role Play, Notes, Evaluation of interview notes</li> </ul>	Summative Formative	<b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Mock interviews</li> </ul>	<p><b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Teach or lead role plays for interviews</li> </ul>	<p><b>4 = Students conduct interviews that provide him/her with, not only, complete identifying information, but also detailed and descriptive quotes.</b></p>



**CONTENT AREA: Communication Arts**  
**COURSE: Newspaper**

**STANDARD: (#4) Students will use action, reaction, relationships, and emotions in well-composed photos.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Sample photos
- Websites
- Cameras, memory cards, photo editing software
- Handouts
- HONY
- NPPA – Photojournalist Code of Ethics

**BIG IDEA(S):**

- *Tell a story with photos*
- *Visual storytelling*
- *Visual composition*

**ENDURING UNDERSTANDINGS:**

- **Students include action, reaction, relationships and emotions in their photos.**

**ESSENTIAL QUESTIONS:**

- **What is the difference between artistic photography and photojournalism?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 4	Interrelationships of visual and performing arts and the relationship of arts to other disciplines	X	
FA 5	Visual and performing arts in historical and cultural context.	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Photojournalism</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA 1, FA2, Goal 1 &amp; 2</i>	STANDARD: (#6) Students will use action, reaction, relationships, and emotions in their photos.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will use action, reaction, relationships, and emotions in their photos.</li> </ul>	<ul style="list-style-type: none"> <li>Action, reaction, relationship, emotions, composition, Photojournalist Code of Ethics, Candid Photos, visual rules of composition</li> </ul>	<ul style="list-style-type: none"> <li>Be able to show action, reaction, relationships, and/or emotions in photos.</li> <li>Identify action, reaction, relationship, and emotions in photos.</li> <li>Take a photo that follows visual composition guidelines.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Give Lectures/Presentations</li> <li>Facilitate photo discussions</li> <li>Guide students through photo process</li> <li>Discuss and dissect photojournalism examples</li> </ul>	<ul style="list-style-type: none"> <li>Take photos</li> <li>Analyze sample photos</li> </ul>	<b>3 = Students will include action, reaction, relationships, or emotions in well-composed photos.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>Camera Functions, Photo composition</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Class discussions</li> <li>Photos in yearbook</li> </ul>	Formative Summative	<b>3 = Students will include action, reaction, relationships, or emotions in well-composed</b>

		photos.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Review sample photos</li> <li>• Practice shooting photojournalistic images</li> <li>• Shadow peers during a photo shoot</li> </ul>	<b>3 = Students will include action, reaction, relationships, or emotions in well-composed photos.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Allow peers to shadow them during a photo shoot.</li> <li>• Help teacher, show or present information to the class</li> <li>• Photo Editor</li> </ul>	<b>4 = Students use action, reaction, relationships, or emotions to tell stories with well-composed photos.</b>





**CONTENT AREA:** Communication Arts  
**COURSE:** Newspaper

**STANDARD:** (#5) Student can create a layout using modular design.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- computers
- desktop publishing software
- various websites
- handouts
- newspapers

**BIG IDEA(S):**

- *modular design*

**ENDURING UNDERSTANDINGS:**

- **Student can create a layout that correctly uses modular design.**

**ESSENTIAL QUESTIONS:**

- **What makes a design modular?**
- **What are the advantages of using modular design?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
FA 2	the principles and elements of different art forms	X	
FA 3	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
FA 4	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
FA 5	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA1, FA2, FA3, FA4, GA5, Goal 2</i>	STANDARD: (#6) Students will be able to create layouts that follow the basic elements of visual design.		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<b>Journalists must be able to create layouts that follow the basic rules of modular design.</b>	<ul style="list-style-type: none"> <li><b>Dominant element, headlines, bylines, columns, captions, photo credit, gutter, eyeline, white space, module, pica, typography, infographics</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Design a newspaper layout</b></li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Gives lectures/presentations</b></li> <li><b>Guides students through layout examples</b></li> <li><b>Guides students through layout creation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Create and recreate newspaper layouts</b></li> <li><b>Evaluate layouts for use of proper modular design</b></li> </ul>	<b>3 = Student can create a layout that correctly uses modular design.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li><b>Fine Arts, Technology</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No prior knowledge of modular design is needed for this objective</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Create newspaper layouts</b></li> <li><b>practice sketches</b></li> </ul>	Summative Formative	<b>3 = Student can create a layout that correctly uses modular design.</b>	

<ul style="list-style-type: none"> <li>vocabulary quiz</li> <li>recreate a layout</li> </ul>	Formative formative	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Find examples of good design and recreate them</li> </ul>	<b>3 = Student can create a layout that correctly uses modular design.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiment with other design styles in their layouts</b></li> </ul>	<b>4 = Student can create a modular design layout that seamlessly blends elements of visual design to achieve an intended/specified overall effect.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Journalism**

**STANDARD: (#7) Students will be able to use desktop and online publishing technology computer programs to create publications.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- computers
- desktop publishing software
- various websites
- handouts

**BIG IDEA(S):**

- *desktop publishing software*

**ENDURING UNDERSTANDINGS:**

- **Student correctly uses publishing technology to create printed and /or online publications.**

**ESSENTIAL QUESTIONS:**

- **What are the functions of the different tools in the desktop publishing programs and how do I use them?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
	the principles and elements of different art forms	X	
	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Communication Law</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>FA1, FA2, FA3, FA4, GA5,</i> <i>Goal 2</i>	STANDARD: (#7) Students will be able to use desktop and online publishing technology computer programs to create publications.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<b>Journalists must be able to use desktop and online publishing computer programs to create publications.</b>	<ul style="list-style-type: none"> <li><b>Text box, selection tool, cropping, CMYK, RGB, master page, folio, swatches, stroke, layer</b></li> </ul>	<ul style="list-style-type: none"> <li>create a newspaper layout using a desktop publishing program</li> <li>create a yearbook layout using a desktop publishing program</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>demonstrate program tools</li> <li>guides students through layout activities</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge of using the program</li> <li>restate program functions</li> </ul>	<b>3 = Student correctly uses publishing technology to create printed and/or online publications.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>No prior knowledge of desktop publishing technology is needed for this objective</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Create newspaper and yearbook layouts</li> <li>Tool quiz</li> </ul>	Summative Formative	<b>3 = Student correctly uses publishing technology to create printed and/or online</b>

<ul style="list-style-type: none"> <li>recreate a layout</li> </ul>	Formative	<b>publications.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Restates tool functions</li> <li>Recreate layouts</li> </ul>	<b>3 = Student correctly uses publishing technology to create printed and/or online publications.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Give lessons to students who are struggling with program</b></li> </ul>	<b>4 = Student uses publication technology to create printed and/or online publications that are both informative and visually appealing.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Newspaper**

**STANDARD: (#7 Students will be able to use various techniques to sell advertisements.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- receipts
- brochures, forms, packets
- computer spreadsheets
- desktop publishing software

**BIG IDEA(S):**

- *Ad Sales*

**ENDURING UNDERSTANDINGS:**

**Student will use sales and marketing skills to help the newspaper prosper as a business.**

**ESSENTIAL QUESTIONS:**

- **How do you make a sales attempt?**
- **How do you develop a marketing plan?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Ad Sales</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA6, CA7, Goal 1, Goal 2, Goal 4</i>	<b>STANDARD: (#7 Students will be able to use various techniques to sell advertisements.</b>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>Students will be able to use various techniques to sell advertisements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Marketing plan, profit, branding, promotion</b></li> </ul>	<ul style="list-style-type: none"> <li>Sell ads</li> <li>Be able to follow a marketing plan</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Gives lectures/presentations</b></li> <li><b>Demonstrate sales tactics</b></li> <li><b>Facilitate role playing activities</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Role play ad sales attempts</b></li> <li><b>Brainstorm promotions</b></li> <li><b>Make sales attempts</b></li> <li><b>Follow marketing plan</b></li> </ul>	<b>3 = Student uses sales and marketing skills to help the newspaper prosper as a business.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li><b>Business, speech</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No prior knowledge is needed for this objective</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Role play ad sales attempts</li> <li>Creating a marketing plan</li> </ul>	formative Formative summative	<b>3 = Student uses sales and marketing skills to help the newspaper prosper as a business.</b>	



<ul style="list-style-type: none"> <li>• Ads Sales attempts</li> </ul>		
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Sales follow ups</li> <li>• More role playing</li> <li>• Shadow other students on sales attempts</li> </ul>	<b>3 = Student uses sales and marketing skills to help the newspaper prosper as a business.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead role play and/or discussions with other students</b></li> <li>• <b>Allow other students to shadow them during sales and marketing activities.</b></li> </ul>	<b>4 = Student takes a leadership role on staff to organize and promote the newspaper as a business.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Newspaper**

**STANDARD: (#8 Students will be able to meet publication deadlines.**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- handouts
- computers
- excuse passes

**BIG IDEA(S):**

- *Meeting Deadlines*

**ENDURING UNDERSTANDINGS:**

**Student journalists must meet publication deadlines.**

**ESSENTIAL QUESTIONS:**

- **Why are deadlines important?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Meeting Deadlines</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>Goal 3, Goal 4</i>	<b>STANDARD: (#8 Students will be able to meet publication deadlines.</b>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
Students will be able to meet publication deadlines.	<ul style="list-style-type: none"> <li><b>Deadline, excuse pass</b></li> </ul>	<ul style="list-style-type: none"> <li>Meet deadlines</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Oversee deadline information</b></li> <li><b>Communicate with student about progress</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Maintain deadline log</b></li> <li><b>Create a working timeline with internal deadlines</b></li> <li><b>Take personal responsibility for deadlines</b></li> </ul>	<b>3 = Student meets all newspaper deadlines with the use of one excuse pass.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li><b>All areas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No prior knowledge is needed for this objective</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Working timelines</li> <li>Final Deadlines</li> </ul>	Formative Summative	<b>3 = Student meets all newspaper deadlines with the use of one excuse pass.</b>	

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline possible solutions</li> <li>• Conference with teacher</li> <li>• Re-evaluation of working timeline</li> </ul>	<b>3 = Student meets all newspaper deadlines with the use of one excuse pass.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Track and guide classmates deadlines.</b></li> </ul>	<b>4 = Student meets all newspaper deadlines without the use of any excuse passes.</b>

## **Yearbook Production**

*Course Description/Rationale*

*Essential Understandings*

*Units of Study*



## **Yearbook Production**

**(Elective) 1 unit: 10-12**

**Prerequisite: Journalism and/or permit to enroll.**

**NOTE: This course may be repeated for credit.**

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.

### **Course Rationale**

The rationale behind the teaching of 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. Students will learn public relations, to work within a budget, and to work with peers in order to create a yearbook. Students will learn to both offer and accept constructive criticism of work. The yearbook could serve as a portfolio for the student who wants a career in mass media.

## Yearbook Essential Outcomes

### Strand 1: Writing

#### Journalistic Text

- **(Standard 1)** Students will be able to write news stories with a solid lead, smooth transitions, and relevant facts and quotes.

**4.o Student seamlessly blends all elements (lead, transitions, facts, quotes) to create a story that both informs and grabs readers' attention.**

Samples: written news article

**3.o Student includes and correctly uses all elements (lead, transitions, facts, quotes) to create an informative news story.**

Samples: written news article

**2.o Student includes and correctly uses some elements (lead, transitions, facts, quotes) to create a news story.**

Samples: written news article

**1.o. Student is unable to correctly use any elements (lead, transitions, facts, quotes) in the attempted creation of a news story.**

Samples: written news article

#### Captions

- **(Standard 2)** Students will be able to correctly write multi-sentence photo captions.

**4.o Student creates a multi-sentence photo caption that seamlessly blends identifying details and complementary information to tell a mini story.**

Samples: written photo caption

**3.o Student creates a multi-sentence photo caption that includes identifying details and complementary information, and correctly uses verb tense.**

Samples: written photo caption

**2.o Student creates a photo caption that includes basic identifying information, but lacks additional details.**

Samples: written photo caption

**1.o. Student is unable to create a photo caption.**

Samples: written photo caption

#### Grammar & Style

- **(Standard 3)** Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style when writing.

**4.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with no errors when writing.**

Samples: articles

**3.o Students use the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style with minimal errors when writing.**

Samples: articles

**2.o Student understands the conventions of standard English grammar, capitalization, punctuation, spelling and journalistic style but is unable to correctly apply them to their writing.**

Samples: quiz, articles

**1.o. Student lacks basic knowledge of grammar, conventions and journalistic style.**

Samples: quiz

### Strand 2: Reporting

#### Interviewing & Research

- **(Standard 4)** Students will gather accurate and relevant information by conducting quality interviews.

**4.o Student conducts interviews that provide him/her with not only complete identifying and complementary information, but also detailed and descriptive quotes.**

Samples: interview notes, article

**3.o Student conducts interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.**

Samples: interview notes, article

**2.o Student conducts interviews that provide him/her with some incomplete identifying information for his/her story.**

Samples: interview notes, article



**1.o. Student conducts interviews that provide him/her with no useful information for his/her story.**

*Samples: interview notes, article*

### **Strand 3: Photography**

#### Photo Composition

- **(Standard 5)** Students will use the basic rules of visual composition to create quality photos.

**4.o Student uses the rules of visual composition to tell stories with their photos.**

*Samples: photos*

**3.o Student incorporates the rules of visual composition in their photos.**

*Samples: photos*

**2.o Student can correctly identify the rules of visual composition, but is unable to use them in their own photography.**

*Samples: quiz, photos*

**1.o. Student lacks basic knowledge of the rules of visual composition.**

*Samples: quiz*

#### Photojournalism

- **(Standard 6)** Students will use action, reaction, relationships and emotions in their photos.

**4.o Student uses action, reaction, relationships or emotions to tell stories with their photos.**

*Samples: photos*

**3.o Student includes action, reaction, relationships or emotions in their photos.**

*Samples: photos*

**2.o Student can correctly identify action, reaction, relationships and emotions in photos, but is unable to show them in their own photography.**

*Samples: quiz, photos*

**1.o. Student lacks basic knowledge of action, reaction, relationships and emotions as shown in photography.**

*Samples: quiz*

### **Strand 4: Publication Design**

#### Layout

- **(Standard 7)** Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect.

**4.o Student can create a layout the seamlessly blends elements of visual design to achieve an intended/specified overall effect.**

*Samples: layouts*

**3.o Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect.**

*Samples: layouts*

**2.o Student can correctly identify the basic elements of visual design, but is unable to use them in their own layouts.**

*Samples: quiz, layouts*

**1.o. Student lacks basic knowledge of the basic elements of visual design.**

*Samples: quiz, layouts*

### **Strand 5: Technology**

#### Desktop Publishing

- **(Standard 8)** Students will be able to use desktop and online publishing technology to create yearbook pages.

**4.o Student uses publication technology to create yearbook pages that are both informative and visually appealing.**

*Samples: pages*

**3.o Student correctly uses publishing technology to create yearbook pages.**

*Samples: pages*

**2.o Student knows the basics of publishing technology, but cannot fully create their own publications.**

Samples: pages

**1.o. Student lacks basic knowledge of publishing technology.**

Samples: pages

## **Strand 6: Business**

Advertising, Sales and Marketing

- **(Standard 9)** Students will be able to use various techniques to sell publications and advertisements.

**4.o Student takes a leadership role on staff to organize and promote the yearbook as a business.**

Samples: yearbook sales, business ad sales, senior ad sales

**3.o Student uses sales and marketing skills to help the yearbook prosper as a business.**

Samples: yearbook sales, business ad sales, senior ad sales

**2.o Student will have knowledge of sales and marketing skills, but cannot use them to aid the yearbook as a business.**

Samples: yearbook sales, business ad sales, senior ad sales

**1.o. Student lacks basic knowledge of sales and marketing skills.**

Samples: yearbook sales, business ad sales, senior ad sales

## **Strand 7: Career Readiness**

Deadlines

- **(Standard 10)** Students will be able to meet publication deadlines.

**4.o Student meets all yearbook deadlines without the use of any excuse passes.**

Samples: publications assignments

**3.o Student meets all yearbook deadlines with the use of one excuse pass.**

Samples: publications assignments

**2.o Student meets all yearbook deadlines with the use of two excuse passes.**

Samples: publications assignments

**1.o. Student misses one or more deadlines without using an excuse pass.**

Samples: publications assignments



**CONTENT AREA: Communication Arts**  
**COURSE: Yearbook**

**STANDARD: (#9)** Students will be able to use various techniques to sell publications and advertisements.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- receipts
- brochures, forms, packets
- computer spreadsheets
- desktop publishing software

**BIG IDEA(S):**

- **Ad Sales**
- **Marketing and Promotion**

**ENDURING UNDERSTANDINGS:**

**Student will use sales and marketing skills to help the yearbook prosper as a business.**

**ESSENTIAL QUESTIONS:**

- **How do you make a sales attempt?**
- **How do you develop a marketing plan?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: CA 6	participating in formal and informal presentations and discussions of issues and ideas	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Ad Sales and Marketing</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS CA6, CA7, Goal 1, Goal 2, Goal 4</i>	<b>STANDARD: (#7 Students will be able to use various techniques to sell publications and advertisements.</b>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>Students will be able to use various techniques to sell advertisements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Marketing plan, profit, branding, promotion</b></li> </ul>	<ul style="list-style-type: none"> <li>Sell ads and yearbooks</li> <li>Be able to follow a marketing plan</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Gives lectures/presentations</b></li> <li><b>Demonstrate sales tactics</b></li> <li><b>Facilitate role playing activities</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Role play ad sales attempts</b></li> <li><b>Brainstorm promotions</b></li> <li><b>Make sales attempts</b></li> <li><b>Follow marketing plan</b></li> </ul>	<b>3 = Student uses sales and marketing skills to help the yearbook prosper as a business.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li><b>Business, speech</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No prior knowledge is needed for this objective</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Role play ad sales attempts</li> <li>Creating a marketing plan</li> </ul>	formative Formative summative	<b>3 = Student uses sales and marketing skills to help the yearbook prosper as a business.</b>	

<ul style="list-style-type: none"> <li>• Ads Sales attempts</li> </ul>		
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Sales follow ups</li> <li>• More role playing</li> <li>• Shadow other students on sales attempts</li> </ul>	<b>3 = Student uses sales and marketing skills to help the yearbook prosper as a business.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead role play and/or discussions with other students</b></li> <li>• <b>Allow other students to shadow them during sales and marketing activities.</b></li> </ul>	<b>4 = Student takes a leadership role on staff to organize and promote the yearbook as a business.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD:** (#2) Students will be able to correctly write multi-sentence photo captions.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Handouts
- PowerPoint
- Yearbook curriculum guides
- Sample captions/yearbooks

**BIG IDEA(S):**

- *Photo Captions*

**ENDURING UNDERSTANDINGS:**

- Students will be able to correctly write multi-sentence photo captions

**ESSENTIAL QUESTIONS:**

- What information is included in captions?
- What is the purpose of a caption?
- How are captions different from other forms of writing?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 4	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 7	Writing formally and informally.	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Captions**

**REFERENCES/STANDARDS**

STANDARD: (#2) Students will be able to correctly write multi-sentence photo captions.

*i.e. GLE/CLE/MLS/NGSS  
CA 4, CA 7, Goal 2*

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will be able to write multi-sentence photo caption.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Verb tense (past and present)</b></li> <li>• <b>Complementary information</b></li> <li>• <b>Cutline</b></li> <li>• <b>Caption structure</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write a multi-line caption.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Give Lectures/Presentations</b></li> <li>• <b>Facilitate share outs</b></li> <li>• <b>Guide students through practice captions</b></li> <li>• <b>Guide class critiques</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examines caption for proper structure</b></li> <li>• <b>Evaluate and compare peer captions</b></li> <li>• <b>Practice caption writing for sample photos</b></li> </ul>	<p><b>3 = Students create a multi-sentence photo caption that includes identifying details and complementary information, and uses correct verb tense.</b></p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• <b>Communication Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>	

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Quizzes, practice captions/share out</li> <li>• Verb tense quiz</li> <li>• Grammar quiz</li> <li>• Caption structure quiz</li> <li>• Writing captions on yearbook pages</li> </ul>	<p>Formative Formative Formative Formative Summative</p>	<p><b>3 = Students create a multi-sentence photo caption that includes identifying details and complementary information, and uses correct verb tense.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Verb tense review</li> <li>• Sample Captions</li> </ul>	<p><b>3 = Students create a multi-sentence photo caption that includes identifying details and complementary information, and uses correct verb tense.</b></p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Copy editor</li> </ul>	<p><b>4 = Students create a multi-sentence photo caption that seamlessly blends identifying details and complementary information to tell a mini story.</b></p>





**CONTENT AREA: Communication Arts**  
**COURSE: Yearbook**

**STANDARD: (#10)** Students will be able to meet publication deadlines.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- handouts
- computers
- excuse passes

**BIG IDEA(S):**

- *Meeting Deadlines*

**ENDURING UNDERSTANDINGS:**

**Student journalists must meet publication deadlines.**

**ESSENTIAL QUESTIONS:**

- **Why are deadlines important?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Standards: Goal 3	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	X	
Show Me Standards: Goal 4	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	X	

<b>OBJECTIVE # 1</b>	<b>Meeting Deadlines</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>Goal 3, Goal 4</i>	<b>STANDARD: (#10 Students will be able to meet publication deadlines.</b>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
Students will be able to meet publication deadlines.	<ul style="list-style-type: none"> <li><b>Deadline, excuse pass</b></li> </ul>	<ul style="list-style-type: none"> <li>Meet deadlines</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li><b>Oversee deadline information</b></li> <li><b>Communicate with student about progress</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Maintain deadline log</b></li> <li><b>Create a working timeline with internal deadlines</b></li> <li><b>Take personal responsibility for deadlines</b></li> </ul>	<b>3 = Student meets all yearbook deadlines with the use of one excuse pass.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li><b>All areas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No prior knowledge is needed for this objective</b></li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>Working timelines</li> <li>Final Deadlines</li> </ul>	Formative Summative	<b>3 = Student meets all yearbook deadlines with the use of one excuse pass.</b>	

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline possible solutions</li> <li>• Conference with teacher</li> <li>• Re-evaluation of working timeline</li> </ul>	<b>3 = Student meets all yearbook deadlines with the use of one excuse pass.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Track and guide classmates deadlines.</b></li> </ul>	<b>4 = Student meets all yearbook deadlines without the use of any excuse passes.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD:** (#3) Students will be able to demonstrate the command of the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style when writing.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Grammar and Conventions*
- *Style – AP, Journalistic Style*
- *Copy Editing*

**ENDURING UNDERSTANDINGS:**

- **Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.**

**ESSENTIAL QUESTIONS:**

- **Why do we need AP style?**
- **How do you use punctuation in journalistic writing?**
- **How do you proof read?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Grammar & Style**

<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>CA1, CA3, CA4, CA7, Goal 1 &amp; 2</i>	<b>STANDARD: (#3)</b> Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<p style="text-align: center;"><b>KNOW?</b></p> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copyediting Symbols</b></li> <li>• <b>AP Style Book</b></li> <li>• <b>Punctuation Marks</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the style book (and/or make a style book of their own)</li> <li>• Apply editing and proofreading marks</li> <li>• Apply grammar rules to writing</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p style="text-align: center;"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p style="text-align: center;"><b>STUDENT LEARNING TASK</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• <b>Gives lectures/presentations</b></li> <li>• <b>Clarify grammar style and rules</b></li> <li>• <b>Guides students through editing process as well as accepting constructive criticism</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluate other students work through proofreading and editing exercises</b></li> <li>• <b>Write grammatically correct articles</b></li> </ul>	<p><b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b></p>
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>• <b>Communication Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Basic grammar</b></li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<p style="text-align: center;"><b>ASSESSMENT DESCRIPTION</b></p>	<p style="text-align: center;"><b>FORMATIVE/SUMMATIVE</b></p>	<p style="text-align: center;"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• <b>Articles/Rubrics</b></li> <li>• <b>Quizzes – copyediting symbols, AP style, Articles</b></li> </ul>	<p>Summative Formative</p>	<p><b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal</b></p>

		errors, while writing.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Sample proofreading exercises</li> </ul>	<b>3 = Students will use the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with minimal errors, while writing.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copy Editor</b></li> </ul>	<b>4 = Student uses the conventions of Standard English grammar, capitalization, punctuation, spelling, and journalistic style with no errors when writing</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD: (#4)** Students will gather accurate and relevant information by conducting quality interviews.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Readings
- Handouts
- HONY online video

**BIG IDEA(S):**

- *Interviewing*

**ENDURING UNDERSTANDINGS:**

- Students will gather accurate and relevant information by conducting quality interviews.

**ESSENTIAL QUESTIONS:**

- How do you conduct an interview?
- How do you prepare for an interview?
- What types of questions can you ask during an interview?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Interviewing & Research**

**REFERENCES/STANDARDS**

STANDARD: (#4) Students will gather accurate and relevant information by conducting quality interviews.

i.e. GLE/CLE/MLS/NGSS CA1, CA3, CA4, CA7, Goal 1 & 2		
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will be able to conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her articles.</li> </ul>	<ul style="list-style-type: none"> <li>Source</li> <li>Open-ended Question</li> <li>Interview Notes</li> <li>Follow Up</li> </ul>	<ul style="list-style-type: none"> <li>Conduct interviews</li> <li>Take accurate notes</li> <li>Get material for facts and quotes</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Facilitate mock (role-play) interviews</li> <li>Press Conference scenarios</li> <li>Guide Interview examples</li> <li>Lecture/present</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Questions</li> <li>Evaluate peers/role play</li> <li>Conduct interviews</li> </ul>	<p><b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b></p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> <li>Communication Arts, Drama, Speech</li> </ul>	<ul style="list-style-type: none"> <li>Social Interaction Skills</li> </ul>	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Articles published in yearbook</li> <li>Role Play, Notes, Evaluation of interview notes</li> </ul>	<p>Summative Formative</p>	<p><b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b></p>



<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Mock interviews</li> </ul>	<b>3 = Students conduct interviews that provide him/her with complete identifying information and some complementary information to use as basic facts and quotes in his/her stories.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Teach or lead role plays for interviews</li> </ul>	<b>4 = Students conduct interviews that provide him/her with, not only, complete identifying information, but also detailed and descriptive quotes.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD:** (#1) Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Textbook
- Lectures
- Power Points
- Handouts
- Examples

**BIG IDEA(S):**

- *Article and Journalistic writing structure*

**ENDURING UNDERSTANDINGS:**

- Student will include and correctly use all the elements (lead, transition, facts, and quotes) to create an informative news story.

**ESSENTIAL QUESTIONS:**

- 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?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: CA 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	X	
CA 1	Speaking and writing standard English (grammar, usage, punctuation, spelling, and capitalization)	X	
CA 4	Writing formally (reports, narratives, essays) and informally (outlines and notes)	X	
CA 7	Identifying and evaluating relationships between language and culture	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Journalistic Writing**

<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS  CA1, CA3, CA4, CA7</i>	<b>STANDARD: (#1)</b> Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead, transition, quotes (direct and indirect) Inverted pyramid, quote attribution (Jane said), Feature, profile, news determinates.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Determine what is news</li> <li>• Produce different types of articles</li> <li>• Organize story/article elements</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Guide students through information gathering</li> <li>• Guide students through writing process</li> <li>• Dissect articles</li> </ul>	<ul style="list-style-type: none"> <li>• Write an article with correct structure</li> <li>• Conduct interviews</li> <li>• Evaluate newsworthiness</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>
<b>INTERDISCIPLINARY CONNECTION</b>		<b>PRIOR KNOWLEDGE CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>		<ul style="list-style-type: none"> <li>• No prior knowledge is needed for this objective</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Articles published yearbook</li> <li>• Quizzes</li> <li>• News Determinants</li> </ul>	Summative Formative Formative	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>

<ul style="list-style-type: none"> <li>• Story Structure</li> <li>• First Drafts</li> </ul>	Formative  Formative	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Outline key vocabulary</li> <li>• Identify article parts</li> </ul>	<b>3 = Students will be able to write articles with a solid lead, smooth transitions, and relevant facts and quotes.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Have students add more refined details and vocabulary – begin the artistry of storytelling within your news article</li> </ul>	<b>4 = Student seamlessly blends all elements (lead, transition, facts, and quotes) to create a story that both, informs and grabs the readers’ attention.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD: (#5)** Students will use the basic rules of visual composition to create quality photos.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- cameras
- computers
- various websites
- handouts

**BIG IDEA(S):**

- *camera functions*
- *photo composition*

**ENDURING UNDERSTANDINGS:**

- Photographers must be able to adjust the camera's settings to take a photo with proper lighting, color and focus.
- Photographers must be able to take compositionally-sound photos.

**ESSENTIAL QUESTIONS:**

- How do exposure settings affect photographs?
- How do you manually change shutter speed, f-stop, and ISO?
- What elements need to be present for a photo to be compositionally sound?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
FA 2	the principles and elements of different art forms	X	
FA 3	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
FA 4	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
FA 5	visual and performing arts in historical and cultural contexts	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

<b>OBJECTIVE # 1</b>	<b>Photo Composition</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA1, FA2, FA3, FA4, GA5, Goal 2</i>	STANDARD: (#5) Students will use the basic rules of visual composition to create quality photos.		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>• Photographers must be able to adjust the camera's settings to take a photo with proper lighting, color and focus.</li> <li>• Photographers must be able to take compositionally-sound photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Shutter speed, aperture (f-stop), ISO, composition</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss elements of compositionally-sound photos</li> <li>• Produce compositionally-sound photos</li> <li>• Demonstrate knowledge of camera functions</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• Gives lectures/presentations</li> <li>• Demonstrates camera functions</li> <li>• Guides students through camera usage</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos</li> <li>• Evaluate photos for composition quality</li> </ul>	<b>3 = Student incorporates the rules of visual composition in their photos.</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>		
<ul style="list-style-type: none"> <li>• Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>• No prior knowledge of photography is needed for this objective</li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>			
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> <li>• Take a photo</li> </ul>	Summative	<b>3 = Student incorporates the rules of visual</b>	

<ul style="list-style-type: none"> <li>Practice photos</li> <li>Exit slips</li> </ul>	Formative formative	<b>composition in their photos.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic camera settings</li> <li>Independent practice taking photos</li> </ul>	<b>3 = Student incorporates the rules of visual composition in their photos.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Photo Editor</b></li> </ul>	<b>4 = Student uses the rules of visual composition to tell stories with their photos.</b>



**CONTENT AREA:** Communication Arts  
**COURSE:** Yearbook

**STANDARD:** (#6) Students will use action, reaction, relationships, and emotions in their photos.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Sample photos
- Websites
- Cameras, memory cards, photo editing software
- Handouts
- HONY
- NPPA – Photojournalist Code of Ethics

**BIG IDEA(S):**

- *Tell a story with photos*
- *Visual storytelling*

**ENDURING UNDERSTANDINGS:**

- **Students include action, reaction, relationships and emotions in their photos.**

**ESSENTIAL QUESTIONS:**

- **What is the difference between artistic photography and photojournalism?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Content: FA 4	Interrelationships of visual and performing arts and the relationship of arts to other disciplines	X	
FA 5	Visual and performing arts in historical and cultural context.	X	
Show Me Standards: Goal 1	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.	X	
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	

**OBJECTIVE # 1**

**Photojournalism**



<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i> <i>FA 1, FA2, Goal 1 &amp; 2</i>	<b>STANDARD: (#6) Students will use action, reaction, relationships, and emotions in their photos.</b>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Students will use action, reaction, relationships, and emotions in their photos.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Action, reaction, relationship, emotions, composition, Photojournalist Code of Ethics, Candid Photos</b></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to show action, reaction, relationships, and/or emotions in photos.</li> <li>• Identify action, reaction, relationship, and emotions in photos.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Give Lectures/Presentations</li> <li>• Facilitate photo discussions</li> <li>• Guide students through photo process</li> <li>• Discuss and dissect photojournalism examples</li> </ul>	<ul style="list-style-type: none"> <li>• Take photos</li> <li>• Analyze sample photos</li> </ul>	<b>3 = Students will include action, reaction, relationships, or emotions in their photos.</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Camera Functions, Photo composition</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Photos in yearbook</li> </ul>	Formative Summative	<b>3 = Students will include action, reaction, relationships, or emotions in their photos.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Review sample photos</li> <li>• Practice shooting photojournalistic images</li> <li>• Shadow peers during a photo shoot</li> </ul>	<b>3 = Students will include action, reaction, relationships, or emotions in their photos.</b>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li>• Allow peers to shadow them during a photo shoot.</li> <li>• Help teacher, show or present information to the class</li> <li>• Photo Editor</li> </ul>	<b>4 = Students use action, reaction, relationships, or emotions to tell stories with their photos.</b>



**CONTENT AREA: Communication Arts**  
**COURSE: Yearbook**

**STANDARD: (#6):** Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect.  
**Standard (#8):** Students will be able to use desktop and online publishing technology to create yearbook pages.

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- computers
- desktop publishing software
- various websites
- handouts
- magazines

**BIG IDEA(S):**

- *publication design*
- *layout*

**ENDURING UNDERSTANDINGS:**

- **Student can create layouts that use elements of visual design to achieve an intended/specified overall effect.**
- **Student correctly uses publishing technology to create yearbook pages.**

**ESSENTIAL QUESTIONS:**

- **What are the basic elements on a yearbook layout?**
- **How do you properly use a dominate element?**
- **Why is white space important in layout design?**
- **What are the functions of the different tools in the desktop publishing programs?**
- **How do I use the functions and tools in desktop publishing programs?**

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
Show Me Content: FA 1	process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts	X	
FA 2	the principles and elements of different art forms	X	
FA 3	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	X	
FA 4	interrelationships of visual and performing arts and the relationships of the arts to other disciplines	X	
FA 5	visual and performing arts in historical and cultural contexts	X	

Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	X	
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<b>OBJECTIVE # 1</b>	<b>Publication Design, Layout, and Desktop Publishing</b>
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS FA1, FA2, FA3, FA4, GA5, Goal 2</i>	<b>STANDARD (#6):</b> Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect. <b>STANDARD (#8):</b> Students will be able to use desktop and online publishing technology to create yearbook pages.

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect.</li> <li>• Students will be able to use desktop and online publishing technology to create yearbook pages.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dominant element, headlines, bylines, columns, captions, photo credit, gutter, eyeline, white space, module, double page spread, pica, typography, infographics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Design a yearbook layout</li> <li>• Use desktop publishing</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Gives lectures/presentations</b></li> <li>• <b>Guides students through layout examples</b></li> <li>• <b>Guides students through layout creation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create and recreate newspaper and yearbook layouts</b></li> <li>• <b>Evaluate layouts for use of proper visual design</b></li> </ul>	<p><b>3</b> = Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect.</p> <p><b>3</b> = Students will be able to use desktop and online publishing technology to create yearbook pages.</p>

<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
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<ul style="list-style-type: none"> <li>Fine Arts, Technology</li> </ul>	<ul style="list-style-type: none"> <li>Visual design</li> <li>Layout and publication design</li> <li>Desktop publishing programs, tools and functions</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE/ SUMMATIVE</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Create yearbook layouts</li> <li>Use desktop publishing tools and functions</li> </ul>	Summative Summative	<b>3</b> = Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect. <b>3</b> = Students will be able to use desktop and online publishing technology to create yearbook pages.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Various AIP interventions</li> </ul>	<ul style="list-style-type: none"> <li>Outline key vocabulary</li> <li>Find examples of good design and recreate them</li> </ul>	<b>3</b> = Student can create a layout the uses elements of visual design to achieve an intended/specified overall effect. <b>3</b> = Students will be able to use desktop and online publishing technology to create yearbook pages.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>AIP or in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Editor</b></li> </ul>	<b>4</b> = Student can create a layout the seamlessly blends elements of visual design to achieve an intended/specified overall effect. <b>4</b> = Student uses publication technology to create yearbook pages that are both informative and visually appealing.

## Appendix

# Speech Outline Form

## INTRODUCTION

Hook/Attention Getter	Link	Thesis	Preview
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## BODY

Main Point #1	A
	B
	C
	Transition
Main Point #2	A
	B
	C
	Transition
Main Point #3	A
	B
	C
	Transition

## CONCLUSION

Review	Tag
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## **A Bill to [Action Word] [article] [Object] to [Summarize the Solution Specifically]**

1 BE IT ENACTED BY THE CONGRESS HERE ASSEMBLED THAT:

2 **SECTION 1.** State the new policy in a brief declarative sentence, or in as few  
3 sentences as possible.

4 **SECTION 2.** Define any ambiguous terms inherent in the first section.

5 **SECTION 3.** Name the government agency that will oversee the enforcement of the  
6 bill along with the specific enforcement mechanism.

7 A. Go into further details if necessary.

8 B. Go into further details if necessary.

9 **SECTION 4.** Indicate the implementation date/timeframe.

10 **SECTION 5.** All laws in conflict with this legislation are hereby declared null and void.



## A Resolution to

- 1 **WHEREAS,** ; and
- 2 **WHEREAS,** ; and
- 3 **WHEREAS,** ; and
- 4 **WHEREAS,** ; and
- 5 **WHEREAS,** ; and
- 6 **WHEREAS,** ; and
- 7 **WHEREAS,** ; and
- 8 **WHEREAS,** ; now, therefore, be it
- 9 **RESOLVED,** By the Congress here assembled that.

*Introduced by*



# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

## Communication Arts

*In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

## Mathematics

*In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

## Science

*In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

## Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

## Fine Arts

*In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

## Health/Physical Education

*In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

**Note to Readers:** What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

## GOAL 1

**Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

## GOAL 2

**Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

## GOAL 3

**Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

## GOAL 4

**Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.**

*Students will demonstrate within and integrate across all content areas the ability to*

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

# Communication Arts Course Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- **Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.**
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (\*) is used to indicate GLEs that are locally assessed.

**PLEASE NOTE: The Listening and Speaking and Information Literacy strands will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Listening and Speaking and Information Literacy strands are under revision, teachers are still responsible for the content in the existing version.**

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education  
October, 2008

# Reading

2/9/2011

<b>1 Develop and apply skills and strategies to the reading process</b>				
	English I	English II	English III	English IV
<b>A</b>				
Print Concepts				
DOK				
ST				
<b>B</b>				
Phonemic Awareness				
DOK				
ST				
<b>C</b>	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
Phonics				
DOK	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6

# Reading

2/9/2011

<b>1 Develop and apply skills and strategies to the reading process</b>				
	English I	English II	English III	English IV
<b>D</b>	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text
<b>Fluency</b>				
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>
<b>F</b>	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
<b>Vocabulary</b>				
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>
<b>F</b>	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading
<b>Pre-Reading</b>				
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>

# Reading

2/9/2011

<b>1 Develop and apply skills and strategies to the reading process</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>G</b>	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
<b>During Reading</b>				
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>
<b>H</b>	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize
<b>Post-Reading</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>
<b>I</b>	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)
<b>Making Connections</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>

# Reading

2/9/2011

<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>				
	English I	English II	English III	English IV
<b>A</b>	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text
<b>Text Features</b>				
<b>DOK</b>	3	3	3	3
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>
<b>B</b>	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. irony</li> <li>b. imagery</li> <li>c. repeated sound, line or phrase</li> <li>d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced</li> </ul>	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. understatement</li> <li>b. parallelism</li> <li>c. allusion</li> <li>d. analogy</li> <li>e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced</li> </ul>	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. euphemism</li> <li>b. satire</li> <li>c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced</li> </ul>	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
<b>Literary Techniques</b>				
<b>DOK</b>	2	3	3	3
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 2.4, 3.5</b>
<b>C</b>	Use details from text(s) to <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. analyze character, plot, setting, point of view</li> <li>c. analyze the development of a theme across genres</li> <li>d. evaluate the effect of author's style</li> </ul>	Use details from text(s) to <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. analyze character, plot, setting, point of view</li> <li>c. analyze the development of a theme across genres</li> <li>d. identify and analyze tone</li> </ul>	Use details from text(s) to <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. analyze character, plot, setting, point of view</li> <li>c. analyze the development of a theme across genres</li> <li>d. evaluate the effect of tone on the overall meaning of work</li> </ul>	Use details from text(s) to <ul style="list-style-type: none"> <li>a. demonstrate comprehension skills previously introduced</li> <li>b. analyze character, plot, setting, point of view</li> <li>c. analyze the development of a theme across genres</li> <li>d. evaluate the effect of tone on the overall meaning of work</li> </ul>
<b>Literary Elements</b>				
<b>DOK</b>	3	3	3	3
<b>ST</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>



<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>A</b>	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning
<b>Text Features</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>
<b>B</b>	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. irony</li> <li>b. imagery</li> <li>c. repeated sound, line or phrase</li> <li>d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced</li> </ul>	Identify and, explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. understatement</li> <li>b. parallelism</li> <li>c. allusion</li> <li>d. analogy</li> <li>e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced</li> </ul>	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> <li>a. euphemism</li> <li>b. satire</li> <li>c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced</li> </ul>	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
<b>Literary Techniques</b>				
<b>DOK</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>
<b>C</b>	Use details from informational text to <ul style="list-style-type: none"> <li>a. identify and explain the organizational pattern</li> <li>b. analyze and evaluate effectiveness of word choice</li> <li>c. analyze and evaluate the accuracy and adequacy of evidence</li> <li>d. analyze and evaluate point of view</li> <li>e. analyze and evaluate <b>author's</b> viewpoint/perspective</li> <li>f. evaluate proposed solutions</li> <li>g. demonstrate comprehension skills previously introduced</li> </ul>	Use details from informational and persuasive text(s) to <ul style="list-style-type: none"> <li>a. analyze and evaluate the organizational patterns</li> <li>b. identify and analyze faulty reasoning and unfounded inferences</li> <li>c. evaluate proposed solutions</li> <li>d. evaluate for accuracy and adequacy of evidence</li> <li>e. evaluate effect of tone on the overall meaning of work</li> <li>f. analyze and evaluate point of view</li> <li>g. analyze and evaluate <b>author's</b> viewpoint/perspective</li> <li>h. demonstrate comprehension skills previously introduced</li> </ul>	Use details from argumentative text(s) to <ul style="list-style-type: none"> <li>a. analyze and evaluate the organizational patterns</li> <li>b. identify and analyze faulty reasoning and unfounded inferences</li> <li>c. evaluate proposed solutions</li> <li>d. evaluate for accuracy and adequacy of evidence</li> <li>e. analyze and evaluate the type of appeal (emotional, ethical, and logical)</li> <li>f. evaluate effect of tone on the overall meaning of work</li> <li>g. analyze and evaluate point of view</li> <li>h. analyze and evaluate <b>author's</b> viewpoint/perspective</li> <li>i. demonstrate comprehension skills previously introduced</li> </ul>	Use details from argumentative text(s) to <ul style="list-style-type: none"> <li>a. analyze and evaluate the organizational patterns</li> <li>b. identify and analyze faulty reasoning and unfounded inferences</li> <li>c. evaluate proposed solutions</li> <li>d. evaluate for accuracy and adequacy of evidence</li> <li>e. analyze and evaluate the type of appeal (emotional, ethical, and logical)</li> <li>f. evaluate effect of tone on the overall meaning of work</li> <li>g. analyze and evaluate point of view</li> <li>h. analyze and evaluate <b>author's</b> viewpoint/perspective</li> <li>i. demonstrate comprehension skills previously introduced</li> </ul>
<b>Text Structures</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8</b>

# Reading

2/9/2011

<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>D</b>	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks
<b>Understanding Directions</b>				
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>

# Writing

<b>1 Apply a writing process in composing text</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>A</b>	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft *c. revise in response to feedback (peer and/or teacher) *d. edit for conventions (refer to W2E) *e. share writing	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)
<b>Writing Process</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>

# Writing

<b>2 Compose well-developed text</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>A</b>	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
<b>Audience and purpose</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>
<b>B</b>	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought
<b>Ideas and Content</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>
<b>C</b>	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice
<b>Organization and Sentence Structure</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>
<b>D</b>	Compose text using a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices
<b>Word Choice</b>				
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>

# Writing

2 Compose well-developed text				
	English I	English II	English III	English IV
<b>E</b>	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text use a. conventions of capitalization b. conventions of punctuation c. standard usage
<b>Conventions</b>				
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>

# Writing

<b>3 Write effectively in various forms and types of writing</b>				
	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>A</b>	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing
<b>Forms/Types/Modes of Writing</b>				
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>CA 4, 1.8, 2.1, 2.6, 4.8</b>	<b>CA 4, 1.8, 2.1, 2.6, 4.8</b>	<b>CA 4, 1.8, 2.1, 2.6, 4.8</b>	<b>CA 4, 1.8, 2.1, 2.6, 4.8</b>

# Listening and Speaking

<b>1 Develop and apply effective listening skills and strategies</b>	
<b>GRADE 9-12</b>	
<b>A</b>	Listen <ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• critically to summarize and evaluate communications that inform, persuade and entertain</li> <li>• <b>to evaluate own and others' effectiveness in presentations and</b> group discussions, using provided criteria</li> <li>• to evaluate the validity and reliability of speaker's message</li> </ul>
<b>Purpose for Listening</b>	
<b>ST</b>	CA 5, 6 1.5, 1.6, 1.10
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12
<b>B</b>	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
<b>Listening Behavior</b>	
<b>ST</b>	<b>CA 5, 6 1.5</b>
FR	II 5b, III1b, IV 1c-d, 9-12

# Listening and Speaking

<b>2 Develop and apply effective speaking skills and strategies for various audiences and purposes</b>	
<b>GRADE 9-12</b>	
<b>A</b>	<p>In discussions and presentations,</p> <ul style="list-style-type: none"> <li>• create concise presentations on a variety of topics</li> <li>• incorporate appropriate media or technology</li> <li>• respond to feedback</li> <li>• defend ideas</li> <li>• demonstrate poise and self-control</li> </ul>
<b>Discussion and Presentation</b>	
<b>ST</b>	CA 1, 6 2.1, 2.3, 4.6
<b>FR</b>	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12
<b>B</b>	<p>Give clear and concise multi-step oral directions to perform complex procedures and/or tasks</p>
<b>Giving Directions</b>	
<b>ST</b>	<b>CA 1, 6 2.1, 2.3</b>
<b>FR</b>	II 3c, 6a, 9-12

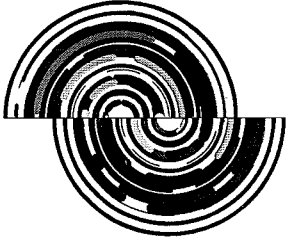


# Information Literacy – UNDER REVISION

<b>1 Develop and apply effective research process skills to gather, analyze and evaluate information</b>	
<b>GRADE 9-12</b>	
<b>A</b>	Develop an appropriate research plan to guide investigation and research of focus questions
<b>Research Plan</b>	
<b>ST</b>	CA 2, 3 1.1, 1.4, 4.5
<b>FR</b>	I 2a-b, IV 2d, 9-12
<b>B</b>	Locate and use multiple primary and secondary sources to <ul style="list-style-type: none"> <li>• select relevant and credible information</li> <li>• evaluate reliability of information</li> <li>• evaluate reliability of sources</li> </ul>
<b>Acquire information</b>	
<b>ST</b>	CA 2, 3 1.2, 1.4, 1.7
<b>FR</b>	I 2d-e, 3a, III 1d, IV 1e, 9-12
<b>C</b>	Record relevant information from multiple primary and secondary sources <span style="color: red;">using a self-selected note-taking or organizational strategy</span>
<b>Record Information</b>	
<b>ST</b>	CA 2, 3, 4, 1.2, 1.8, 2.1
<b>FR</b>	III 1d, 9-12
<b>D</b>	Document sources of information using a standard citation format
<b>Sources Consulted</b>	
<b>ST</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>
<b>FR</b>	II 3a, IV 3f-g, 9-12

## Information Literacy – UNDER REVISION

<b>2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media</b>	
<b>GRADE 9-12</b>	
<b>A</b>	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
<b>Media Messages</b>	
<b>ST</b>	<b>CA 5 1.5, 1.7, 2.7</b>
<b>FR</b>	I 1b, 2d, III 3h-l, 9-12



STANDARDS FOR

# English Language Arts

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6-12

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

## Reading Standards for Literature 6–12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Grade 6 students:

#### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

### Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Reading Standards for Literature 6-12

RL

**Grade 6 students:****Grade 7 students:****Grade 8 students:****Integration of Knowledge and Ideas**

- |   |   |  |
|---|---|--|
| <p>7. 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 text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> | <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> | <p>7. 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.</p>                                   |
| <p>8. (Not applicable to literature)</p>  | <p>8. (Not applicable to literature)</p>  | <p>8. (Not applicable to literature)</p>   |
| <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>   | <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>  | <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> |

**Range of Reading and Level of Text Complexity**

- |  |   |
|--|---|
| <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the high end of grades 6-8 text complexity band independently and proficiently.</p> |
|--|---|

## Reading Standards for Literature 6-12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 9–10 students:

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. (Not applicable to literature)

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Reading Standards for Informational Text 6–12

RI

**Grade 6 students:****Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Grade 7 students:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Grade 8 students:****Key Ideas and Details**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.



## Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

RI

### Grades 9–10 students:

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text; including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text; including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*

## Writing Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

W

### Grade 6 students:

#### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.

### Grade 7 students:

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

### Grade 8 students:

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Writing Standards 6–12

W

**Grade 6 students:****Text Types and Purposes (Continued)**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events.

**Grade 7 students:**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Grade 8 students:**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## Writing Standards 6–12

W

**Grade 6 students:****Research to Build and Present Knowledge**

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Grade 7 students:**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**Grade 8 students:**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

W

### Grades 9–10 students:

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

### Grades 11–12 students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Writing Standards 6–12

W

### Grades 9–10 students:

#### Text Types and Purposes (Continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Grades 11–12 students:

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. 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.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. 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.

## Writing Standards 6–12

W

### Grades 9–10 students:

#### Research to Build and Present Knowledge (Continued)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### Grades 11–12 students:

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

## Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SL

### Grade 6 students:

#### Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### Grade 7 students:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, modify their own views.

### Grade 8 students:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Presentation of Knowledge and Ideas

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

#### Presentation of Knowledge and Ideas

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)

#### Presentation of Knowledge and Ideas

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

## Speaking and Listening Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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### Grades 9–10 students:

#### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. 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.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### Grades 11–12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. 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.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Note on range and content of student language use

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

### Grade 6 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.\*
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

### Grade 7 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

### Grade 8 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*

### Grade 9 students:

#### Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - b. Spell correctly.

### Grade 10 students:

#### Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., *it was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  - b. Spell correctly.

### Grade 11 students:

#### Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - b. Maintain consistency in style and tone.\*

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## Language Standards 6–12

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## Grade 6 students:

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Grade 7 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Grade 8 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Standards 6-12

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The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 9-10 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

### Grades 11-12 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Observe hyphenation conventions.
  - b. Spell correctly.

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

## Language Standards 6–12

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## Grades 11–12 students:

## Vocabulary Acquisition and Use

- |   |   |
|---|---|
| Grades 9–10 students:   | Grades 11–12 students:  |
| Vocabulary Acquisition and Use  | Vocabulary Acquisition and Use  |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |



## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)										
	3	4	5	6	7	8	9–10	11–12			
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.											
<b>L.3.3a.</b> Choose words and phrases for effect.											
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/for, two, there/their</i> ).											
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*											
<b>L.4.3b.</b> Choose punctuation for effect.											
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.											
<b>L.5.2a.</b> Use punctuation to separate items in a series.											
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.											
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.											
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.											
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.*											
<b>L.6.3b.</b> Maintain consistency in style and tone.											
<b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.											
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.											
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.											
<b>L.9–10.1a.</b> Use parallel structure.											

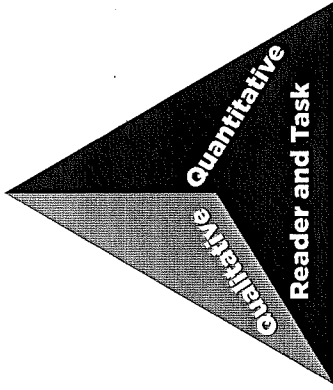
\* Subsumed by L.7.3a

\* Subsumed by L.9–10.1a

\* Subsumed by L.11–12.3a

## Standard 10: Range, Quality, and Complexity of Student Reading 6–12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	<b>Literary Nonfiction</b>	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
<b>Drama</b>	Includes one-act and multi-act plays, both in written form and on film	<b>Poetry</b>	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	<ul style="list-style-type: none"> <li>▪ <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>▪ “The Road Not Taken” by Robert Frost (1915)</li> <li>▪ <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>▪ <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Letter on Thomas Jefferson” by John Adams (1776)</li> <li>▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li>▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</li> <li>▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li> <li>▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li> </ul>
9–10	<ul style="list-style-type: none"> <li>▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592)</li> <li>▪ “Ozymandias” by Percy Bysshe Shelley (1817)</li> <li>▪ “The Raven” by Edgar Allan Poe (1845)</li> <li>▪ “The Gift of the Magi” by O. Henry (1906)</li> <li>▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939)</li> <li>▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953)</li> <li>▪ <i>The Killer Angels</i> by Michael Shaara (1975)</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775)</li> <li>▪ “Farewell Address” by George Washington (1796)</li> <li>▪ “Gettysburg Address” by Abraham Lincoln (1863)</li> <li>▪ “State of the Union Address” by Franklin Delano Roosevelt (1941)</li> <li>▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)</li> <li>▪ “Hope, Despair and Memory” by Elie Wiesel (1997)</li> </ul>
11–CCR	<ul style="list-style-type: none"> <li>▪ “Ode on a Grecian Urn” by John Keats (1820)</li> <li>▪ <i>Jane Eyre</i> by Charlotte Brontë (1848)</li> <li>▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890)</li> <li>▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)</li> <li>▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937)</li> <li>▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959)</li> <li>▪ <i>The Namesake</i> by Jhumpa Lahiri (2003)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Common Sense</i> by Thomas Paine (1776)</li> <li>▪ <i>Walden</i> by Henry David Thoreau (1854)</li> <li>▪ “Society and Solitude” by Ralph Waldo Emerson (1857)</li> <li>▪ “The Fallacy of Success” by G. K. Chesterton (1909)</li> <li>▪ <i>Black Boy</i> by Richard Wright (1945)</li> <li>▪ “Politics and the English Language” by George Orwell (1946)</li> <li>▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)</li> </ul>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.