

English Language Arts: Grade 10					
Module 1: Rhetorical Devices Influence the Audience					
Topic / Title	Message	Call To Action	Assignment	Notes	
Module 1: Rhetorical Devices Influence the Audience	In this module, reading, writing, speaking, and listening are framed around the big idea of interpreting diverse perspectives. This module addressed the essential question: How does the speaker, through the rhetorical devices he or she uses, influence the views and opinions of his or her audience? Students read from, and write to, informational texts as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a speaker influences the views and opinions of his or her audience. Key outcomes include citing strong and thorough textual evidence to support analysis of a text; analyzing how an author's choices create a desired effect; analyzing how an author transforms text elements in a written work; evaluating the use of rhetorical devices in speeches; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.	READ the Module overview.			
	Essential Questions 1 How do strategic readers create meaning from informational and literary text? 2 How do readers know what to believe in what they read, hear, and view? 3 How does interaction with text provoke thinking and response? 4 How do speakers employ language and utilize resources to effectively communicate a message?				
	Focus Standards CC.1.3.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.E - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.5.9-10.B - Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.				
	Important Standards CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.G - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
		ACCESS Module 1 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16561		For teachers . This link will take you to the PDE/ SAS Portal with the full Module 1 Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.
		DOWNLOAD the Cross Curricular document.	Uploaded to course		For teachers. This document can be used for connecting skills and assignments across disciplines.
		READ and ANNOTATE the article.	http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf		
		REVIEW and SUMMARIZE key ideas related to argumentation and rhetoric.	http://prezi.com/vh_lltq9ldc/argumentation-and-rhetorical-terms		
	Analyzing Transformational Elements in Drama	In these assignments, you will analyze how an author transforms text elements in a written work, specifically drama. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ and TAKE notes on the 'Elements of Drama: Understanding the Text' reading.	http://faculty.scf.edu/gianvip/Elements%20of%20Drama.htm	Copyright Norton via State College of Florida Manatee-Sarasota. This reading contains an overview of the specifics on the different elements of drama. You will need this to complete the following task.	
		READ and ANNOTATE Act II, Scene II from Julius Caesar.	http://www.literaturepage.com/read/shakespeare_juliuscaesar-27.html	The Literature Page.com; iBook as well. William Shakespeare's The Tragedy of Julius Caesar: Act II Scene II. In this assignment, you will analyze how an author transforms text elements in a written work, specifically drama.	
		EVALUATE how the author's use of character, time, and setting help to develop the plot in Act II, Scene II.	http://www.literaturepage.com/read/shakespeare_juliuscaesar-27.html	The Literature Page.com; iBook as well. William Shakespeare's The Tragedy of Julius Caesar: Act II Scene II. This assignment will provide an opportunity to reread, evaluating the author's use of literary devices to propel the plot of the play.	
		WATCH and TAKE notes on the video clip (in conjunction with the text) of Act II, Scene II.	https://www.youtube.com/watch?v=7S-kodKA_EU	Royal Shakespeare Company; Video . Royal Shakespeare Company - Julius Caesar, Act 2 Scene 2 - stage scene - NY For more information visit http://www.rsc.org.uk . For differentiation, teachers/student may use/watch the video version of this scene as a supplement to support comprehension.	
Citing Textual Evidence	In these assignments, you will cite strong and thorough textual evidence to support analysis of a text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		WATCH the video and TAKE notes related to citing strong and thorough text evidence.	https://www.youtube.com/watch?v=1b7V7xTBLG4	On Demand Instruction; Video. Cite strong and thorough textual evidence. The following video will provide the necessary background information you will need to complete the following tasks related to citing evidence.	
		WATCH and TAKE notes on Alice Walker's recitation of "Ain't I a Woman."	https://www.youtube.com/watch?v=EsjdL13MrKk	arnov; Video. Poet Alice Walker reads the 1851 speech of abolitionist Sojourner Truth. Part of a reading from Voices of a People's History of the United States (Howard Zinn). In this assignment, you will cite strong and thorough textual analysis to support analysis of text.	
		CITE two reasons why the author(s) of the speech contend that women should be treated as equals to men.	https://www.youtube.com/watch?v=EsjdL13MrKk	arnov; Video. Poet Alice Walker reads the 1851 speech of abolitionist Sojourner Truth. Part of a reading from Voices of a People's History of the United States (Howard Zinn). In this assignment, you will cite strong and thorough textual analysis to support analysis of text.	
Analyzing Author's Use of Rhetorical Devices	In these assignments, you will analyze a variety of texts to determine how the author's choices in rhetorical devices creates a desired effect. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		REVIEW rhetorical devices and definitions.	https://hhs-english-iv.wikispaces.com/file/view/Rhetorical+Devices.pdf	Course Hero.com; Teacher Resource as well. The following list of rhetorical devices will help both teachers and students build background knowledge and a common vocabulary for this section of the course.	
		WATCH the video and TAKE NOTES on the three effective public speaking techniques that Forbes points out in Obama speeches.	https://www.youtube.com/watch?v=HKv9wY05a9s	Forbes; Video. This video will provide an opportunity to practice citing evidence of rhetorical devices in speech. Carmine Gallo shows us how President Barack Obama uses three effective public-speaking techniques to captivate his audience.	
		CITE examples from the Obama clips in that illustrate each technique.	https://www.youtube.com/watch?v=HKv9wY05a9s	Forbes; Video. This video will provide an opportunity to practice citing evidence of rhetorical devices in speech. Carmine Gallo shows us how President Barack Obama uses three effective public-speaking techniques to captivate his audience.	
		READ and ANNOTATE the monologues in Julius Caesar, Act III, Scene 2.	http://www.online-literature.com/shakespeare_julius_caesar/10/	The Literature Network; iBook as well. This links to the text for Act III, Scene 2 The Forum.	
		EVALUATE and SCORE both monologues in Act III, Scene 2.	https://drive.google.com/file/d/0Bxhs-vfK-eEvU0hPR3RrcnJleY4LUs3eFc2RTFLtHJqTjdv/edit?usp=sharing	PDE Instructional Frameworks Authors. In this assignment, you will use a persuasive rubric to evaluate two monologues from Julius Caesar, showing how each speaker persuades his audience to see his point of view. Please cite evidence from each monologue to support your evaluation of the persuasive techniques present.	
		WATCH and TAKE NOTES on the video of Brutus' Speech-Act III, Scene 2, The Forum.	https://www.youtube.com/watch?v=wM6X-8dokrE	Anil Babu/MGM-Warner MC; Video. Brutus Speech at Caesar's funeral from Julius Caesar movie 1953. For differentiation, teachers/student may use/watch the video versions of these speeches as a supplement to support comprehension.	
		WATCH and TAKE NOTES on the video of Marc Antony's Speech-Act III, Scene 2, The Forum.	https://www.youtube.com/watch?v=7X9C55TkUP8	pochido/MGM-Warner MC; Video. From Julius Caesar written by Shakespeare. I had to remember the entire speech in my Literature class, so I found it easier to unceasingly listen to this video.	
	Evaluating Rhetorical Devices	In these assignments, you will analyze and evaluate how an author transforms text elements in a written work, specifically speeches. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ and TAKE NOTES on John F. Kennedy's Inaugural Address, January 20, 1961 (full text).	http://voicesofdemocracy.umd.edu/kennedy-inaugural-address-speech-text/	Voices of Democracy. In this assignment, you will examine rhetorical devices in a sample speech. JOHN FITZGERALD KENNEDY, INAUGURAL ADDRESS (20 JANUARY 1961) [1] Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clerg...	
		IDENTIFY and ANALYZE the rhetorical devices used in Kennedy's speech.	https://d3jc3ahdjad7x7.cloudfront.net/MO1HRmZ1DPqSpN3dVzvkcdUv59a5aaIGxwIDUN8UevkzSc.pdf	Student and Teacher Resource. SOAPSTone Graphic Organizer - this can be used to evaluate speaker, occasion, audience, purpose, subject and tone of a speech.	
		CITE examples from the text to illustrate the devices you have identified.	https://d3jc3ahdjad7x7.cloudfront.net/MO1HRmZ1DPqSpN3dVzvkcdUv59a5aaIGxwIDUN8UevkzSc.pdf	Student and Teacher Resource. SOAPSTone Graphic Organizer - this can be used to evaluate speaker, occasion, audience, purpose, subject and tone of a speech.	
		WATCH and TAKE NOTES on John F. Kennedy's Inaugural Address January 20, 1961 (full speech video).	http://www.jfklibrary.org/Asset-Viewer/BqXIE9F4024nIF7SVAJA.aspx	JFK Library; Video. For differentiation, teachers/ student may use/watch the video versions of these speeches as a supplement to support comprehension.	
		READ about Aristotle's Triangle Resource in preparation for an analysis of Bill Clinton's apology speech.	http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf	AP Central/College Board; Student & Teacher Resource. The following resource will provide you with background as to Aristotle's Rhetorical Triangle. You will use this concept as a means for your comparative analysis of Bill Clinton's speeches.	
		WATCH and ANALYZE Clinton's use of rhetoric in his Apology Speech (8/17/1998).	https://www.youtube.com/watch?v=7r4e5Wg4PDI	Michael Garboski; Video. Clinton says sorry for having "sexual relations" with Ms. Lewinsky. You will use Aristotle's Rhetorical Triangle to analyze this speeches and prepare for the compare/contrast activity.	
		WATCH and ANALYZE Clinton's use of rhetoric in his "I have sinned" Speech (9/11/1998).	http://www.c-span.org/video/?111139-1/white-house-prayer-breakfast	C-SPAN; Video. President Clinton stated "I have sinned" and "the sorrow I feel is genuine" when he addressed the White House prayer breakfast. You will use Aristotle's Rhetorical Triangle to analyze this speeches and prepare for the compare/contrast activity.	
Presenting Information		In these assignments, you will present information, findings, and supporting evidence appropriate to purpose audience and task. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		REVIEW and TAKE NOTES on the persuasive strategies powerpoint.	Persuasivestrategies.pptx	Stacey Minahan; PP upload. The following powerpoint will help build some background and context for this section of the course.	
		READ 'Writing a Literary Analysis Paper.'	http://www.germannia.edu/tutor/handouts/english/literary_analysis.pdf	Germannia Community College. The following reading will provide the necessary background information you will need to understand how author's make choices in writing to create a desired effect.	
		READ Malala Yousafzai's Speech delivered to the United Nations, July 12, 2013 (full text).	https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/	A World at School. You will analyze this speech for the speaker's use of Ethos, Pathos, Logos and Kairos.	
		CITE specific examples of ethos, pathos, logos, and kairos Malala uses in her speech.	https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/	A World at School. You will analyze this speech for the speaker's use of Ethos, Pathos, Logos and Kairos.	
Assessment Resources		WATCH the video of Malala Yousafzai's speech and LISTEN for rhetorical devices.	http://www.bbc.com/news/world-asia-23291897	BBC News Asia. Malala Yousafzai's Speech at the United Nations, July 12, 2013, full speech video.	
		WRITE and PRESENT a short 3-5 minute persuasive speech on a topic of your choice. Be sure to use ethos, pathos, logos, and kairos.	n/a	For differentiation, teachers/student may use/ watch the video versions of these speeches as a supplement to support comprehension.	
		COMPLETE the multiple choice questions related to Julius Caesar.	https://docs.google.com/a/wadspa.org/document/d/1Efm-exk11Xj28-rsi6ZokKhEJV7Bc2Hnb66JtM/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Julius Caesar Keystone Style Multiple Choice Assessment.	
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1IQALvKQxcFXZms620FoxddVuzZhegq8cIyZLGH1/edit	Pennsylvania Department of Education (PDE); also available in iBook. This is the Julius Caesar Keystone Style Multiple Choice Assessment.	
		EVALUATE the LDC Task using the Keystone Persuasive Writing Rubric.	http://static.pdesas.org/Content/Documents/English_Comp_Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/Focus, Content, Organization & Style	
		EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions.	

English Language Arts: Grade 10 Module 2: Knowledge and Experience Shape Perspective				
Topic / Title	Message	Assignment		Notes
		Call To Action	URL	
Module 2: Knowledge and Experience Shape Perspective	In this module, reading, writing, speaking, and listening are confronted around the big idea of interpreting diverse perspectives. This module addressed the essential question: How do a rhetor's knowledge and experience shape and influence his or her perspectives of an individual? Students read from, and write to, informational texts as well as classic and contemporary literature. Students engage in class discussions around the informational text and literature to interpret diverse perspectives.	READ the Module overview.		
	Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a rhetor's knowledge and experiences shape and influence his/her perspective of an individual. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; evaluating a speaker's perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			
	Essential Questions			
	1 How do readers know what to believe in what they read, hear, and view?			
	2 How do task, purpose, and audience influence how speakers craft and deliver a message?			
	3 How do speakers employ language and utilize resources to effectively communicate a message?			
	4 How does one organize and synthesize information from various sources?			
	5 How do learners make decisions concerning formal and informal language in social and academic settings?			
	Focus Standards			
	CC.1.2.9-10.J - 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.			
CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.				
CC.1.5.9-10.B - Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				
CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.				
Important Standards				
CC.1.2.9-10.I - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.				
CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	ACCESS Module 2 Instructional Frameworks.	http://www.pdesas.org/CMap/CMAP/DefaultCmap/16562	For teachers . This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	
	DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines.	
Evaluating Speaker's Craft	In these assignments, you will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
	LISTEN to the podcast eulogy about Steve Jobs and take NOTES (1min).	https://itunes.apple.com/us/podcast/in-her-recent-eulogy-her-brother/id452005153?i=108969244&mt=2	Mona Simpson; Podcast. In her recent eulogy of her brother, Steve Jobs, Mona Simpson recalled Jobs' love of beauty and his family, and his final moments.	
	DOWNLOAD the obituary, "A Sister's Eulogy for Steve Jobs" and IDENTIFY where the author uses ethos, logos, and pathos.	http://www.nytimes.com/2011/10/30/opinion/mona-simpsons-eulogy-for-steve-jobs.html?pagewanted=all&_r=1&_ga=2.145200515.1327452005.1327452005.1327452005	Mona Simpson; Eulogy. At a memorial service for her brother, Mona Simpson recalled his love of beauty and his family, and his final moments. You will need to read this to evaluate Mona Simpson's perspective, reasoning, and use of evidence and rhetoric in her eulogy about her relationship with her brother.	
	EVALUATE the use of each device in "A Sister's Eulogy for Steve Jobs."	http://www.nytimes.com/2011/10/30/opinion/mona-simpsons-eulogy-for-steve-jobs.html?pagewanted=all&_r=1&_ga=2.145200515.1327452005.1327452005.1327452005	Mona Simpson; Eulogy. At a memorial service for her brother, Mona Simpson recalled his love of beauty and his family, and his final moments. You will need to read this to evaluate Mona Simpson's perspective, reasoning, and use of evidence and rhetoric in her eulogy about her relationship with her brother.	
	DOWNLOAD and READ the various eulogies.	http://www.theatlantic.com/entertainment/archive/2011/11/10-inspiring-confusing-and-humorous-eulogies-of-the-famous/247698/#slide2	Alison Nastasi via "The Atlantic" Eulogy. From Marilyn Monroe to Princess Diana to Steve Jobs, a look at how celebrities were remembered at their funerals. This is a collection of 10 famous eulogies written by different people with different relationships to the various deceased. You will read and select three of the eulogies to complete the task.	
	SELECT three eulogies and SUMMARIZE the writer's perspective in each.	http://www.theatlantic.com/entertainment/archive/2011/11/10-inspiring-confusing-and-humorous-eulogies-of-the-famous/247698/#slide2	Alison Nastasi via "The Atlantic"; Eulogy. From Marilyn Monroe to Princess Diana to Steve Jobs, a look at how celebrities were remembered at their funerals. This is a collection of 10 famous eulogies written by different people with different relationships to the various deceased. You will read and select three of the eulogies to complete the task.	
	LISTEN to President Obama's eulogy for Nelson Mandela.	http://www.npr.org/blogs/thetwo-way/2013/12/10/249935322/listen-president-obama-delivers-a-eulogy-for-nelson-mandela	Eyder Peralta; Eulogy. During a 20-minute eulogy, Obama said Mandela was the "last great liberator of the 20th century." You will need to listen to the eulogy and take notes to help you outline a eulogy for this task.	
	OUTLINE the organization of President Obama's speech and HIGHLIGHT the appeals used.	http://www.npr.org/blogs/thetwo-way/2013/12/10/249935322/listen-president-obama-delivers-a-eulogy-for-nelson-mandela	Eyder Peralta; Eulogy. During a 20-minute eulogy, Obama said Mandela was the "last great liberator of the 20th century." You will need to listen to the eulogy and take notes to help you outline a eulogy for this task.	
	DOWNLOAD and READ Madonna's VMA's speech dedicated to Michael Jackson.	http://www.rollingstone.com/music/news/read-madonnas-vmas-speech-dedicated-to-michael-jackson-20090913	Rolling Stone Magazine; Eulogy. Madonna addresses VMA audience making a comparison between her life and Michael Jackson's life.	
	LIST three ways Madonna humanizes Michael Jackson and how that supports her last sentence of him being "the king."	http://www.rollingstone.com/music/news/read-madonnas-vmas-speech-dedicated-to-michael-jackson-20090913	Rolling Stone Magazine; Eulogy. Madonna addresses VMA audience making a comparison between her life and Michael Jackson's life.	
	READ the Jane Catherine Lotter obituary.	http://www.legacy.com/obituaries/seattletimes/obituary.aspx?pid=166098479	The Seattle Times; Obituary. Jane Catherine Lotter's obituary was written in first person. Students will look at how writing one's own obituary is different than letting a stranger write an obituary.	
	CHOOSE at least 2 obituaries (from above or of your choosing) and COMPARE/CONTRAST the differences in point of view.	http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf	Read-Write-Think. This graphic organizer may help you organize your ideas for the compare/contrast activity with the obituaries.	
Developing and Analyzing A Topic	In these assignments, you will develop and analyze the topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic to evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
	READ and ANNOTATE the article "Talk to the Newsroom: Bruce Weber."	http://www.nytimes.com/2008/09/22/business/media/22askthetimes.html	Bruce Weber Interview via the NY Times. In this NY times interview Bruce Weber, an obituary writer, is answering questions related to what it is like being an obituary writer for a major publication.	
	DOWNLOAD and READ the NY Times blog, "What do you want your obituary to say?"	http://learning.blogs.nytimes.com/2010/09/23/what-do-you-want-your-obituary-to-say/	Katherine Schulten; NY Times Blog. Student Opinion Given that The Times writes obituaries only about people who are important or interesting for some reason, what would you like an obit about you to say? This piece is from The New York Learning Blog includes an account in which a student writes a paragraph (or more) of their own obituary.	
	WRITE part of or your full obituary: "What do you want your obituary to say?"	http://money.msn.com/saving-money-tips/post.aspx?post=21c3f1a0-66f9-4067-b4f5-3d5598e3dc29	n/a	
	READ the article "Final Question: Will Your Obit Go Viral?" and HIGHLIGHT the details that must be included to make an obituary go viral.	http://articles.chicagotribune.com/2014-03-14/news/cl-schmich-met-0314-20140314_1-delaware-man-obit-jack-daniels	Mary Schmich; Article. Life is a competition, a relentless struggle to be lauded for the qualities we believe make us uniquely lovable, noteworthy, memorable. Death, on the other hand, would seem to be a respite from this...Life is a competition but are obits also becoming a final competition? This article address that question.	
	READ the obituary "In memory of Jim Rebhorn" and SUMMARIZE the main ideas.	http://slipau.jerseycity.org/slipau/2014/03/24/in-memory-of-jim-rebhorn/#hislife	Jim Rebhorn; Obituary. This is an obituary written by the deceased. Pay special attention to not only the details he recounts, but how he tells 'his story' (think the point of view, tone, and diction).	
	READ the obituary "Harry Stamps" and HIGHLIGHT the details in the obituary that would make it popular and worthy of going viral.	http://www.legacy.com/obituaries/sunherald/obituary.aspx?pid=163538353	View Harry Stamps's Obituary by The Sun Herald. This obituary was written by the daughter of the deceased that went viral. Harry Weathersby Stamps December 19, 1932 – March 9, 2013 Long Beach Harry Weathersby Stamps, ladies' man, foodie, natty dresser, and accomplished traveler, died on Saturday, March 9, 2013.	
	READ the poem "The Dash."	http://www.linda-ellis.com/the-dash-the-dash-poem-by-linda-ellis.html	Linda Ellis; Poem. The Dash Poem by Linda Ellis has inspired millions around the world. Read the famous poem and change the way you live your dash!	
	ANALYZE the "The Dash," using this graphic organizer.	http://www.readwritethink.org/files/resources/30738_analysis.pdf	Read-Write-Think. The following graphic organizer is the TP-CASTT Poetry Analysis organizer and will help you in analyzing the poem.	
Presenting Information	In this assignment, you will present information, findings, and supporting evidence appropriate to purpose, audience, and task. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
	WRITE an obituary.	http://www.ehow.com/facts_5844626_format-obituary.html	By Rebecca High, eHow Contributor. Writing an obituary does not have to be a loathsome task. Using these basic guidelines, the last tribute and memorial to the deceased will be an honorable and memorable one. As a synthesis of all the work you have done around the analysis and evaluation of the craft of writing an obituary (including what makes an obit go viral), you are to write a full obituary, a celebration of someone's life.	
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
	COMPLETE the multiple choice questions related to the Piness Diana eulogy.	https://docs.google.com/document/d/10ZMXjdudcQ3AFEM9DoR0lvKzjMxCxH61BWsrQf5bH_U/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Princess Diana Keystone Style Multiple Choice Assessment.	
	COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1158zh29mJPQg7X62d-UqDgXmgqFck94Z4GzIeF_g3g/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Person of Historical/Cultural Significance Literacy Design Collaborative (LDC) Task	
	EVALUATE the LDC Task using the Keystone Expository Writing Rubric.	http://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & Style.	
	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions.	

English Language Arts: Grade 10				
Module 3: The Importance of Influential Relationships				
Topic / Title	Message	Assignment		Notes
		Call To Action	URL	
Module 3: The Importance of Influential Relationships	In this module, reading, writing, speaking, and listening are framed around the big idea of interpreting diverse perspectives. This module addresses the essential question: How do events in our lives impact our relationships with others? Students read from and write to informational text as well as classic and contemporary literature. They engage in class discussions involving the informational text and literature to interpret diverse perspectives.	READ the Module overview.		
	Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of their audience. Key outcomes include determining a theme or central idea of a text and analyzing its development over the course of the text; citing strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly; analyzing how complex characters develop over the course of a text; analyzing the impact the point of view has on the meaning of the text; and developing and analyzing a writing topic with relevant, well-chosen, and sufficient facts, concrete details, or other information and examples.			
	Essential Questions			
	1 How do strategic readers create meaning from informational and literary text?			
	2 What is this text really about?			
	3 How does what readers read influence how they should read it?			
	4 How does interaction with text provoke thinking and response?			
	5 What does a reader look for and how can s/he find it?			
	6 What makes clear and effective writing?			
	7 How do learners make decisions concerning formal and informal language in social and academic settings?			
8 How do grammar and the conventions of language influence spoken and written communication?				
Focus Standards				
CC.1.3.9-10.A - 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.				
CC.1.3.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.				
CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				
CC.1.3.9-10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.				
CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.				
Important Standards				
CC.1.3.9-10.E - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.				
CC.1.3.9-10.F - Analyze how words and phrases shape meaning and tone in texts.				
CC.1.3.9-10.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.				
		ACCESS Module 3 Instructional Frameworks.	http://www.pdesas.org/CMap/CMAP/DefaultCmap/16567	For teachers . This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines.
Determining and Analyzing Point of View	In these assignments, you will learn to determine and analyze the point of view of a text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		WATCH and TAKE NOTES on the "Literary Concepts Made Easy: Point of View" podcast for background on point of view.	https://itunes.apple.com/us/podcast/point-of-view/id455681386?i=96282425&mt=2	Dr. Michael Mills, University of Central Arkansas; Podcast. An overview of the various points of view in literature and nonfiction and how point of view conveys author's purpose.
		LISTEN TO the podcast and TAKE NOTES to DETERMINE the point of view of the short story.	https://itunes.apple.com/us/podcast/rmsyl-19-i-stand-here-ironing/id515931554?i=120115550&mt=2	Read Me Something You Love by Steve Wasserman; Podcast. If you haven't read Jean Kwok's short story Where The Gods Fly, you should do so right away. For differentiation, teachers/ student may also read this text if it is available.
		SUMMARIZE the way the point of view shapes the audience's view of the protagonist's daughter.	https://itunes.apple.com/us/podcast/rmsyl-19-i-stand-here-ironing/id515931554?i=120115550&mt=2	Read Me Something You Love by Steve Wasserman; Podcast. If you haven't read Jean Kwok's short story Where The Gods Fly, you should do so right away. For differentiation, teachers/ student may also read this text if it is available.
Determining and Analyzing Theme	In these assignments, you will determine a theme or central idea of a text and analyze in detail its development over the course of the text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ and DETERMINE the central consensus or theme in the TED Conversation.	http://www.ted.com/conversations/8328/as_a_trilingual_or_bilingual.html	TED Conversation by Ayesha Sayed (Dubai, United Arab Emirates). I've grown up speaking 3 very diverse languages. I feel that they've created three distinct worlds in me. I find myself moving in and out of not only languages but cultures as well. What role do languages play in your life? Do you find yourself thinking in more than one language?
		READ the article and HIGHLIGHT the central theme and the evidence to support that theme.	http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/	Nicholas Carr via The Atlantic. What the Internet is doing to our brains?
Analyzing Characters	In these assignments, you will analyze how complex characters develop over the course of the text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ "Teenage Wasteland" and EXPLAIN the changes that occur in Donny's character.	http://faculty.weber.edu/young/Electronic%20Reserve%203400/Teenage%20Wasteland.pdf	Anne Tyler; Short Story. Anne Tyler writes a short story about teenage disillusionment, parental control and responsibility and lack of academic progress. Read the short story to focus on the youth in the story and the different roles in society.
		ANALYZE the effect these changes have on his academic and social life.	http://faculty.weber.edu/young/Electronic%20Reserve%203400/Teenage%20Wasteland.pdf	Anne Tyler; Short Story. Anne Tyler writes a short story about teenage disillusionment, parental control and responsibility and lack of academic progress. Read the short story to focus on the youth in the story and the different roles in society.
		READ "Catcher In The Rye" and COMPARE/CONTRAST the protagonist in Chapter 1 with the protagonist from Chapter 26.	http://www.alanreinstein.com/site/213_Catcher_files/FULLTEXT.pdf	J.D. Salinger; Novel available through alanreinstein.com . Catcher in the Rye is a classic novel with a unique protagonist. Focus on what the main character is telling you and not telling you about himself in each chapter. You will want to take focused notes on Holden as you read the novel.
Citing Evidence	In these assignments, you will cite strong and thorough textual evidence to support analysis of what the text says explicitly. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ and MAKE notes on the article "Identity Development in Adolescence."	http://www.education.com/reference/article/identity-development-adolescence/	Article by P.C. Broderick P. Blewitt — Pearson Allyn Bacon Prentice Hall. This overview of identity development across adolescence encourages parents and counselors to allow for exploration and gives advice on discipline and guidance.
		EXPLAIN how the role of the parent changes when children transition from youth to adolescent.	http://www.education.com/reference/article/identity-development-adolescence/	Article by P.C. Broderick P. Blewitt — Pearson Allyn Bacon Prentice Hall. This overview of identity development across adolescence encourages parents and counselors to allow for exploration and gives advice on discipline and guidance.
		READ "Miracle" and CITE three specific quotes that support the central theme of the story.	http://www.theguardian.com/books/2011/nov/07/short-story-chimamanda-ngozi-adichiehttp://www.theguardian.com/books/2011/nov/07/short-story-chimamanda-ngozi-adichie	Chimamanda Adichie; Short Story. Chimamanda Ngozi Adichie tells of a girl growing up amid the corruption of contemporary Lagos. Read the following short story focusing on theme as you read.
Developing and Analyzing A Topic for Writing	In these assignments, you will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ the article and CITE three pieces of evidence supporting the contention that people seem to recall past personality traits as opposed to imagining how they will change in the future.	http://www.nytimes.com/2013/01/04/science/study-in-science-shows-end-of-history-illusion.html?_r=0	John Tierney; Article via the NY Times. According to research in the journal Science, people tend to underestimate how much their personalities and tastes will change in the future. Our evolving selves are discussed based on research done on a person's changing likes and perceptions. Focus on evidence the article uses to support its claim while reading the article.
		WRITE an argument piece that either further supports or argues against this contention.	https://itunes.apple.com/us/book/they-say-i-say-moves-that/id390711538?mt=11	Gerald Graff & Cathy Birkenstein; W.W. Norton & Company (iBook). You may purchase this resource to help students learn the specifics of how to write counterarguments.
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		COMPLETE the multiple choice questions related to Night.	https://docs.google.com/document/d/1EmrUFvB1ap-exQ_Z4tYE97WJr8NcHNdPIY3xx7wDL_4/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Night Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1CosgWxtb-v62Hl.8Tb7K82HNXVroz4D1GzrhkHzaAeE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Night Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Expository Scoring Guidelines.	http://static.pdesas.org/Content/Documents/English_Comp-Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & Style.
		EVALUATE the LDC Task using the Keystone Composition Scoring Conventions.	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions.

English Language Arts: Grade 10 Module 4: Mirrors: Seeing Ourselves Through the Eyes of Others					
Topic / Title	Message	Assignment		Notes	
		Call To Action	URL		
Module 4: Mirrors: Seeing Ourselves Through the Eyes of Others	In this module, reading, writing, speaking, and listening are framed around the big idea of seeing ourselves through the eyes of others. This module addresses the essential question: How do outside factors influence the development of an individual's self-identity? Students should read from and write to informational text as well as classic and contemporary literature. Students should engage in class discussions involving the informational text and literature to interpret diverse perspectives. The goal of this unit is to have students to apply a broad range of reading, writing, speaking, and listening skills. Students will address how a writer influences the views and opinions of his or her audience. Key outcomes include analyzing various accounts of a subject told in different mediums; delineating and evaluating the argument and specific claims in a text and assessing its validity; acquiring and using accurately general academic and domain-specific words and phrases; and creating organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Essential Questions 1 How do strategic readers create meaning from informational and literary text? 2 What is this text really about? 3 How does what readers read influence how they should read it? 4 How does interaction with text provoke thinking and response? 5 What makes clear and effective writing? 6 How do learners make decisions concerning formal and informal language in social and academic settings? Focus Standards CC.1.2.9-10.G - 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. CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I - 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. CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. Important Standards CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9-10.E - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	READ the Module overview.			
		ACCESS the Module 4 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16568	For teachers - This link will take you to the PDE/ SAS Portal with the full Module 4 Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines.	
	Acquiring and Using Vocabulary	In these assignments, you will acquire and accurately use general academic and domain-specific words and phrases. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		LISTEN to this podcast and MAKE NOTES on the concepts of connotation and denotation.	https://itunes.apple.com/us/podcast/denotation-connotation-youre/id517564943?i=121505679&mt=2	Crystal & JR: Podcast for background information regarding denotation and connotation (audio). This podcast centers around the concepts of denotation and connotations. You should check out this podcast in order to gain some knowledge and understanding about these terms.	
		LISTEN to this podcast and COMPLETE the handout below.	https://itunes.apple.com/us/podcast/context-clues-audio/id424630886?i=919214108&mt=2	Stephanie McClune: Podcast for background on context clues (audio). This podcast centers around context clues. You should check out this podcast in order to gain some knowledge and understanding about this concept.	
		COMPLETE the worksheet on context clues to help you organize your new knowledge.	https://itunes.apple.com/us/podcast/context-clues-handout/id424630886?i=91921416mt=2	Stephanie McClune: Podcast for background on context clues (handout). This handout accompanies the podcast on context clues. You will complete this handout to organize new knowledge about this concept.	
	Analyzing Varied Accounts of A Subject	In these assignments, you will analyze various accounts of a subject told in different mediums. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ the article on Selfies and CITE three reasons how social media affects self perception.	http://healthland.time.com/2013/09/06/why-selfies-matter/	Alexandra Sifferlin Time Magazine. Whether it's the duckface smirk or the coyly suggestive close-up, selfies are a mainstay of Twitter and Instagram and have parents and psychologists wringing their hands over what they "mean." This article focuses on why people take "selfies" and what the picture may mean as far as self-identity. You will use two articles, including this one, to analyze how various accounts of a subject can be told in different ways.	
		READ the article on Facebook and CITE three reasons how social media affects self perception.	http://healthland.time.com/2013/01/24/why-facebook-makes-you-feel-bad-about-yourself/	Alexandra Sifferlin Time Magazine. No surprise — those Facebook photos of your friends on vacation or celebrating a birthday party can make you feel lousy. Facebook is supposed to envelope us in the warm embrace of our social network, and scanning friends' pages is supposed to make us feel loved, supported and important. This article focuses on how viewing social media sites, specifically Facebook, may make users feel self-conscious. This article will be used with the article "Why Selfies Matter" to analyze how various accounts of a topic can be told in different and similar ways.	
	COMPARE and CONTRAST the two articles for purpose, form, audience, and style (use the SOAPStone rhetorical analysis strategy).	https://d3jc3ahbjad7x7.cloudfront.net/MQ11H3mZ1DPqGpN3dVzvkcUy59a5aa1CxxwDUN8UjevzSc.pdf	Student and Teacher Resource. SOAPStone Graphic Organizer - this can be used to evaluate speaker, occasion, audience, purpose, subject and tone of a piece of text.		
Evaluating Arguments and Claims	In these assignments, you will delineate and evaluate the argument and specific claims in a text and assess its validity. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	USE the graphic organizer to COMPARE and CONTRAST the claims of both writers.	http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf	Read-Write-Think. Use this Compare and Contrast Graphic Organizer to organize the information, claims, arguments and evidence from the articles "How an Online Reputation Can Hurt Your Job Hunt" and "How Social Media Can Help (or Hurt) You in Your Job Search."		
	DISCUSS your evaluation of and ASSESS the validity of each argument and specific claim.	http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf	Read-Write-Think. You may use the back of the graphic organizer to complete this task individually in writing, or in small group or whole class discussion. Online blogging or discussions an option.		
	READ the Forbes article about the negatives of online reputations and job hunting.	http://www.forbes.com/sites/deborahjacobs/2013/05/17/how-an-online-reputation-can-hurt-your-job-hunt/	Deborah L. Jacobs Forbes Staff. What is your digital footprint? This article focuses on how a person's digital footprint can hurt someone's chances of getting a job. This article will be used with another article to delineate and evaluate arguments and specific claims.		
	READ the Forbes article about the negatives or positives of social media on job hunting.	http://www.forbes.com/sites/jacquelynsmith/2013/04/16/how-social-media-can-help-or-hurt-your-job-search/	Jacquelyn Smith Forbes Staff. This article not only focuses on how social media may hurt a person's job hunt, but also discusses how it might help it. Paired with the article, "How an Online Reputation Can Hurt Your Job Hunt," you will evaluate each author's arguments and claims.		
	COMPOSE your own argument for or against the use of social media by job hunters, using evidence from the articles to support your claims.	http://static.pdesas.org/Content/Documents/English_Comp_Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE). This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/ Focus, Content, Organization & Style. This can be used, along with the other materials in the course (They Say/ I Say) to craft your argument.		
Creating Logical Arguments in Writing	In these assignments, you will create organization that establishes clear relationships among claims(s), counterclaims, reason and evidence. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	READ and ANALYZE the information/ arguments presented in these articles.	http://www.nytimes.com/2010/06/10/technology/personaltech/10basics.html?_r=0	Stefanie Olsen NY Times. A study found that 75 percent of 12- to 17-year-olds in the United States owned a mobile phone. Parents say they generally buy their child a phone for safety reasons. You will read this article to gather more information about this topic, which will help you create your own argument.		
	COMPOSE an argument of your own to answer the question "When to Buy Your Child a Cellphone."	http://owlet.letu.edu/contenthtml/research/toulmin.html	OwLet-Online Writing and Learning at LeTourneau University. Have you ever noticed that when you research both sides of a question, you find yourself being convinced first by one side, and then by the other? Each argument sounds good—at least while you are reading it. When you read an argument which takes an opposite position—that sounds good too, and soon you may feel completely confused. Toulmin to the rescue! By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument.		
	USE the "They Say/ I Say" strategy to formulate your evidence and reasoning.	https://itunes.apple.com/us/book/they-say-i-say-moves-that/id390711538?mt=11	Gerald Graff & Cathy Birkenstein; W.W. Norton & Company (iBook). You may purchase this resource to help students learn the specifics of how to write counterarguments.		
	READ and ANALYZE the information/ arguments presented in these articles.	http://www.nj.com/news/index.ssf/2013/08/when_kids_get_cell_phones.html	Kathleen O'Brien The Star-Ledger. This article focuses on what age children should be given their first cell phone. You will read this article to gather more information about this topic, which will help you create your own argument.		
	COMPOSE an argument of your own to answer the question "At what age should a child be allowed to carry a cell phone?"	http://owlet.letu.edu/contenthtml/research/toulmin.html	OwLet-Online Writing and Learning at LeTourneau University. Have you ever noticed that when you research both sides of a question, you find yourself being convinced first by one side, and then by the other? Each argument sounds good—at least while you are reading it. When you read an argument which takes an opposite position—that sounds good too, and soon you may feel completely confused. Toulmin to the rescue! By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument.		
	USE the "They Say/ I Say" strategy to formulate your evidence and reasoning.	https://itunes.apple.com/us/book/they-say-i-say-moves-that/id390711538?mt=11	Gerald Graff & Cathy Birkenstein; W.W. Norton & Company (iBook). You may purchase this resource to help students learn the specifics of how to write counterarguments.		
	READ and ANALYZE the information/ arguments presented in these articles.	http://www.washingtonpost.com/business/cellphones-for-kids-are-more-gadget-than-necessity/2011/11/21/gIQAfg1vN_story.html	Michelle Singletary The Washington Post (editorial). This editorial column discusses the author's debate about why children need guidelines with cell phones. You will read and analyze this article to gather more information for your argument.		
	COMPOSE an argument of your own to answer the question "At what age should a child be allowed to carry a cell phone?"	http://owlet.letu.edu/contenthtml/research/toulmin.html	OwLet-Online Writing and Learning at LeTourneau University. Have you ever noticed that when you research both sides of a question, you find yourself being convinced first by one side, and then by the other? Each argument sounds good—at least while you are reading it. When you read an argument which takes an opposite position—that sounds good too, and soon you may feel completely confused. Toulmin to the rescue! By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument.		
	USE the "They Say/ I Say" Strategy to formulate your evidence and reasoning.	https://itunes.apple.com/us/book/they-say-i-say-moves-that/id390711538?mt=11	Gerald Graff & Cathy Birkenstein; W.W. Norton & Company (iBook). You may purchase this resource to help students learn the specifics of how to write counterarguments.		
	READ and ANALYZE the information/ arguments presented in these articles.	http://abcnews.go.com/Technology/kids-cell-phones-child-phone/story?id=13385091	Cristen Conger ABC News (Video). Children's media expert: Wait as long as possible to give kids a phone. This article addresses benefits and downsides of children having cellphones. You will use it to defend your opinion dealing with cell phones and children ownership.		
	Have you ever noticed that when you research both sides of a question, you find yourself being convinced first by one side, and then by the other? Each argument sounds good—at least while you are reading it. When you read an argument which takes an opposite position—that sounds good too, and soon you may feel completely confused. Toulmin to the rescue! By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument.	COMPOSE an argument of your own to answer the question "At what age should a child be allowed to carry a cell phone?"	http://owlet.letu.edu/contenthtml/research/toulmin.html	OwLet-Online Writing and Learning at LeTourneau University. Have you ever noticed that when you research both sides of a question, you find yourself being convinced first by one side, and then by the other? Each argument sounds good—at least while you are reading it. When you read an argument which takes an opposite position—that sounds good too, and soon you may feel completely confused. Toulmin to the rescue! By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument.	
	USE the "They Say/ I Say" Strategy to formulate your evidence and reasoning	https://itunes.apple.com/us/book/they-say-i-say-moves-that/id390711538?mt=11	Gerald Graff & Cathy Birkenstein; W.W. Norton & Company (iBook). You may purchase this resource to help students learn the specifics of how to write counterarguments.		
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	COMPLETE the multiple choice questions related to Why Selfies Matter.	https://docs.google.com/document/d/1RIQf9ybJHimXauAM2k_bJACdCqMsaWxcG7e0WVrffs/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Self Identity Keystone Style Multiple Choice Assessment.		
	COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1_sBNDB47Jm7WGSRL7o7HawWE22zU1DS5s8rh7IxeAO4/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Self Identity Literacy Design Collaborative (LDC) Task.		
	EVALUATE the LDC Task using the Keystone Persuasive Rubric.	http://static.pdesas.org/Content/Documents/English_Comp_Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/Focus, Content, Organization & Style.		
	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions.		

English Language Arts: Grade 10 Module 5: Constrained Perspectives					
Topic / Title	Message	Assignment		Notes	
		Call To Action	URL		
Module 4: Mirrors: Seeing Ourselves Through the Eyes of Others	In this module, reading, writing, speaking, and listening are framed around the big idea of limiting perspectives. This module addresses the essential question: How do boundaries such as censorship limit our freedom to choose and to express our opinions? Students should read from, and write to, informational texts as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives.	READ the Module overview.			
	Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of his or her audience. Key outcomes include analyzing how complex characters develop over the course of a text; determining the point of view of the text and analyzing its impact on the meaning of the text; analyzing the representation of a subject or a key scene in two different artistic mediums; analyzing how an author draws on and transforms themes, topics, character types, and/or other text elements from source material; evaluating a speaker's perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence clearly, concisely, and logically.				
	Essential Questions 1 What is this text really about? 2 How does what readers read influence how they should read it? 3 How do readers know what to believe in what they read, hear, and view? 4 How do active listeners know what to believe in what they hear? 5 What does a reader look for and how can s/he find it? 6 How does a reader know a source can be trusted? 7 Why do writers write? What is the purpose?				
	Focus Standards CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.G - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.5.9-10.B - Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.				
	Important Standards CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented. CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
		ACCESS Module 5 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16569	For teachers. This link will take you to the PDE/SAS Portal with the full Module I Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines.	
	Determining and Analyzing Point of View	In these assignments, you will determine the point of view of the text and analyze its impact on the meaning of the text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ the poem "Theme for English B" and IDENTIFY the point of view of the speaker.	http://www.poets.org/poetsorg/poem/theme-english-b	Langston Hughes Academy of American Poets. This poem, by Langston Hughes, focuses on the poet's self-identity. You will analyze this poem to determine point of view.	
	EVALUATE the validity of the speaker's main idea based on his/her background and EXPLAIN whether or not the point of view affects the meaning of the text.	http://www.poets.org/poetsorg/poem/theme-english-b	Langston Hughes Academy of American Poets. How does the point of view affect the meaning of the text?		
	WATCH and MAKE NOTES on the video of the reading of "Theme for English B" in conjunction with the text.	https://www.youtube.com/watch?v=XHm09OCZojM	Elizabeth Hargis; Video. This video is a reading of the poem "Theme for English B" by Langston Hughes. You will use this in conjunction with the text to analyze point of view. For differentiation, teachers/student may use/watch the video versions of this poem as a supplement to support comprehension.		
Analyzing Characters in Text	In these assignments, you will analyze how complex characters develop over the course of the text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	READ the text and EXPLAIN how Goodman Brown changed from the beginning of the story to the time of his death.	http://web.ics.purdue.edu/~rebecca/lit/238f11/pdfs/YoungGoodmanBrown.pdf	Nathaniel Hawthorne Purdue University. You will use this short story to analyze the character traits of Young Goodman Brown and how they change throughout the story.		
	LISTEN to and TAKE notes on the audio version of "Young Goodman Brown" (differentiation).	https://itunes.apple.com/us/podcast/young-goodman-brown/id725013008?i=169103882&mt=2	LibriVox; Audio Podcast of Short Story. This is an audio file of the short story, "Young Goodman Brown." For differentiation, teachers/student may use the audio version of this short story as a supplement to support comprehension.		
Analyzing Author's Use of Source Material	In these assignments, you will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	READ the novel, 1984, highlighting key events, topics, and characters.	http://www.george-orwell.org/1984	Novel; available as an iBook as well. The complete works of George Orwell, searchable format. Also contains a biography and quotes by George Orwell.		
	CREATE an organizer to keep track of plot elements, characters, setting, theme, and other literary elements.	http://www.readwritethink.org/files/resources/interactives/lit-elements/	Interactive Map. The Literary Elements Map is an interactive tool that invites students to identify the key literary elements of character, setting, conflict, and resolution in a work of literature. Feel free to use this tool, search other options on Pinterest, or have students create their own.		
	READ Orwell's Letter and RESEARCH historical references that are unfamiliar.	http://www.thedailybeast.com/articles/2013/08/12/george-orwell-s-letter-on-why-he-wrote-1984.html	George Orwell via the Daily Beast; Letter. Five years before publishing 'Nineteen Eighty-Four,' George Orwell penned a letter detailing the thesis of his great novel. You will use this as you analyze the novel to illustrate how Orwell used political and societal issues as inspiration for his writing.		
	CREATE a chart to illustrate the events in Orwell's time and LINK them to literary elements found in the novel. Use specific evidence from the text to support your points.	http://www.thedailybeast.com/articles/2013/08/12/george-orwell-s-letter-on-why-he-wrote-1984.html	George Orwell via the Daily Beast; Letter. Five years before publishing 'Nineteen Eighty-Four,' George Orwell penned a letter detailing the thesis of his great novel. You will use this as you analyze the novel to illustrate how Orwell used political and societal issues as inspiration for his writing.		
Analyzing Across Texts	In these assignments, you will analyze the representation of a subject or a key scene in two different artistic mediums. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	READ "Harrison Bergeron" and MAKE NOTES to EVALUATE how Vonnegut presents the climax of the story.	http://www.inellen.com/cybereng/harrison.html	Short Story. This short story is set in the future, the year 2081, where every American is equal. You will read this story in conjunction with viewing the film to analyze literature across mediums.		
	WATCH the short film "208" and MAKE NOTES to EVALUATE how the film presents the climax of the story.	http://www.finallyequal.com/	The Moving Picture Institute; Short Film; Need to Rent or Buy. This short film of Harrison Bergeron allows the reader to add a visual and auditory component to their analysis of the story.		
	WRITE an essay that COMPARES and CONTRASTS how the climax is presented in each medium.	http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf	Read-Write-Think. You may use this graphic organizer to synthesize your notes to prepare for writing the essay.		
Evaluating Speaker's Craft	In these assignments, you will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	READ the summary of rhetoric and rhetorical devices and USE as needed.	https://itunes.apple.com/us/book/composition-rhetoric/id505978271?mt=11	Stratton D. Brooks; iBook. This resource is an in-depth summary of rhetoric and rhetorical devices.		
	WATCH the TED Talk and EVALUATE the speaker's effectiveness.	https://www.youtube.com/watch?v=KM4XeDlp0Y	Cameron Russell TED Talks. Cameron Russell admits she won "a genetic lottery": she's tall, pretty and an underwear model. But don't judge her by her looks. You will use this talk to evaluate the way she crafts her message for the audience.		
	CITE three specific pieces of evidence from her speech to support your evaluation.	http://www.pinterest.com/chefmercy/citing-text-evidence/	Mercedes Menos; Pinterest Board. Pins about Citing Text Evidence hand-picked by Pinner Mercedes Menos See more about teacher presents and mentor texts.		
	INCLUDE evidence that illustrates a rhetorical tool employed in the TED Talk.	https://itunes.apple.com/us/book/composition-rhetoric/id505978271?mt=11	Stratton D. Brooks; iBook. This resource is an in-depth summary of rhetoric and rhetorical devices.		
Presenting Information Logically	In these assignments, you will present information, findings, and supporting evidence clearly, concisely, and logically. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	LISTEN to this podcast and TAKE NOTES on the history of & rhetorical devices used in speeches.	https://itunes.apple.com/us/podcast/rhetoric/id694727478?i=164876536&mt=2	The Open University; Podcast. Simon Lancaster and Tom Clark touch upon the history of speeches.		
	REVIEW and TAKE NOTES on this Keynote.	https://itunes.apple.com/us/course/introduction-to-rhetoric/id830679890?i=267308844&mt=2	String Theory Schools; Keynote. This Keynote is another introduction to rhetoric. You will use this in conjunction with the podcast to gain a better understanding of rhetoric.		
	USE your notes from the podcast and Keynote to CREATE an informational pamphlet/brochure to educate others about rhetoric and its devices.	http://ianrpubs.unl.edu/live/q2028/build/q2028.pdf	University of Nebraska, Lincoln. This assignment is a chance for students to present information, findings, and supporting evidence clearly, concisely and logically. If it fits your purpose, you may replace the pamphlet with an essay, speech, video, blog, podcast, etc.		
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	COMPLETE the multiple choice questions related to Fahrenheit 451.	https://docs.google.com/document/d/1oYi574T0xp5U1BGKqAar4w05FMkr_PT3lTP0iMDHgz/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Bradbury/Fahrenheit Keystone Style Multiple Choice Assessment.		
	COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/18ly9slleg9VWolub-yssRQYshLj5CJccaTYoxl0bVE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Censorship Literacy Design Collaborative (LDC) Task.		
	EVALUATE the LDC Task using the Keystone Persuasive Rubric.	http://static.pdesas.org/Content/Documents/English_Comp-Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/Focus, Content, Organization & Style.		
	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions.		

English Language Arts: Grade 10					
Teacher Resources					
Module	Content Title	Message	Assignment	URL	Notes
Teacher Resources		Below are a list of teacher and student/teacher resources that will support the different Modules. Some of these are also available in the Modules. It is up to the teacher to use/not use at his/her discretion.			
Module 1	Module 1 PA Instructional Frameworks on SAS	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	ACCESS Module 1 Instructional Frameworks	http://www.pdesas.org/module/cm/Cmap/View/16561	For teachers
Module 1	Module 1 10th grade ELA Reading Standards Side by Side	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers
Module 1	Module 1 Lesson Plan-Analyzing Famous Speeches as Arguments	The following lesson plan will help teachers work with students to analyze a speech for rhetorical devices and their purpose, identify an author's purposeful manipulation of language, identify elements of argument within a speech, and write an analysis of a speech with in-text documentation.	REVIEW and USE as needed.	http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4	Teacher Resource; ReadWriteThink.org
Module 1	AP Rhetorical Devices List	The following list of rhetorical devices will help both teachers and students build background knowledge and a common vocabulary for this section of the course.	REVIEW and USE the following list of rhetorical devices and definitions as needed	https://hhs-english-iv-wikispaces.com/file/view/Rhetorical+Devices.pdf	Course Hero.com; Teacher Resource as well
Module 1	SOAPStone Graphic Organizer for Rhetorical Analysis	SOAPStone Graphic Organizer - this can be used to evaluate speaker, occasion, audience, purpose, subject and tone of a speech	IDENTIFY and ANALYZE the rhetorical devices used in this speech & CITE examples from the text to illustrate the devices you have identified	https://d3jc3ahjd7x7.cloudfront.net/MO11HRmZ1DPqGpN3dVzvkcdLv59a5aa1GxwDUN8Uevkz5c.pdf	Student and Teacher Resource
Module 1	What do students need to know about rhetoric?	The following resource will provide you with background as to Aristotle's Rhetorical Triangle. You will use this concept as a means for your comparative analysis of Bill Clinton's speeches.	USE Aristotle's Triangle Resource for the following tasks related to Bill Clinton	http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf	AP Central/College Board; Student & Teacher Resource
Module 1	Julius Caesar Keystone Style Multiple Choice Assessment	This is the Julius Caesar Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/a/wasdpa.org/document/d/1Emh-exK1XQ28-rs16ZoKKhEJVtBci2Neb66Jm/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	Julius Caesar Literacy Design Collaborative (LDC) Task	This is the Julius Caesar Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1IOAflYrKQxcPXzns620FoxdVuzHeg8c6yZLGHl/edit	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	Keystone Rubric-Persuasive Writing (Domains)	This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/ Focus, Content, Organization & Style	EVALUATE the LDC Task using the Keystone Persuasive Writing Domains Rubric	http://static.pdesas.org/Content/Documents/English_Comp-Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	Keystone Rubric-Writing (Conventions)	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	PA Instructional Frameworks on SAS	This link will take you to the PDE/SAS Portal with the full Module 2 Instructional Frameworks aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	ACCESS Module 2 Instructional Frameworks	http://www.pdesas.org/module/cm/Cmap/View/16562	For teachers
Module 2	10th grade ELA Reading Standards Side by Side	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular Document	Uploaded to course	For teachers
Module 2	Princess Diana Keystone Style Multiple Choice Assessment	This is the Princess Diana Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/document/d/102MxIdudc03AFEE9DcR0lUvKMcXh61BWSrQf5bH_Uedit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	Person of Historical/Cultural Significance Literacy Design Collaborative (LDC) Task	This is the Person of Historical/Cultural Significance Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1i58zh29mPQg7X62d-UqDqXmqgFck94Z4GzieF_q3g/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	Keystone Rubric-Expository Writing (Domains)	This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/ Focus, Content, Organization & Style	EVALUATE the LDC Task using the Keystone Expository Writing Domains Rubric	http://static.pdesas.org/Content/Documents/English_Comp-Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	Keystone Rubric-Writing (Conventions)	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	PA Instructional Frameworks on SAS	This link will take you to the PDE/SAS Portal with the full Module 3 Instructional Frameworks aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	ACCESS Module 3 Instructional Frameworks	http://www.pdesas.org/module/cm/Cmap/View/16567	For teachers
Module 3	10th grade ELA Reading Standards Side by Side Module 3	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular Document	Uploaded to course	For teachers
Module 3	Night Keystone Style Multiple Choice Assessment	This is the Night Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/document/d/1EmrUFjB1ap-exQ_Z4tE97WJr8NcHndPIY3xx7wDL_4/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	Night Literacy Design Collaborative (LDC) Task	This is the Night Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1C0sqWtB-v62HL8Tb7K82HNxVRoz4D1GzrhKHggaAeEedit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	Keystone Rubric-Expository Writing (Domains)	This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/ Focus, Content, Organization & Style	EVALUATE the LDC Task using the Keystone Expository Rubric	http://static.pdesas.org/Content/Documents/English_Comp-Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	Keystone Rubric-Writing (Conventions)	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	PA Instructional Frameworks on SAS	This link will take you to the PDE/SAS Portal with the full Module 4 Instructional Frameworks aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	ACCESS Module 4 Instructional Frameworks	http://www.pdesas.org/module/cm/Cmap/View/16568	For teachers
Module 4	10th grade ELA Reading Standards Side by Side Module 4	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular Document	Uploaded to course	For teachers
Module 4	SOAPStone Graphic Organizer for Rhetorical Analysis	SOAPStone Graphic Organizer - this can be used to evaluate speaker, occasion, audience, purpose, subject and tone of a piece of text.	COMPARE/CONTRAST the two articles for purpose, form, audience and style (use the SOAPStone rhetorical analysis strategy)	https://d3jc3ahjd7x7.cloudfront.net/MO11HRmZ1DPqGpN3dVzvkcdLv59a5aa1GxwDUN8Uevkz5c.pdf	Student and Teacher Resource
Module 4	Self Identity Keystone Style Multiple Choice Assessment	This is the Self Identity Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/document/d/1RiQI9ybJHmXauAM2k_bJACdCmMsaWXcG7eWVvffs/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	Self Identity Literacy Design Collaborative (LDC) Task	This is the Self Identity Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1_sBNDB47Jm7WGSRL7o7HawWE22U1DSs5th7TxeA04/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	Keystone Rubric-Persuasive Writing (Domains)	This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/ Focus, Content, Organization & Style	EVALUATE the LDC Task using the Keystone Persuasive Rubric	http://static.pdesas.org/Content/Documents/English_Comp-Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	Keystone Rubric-Writing (Conventions)	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	PA Instructional Frameworks on SAS	This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.	ACCESS Module 5 Instructional Frameworks	http://www.pdesas.org/module/cm/Cmap/View/16569	For teachers
Module 5	10th grade ELA Reading Standards Side by Side Module 5	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular Document	Uploaded to course	For teachers
Module 5	Bradbury/Fahrenheit Keystone Style Multiple Choice Assessment	This is the Bradbury/Fahrenheit Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/document/d/1oYi574T0xp5U1BGGkAa4w05FMkr_PT31TPOIMDHgz/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	Censorship Literacy Design Collaborative (LDC) Task	This is the Censorship Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	https://docs.google.com/document/d/18v9slleg9VWolub-yvssRQYshJ5CJccaTYoxl0bvVE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	Keystone Rubric-Persuasive Writing (Domains)	This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/ Focus, Content, Organization & Style	EVALUATE the LDC Task using the Keystone Persuasive Rubric	http://static.pdesas.org/Content/Documents/English_Comp-Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	Keystone Rubric-Writing (Conventions)	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook
Learning Management Systems		Below are a list of various learning management systems that aid in the collection and distribution of digital materials, as well as the online classroom collaboration, interaction and discussion.			
	Canvas	Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.	REVIEW and USE as needed	http://www.instructure.com/try-canvas	Also available as an App; premium version available for a cost.
	Edmodo	Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.	REVIEW and USE as needed	https://www.edmodo.com/	Also available as an App; premium version available for a cost.
	Schoology	Schoology is a learning management system (LMS) that has redefined the LMS to make online education a collective effort and to increase the overall impact of everyone involved in a student's education. It gives the teacher the tools and connections to engage students more efficiently and improve educational effectiveness on both a large and small scale. Schoology is a living, breathing educational community that can adjust to changing student needs, learn from collective experiences, and continually improve as education and technology advance.	REVIEW and USE as needed	https://www.schoology.com/home	Also available as an App; premium version available for a cost.
	Showbie	Showbie is like a drop box for the classroom. Using Showbie, students can submit pictures, video, podcasts, presentations and other work from hundreds of apps into their Showbie online assignment folder. Teachers use the Showbie iPad app to easily review students' work and provide rich feedback with document mark up annotations and voice notes. Showbie unlocks the creative potential of the iPad to engage students in learning	REVIEW and USE as needed	https://itunes.apple.com/us/app/showbie-for-ipad/id54889085?mt=8	Only available as an App; premium version available for a cost.
Assessment Tools		Below is a list of various digital assessment tools for a variety of purposes.			
	Class Dojo	ClassDojo is a classroom tool that helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents and administrators	REVIEW and USE as needed	http://www.classdojo.com/	Also available as an App; premium version available for a cost.
	Easy Assessment (\$.99)	Easy Assessment is a simple way to capture and assess performance in any context. Teachers can: add/manage entire groups or smaller groups, develop rubrics, add text notes to student assessments, add video or images to strength assessments, email assessment results, upload assessments, videos and images to Dropbox	REVIEW and USE as needed	https://itunes.apple.com/us/app/easy-assessment-rubric-creation/id489279817?mt=8	Only available as an App
	Show of hands	Show of Hands is an informal polling platform and social networking platform developed for use on mobile devices such as iPhone, iPad and Android as well as on the Web.	REVIEW and USE as needed	https://www.showofhands.mobi/	Also available as an App; premium version available for a cost.
	Socrative	Socrative is a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smartphones, laptops, and tablets.	REVIEW and USE as needed	http://www.socrative.com/	Also available as an App; premium version available for a cost.
	Wonder Polls	Create your own polls, then share them to get your students' own answers, answers.	REVIEW and USE as needed	https://itunes.apple.com/us/app/wonder-polls-question-everything/id689029367?mt=8	Also available as an App; premium version available for a cost.

English Language Arts: Grade 10 Student Tools					
Title	Post Message	Assignment	Content Title	Content URL or Location	Notes
Module #	Overview of the Section	Call To Action	Name of link/attach/app	URL	Author/Type of Resource (audio book, text, etc.)
Student Tools	In this section are apps and other resources that students may use across all modules and courses. They are categorized by use, and if applicable cost is identified in parenthesis.				
Productivity Tools	Below are productivity tools that students may use for a variety of tasks, including but not limited to note-taking/note-making, writing, sharing and collaborating on documents, recording and reporting data, etc.				
	Google Drive is a cloud storage service that allows you to store your documents, photos, videos, and more online. From Drive, you can also use Google Docs, Google Sheets, and other applications to create and edit various types of files. Google Drive and Docs.	REVIEW and USE as needed	Drive (Google)	https://drive.google.com/	Also available as an App; premium version available for a cost.
	Google Docs is a free, web-based office suite offered by Google within its Google Drive service. It was formerly a storage service as well, but has since been replaced by Google Drive. It allows users to create and edit documents online while collaborating with other users live.	REVIEW and USE as needed	Docs (Google)	https://docs.google.com/	Also available as an App; premium version available for a cost.
	Dropbox is a home for all your photos, docs, videos, and files. Anything you add to Dropbox will automatically show up on all your computers, phones and even the Dropbox website — so you can access your stuff from anywhere.	REVIEW and USE as needed	Dropbox	https://www.dropbox.com/	Also available as an App; premium version available for a cost.
	Evernote is a suite of software and services, designed for note taking and archiving. A "note" can be a piece of formatted text, a full webpage or webpage excerpt, a photograph, a voice memo, or a handwritten "ink" note. Notes can also have file attachments.	REVIEW and USE as needed	Evernote	https://evernote.com/	Also available as an App; premium version available for a cost.
	With Notability for iPad, Ginger Labs has a great app for note taking. Notability also has some unique features that make them stand out from the rest. Notability is setup by subject. You can create multiple subjects and put multiple notes in each subject. Notability can also sync to iTunes, Dropbox and print your notes.	REVIEW and USE as needed	Notability	https://itunes.apple.com/us/app/notability/id360593530?mt=8	Only available as an App; premium version available for a cost.
	With Numbers for Mac, sophisticated spreadsheets are just the start. The whole sheet is your canvas. Just add dramatic interactive charts, tables and images that paint a revealing picture of your data. You can work seamlessly between Mac and iOS devices. And work effortlessly with people who use Microsoft Excel.	REVIEW and USE as needed	Numbers (iWork-\$9.99)	https://icloud.com	Also available as an App; premium version available for a cost.
	Pages for Mac is a powerful word processor that gives you everything you need to create documents that look beautiful. And read beautifully. It lets you work seamlessly between Mac and iOS devices. And even work effortlessly with people who use Microsoft Word.	REVIEW and USE as needed	Pages (iWork-\$9.99)	https://icloud.com	Also available as an App; premium version available for a cost.
	Google Sheets makes your data pop with colorful charts and graphs. Built-in formulas, pivot tables and conditional formatting options save time and simplify common spreadsheet tasks. All for free.	REVIEW and USE as needed	Sheets (Google)	https://docs.google.com/spreadsheets/	Also available as an App; premium version available for a cost.
	The UPAD app takes notes to another level. Your notes become more striking than a printed page. And you'll be completely intrigued.	REVIEW and USE as needed	UPAD Lite	https://itunes.apple.com/us/app/upad-lite/id409143694?mt=8	Only available as an App; premium version available for a cost.
Presentation Tools	Below are presentation tools that students may use to create, display and present their learning.				
	Flowboard is a new presentation tool for the way people share ideas today. Flowboard presentations are composed of interactive screens which can contain documents, videos, galleries, and navigation. Flowboard presentations can be viewed by anyone, on any device.	REVIEW and USE as needed	Flowboard	https://flowboard.com/	Only available as an App; premium version available for a cost.
	Haiku Deck is an iOS app enabling users to create presentations and slideshows. Haiku Deck is the simple new way to create stunning presentations – whether you are pitching an idea, teaching a lesson, telling a story, or igniting a movement.	REVIEW and USE as needed	Haiku Deck	https://www.haikudeck.com/	Also available as an App; premium version available for a cost.
	Keynote for Mac makes it simple to create and deliver beautiful presentations. Powerful tools and dazzling effects bring your ideas to life. You can work seamlessly between Mac and iOS devices. And work effortlessly with people who use Microsoft PowerPoint.	REVIEW and USE as needed	Keynote (iWork-\$9.99)	https://icloud.com	Also available as an App; premium version available for a cost.
	Microsoft PowerPoint is a slide show presentation program developed by Microsoft. It was officially launched on May 22, 1990, as a part of the Microsoft Office suite. PowerPoint presentations can be made into photo albums, complete with music or narrations, to distribute on CDs or DVDs.	REVIEW and USE as needed	PowerPoint (Microsoft)	https://itunes.apple.com/us/app/microsoft-powerpoint-for-ipad/id586449534?mt=8	Available as an App or desktop software; premium version available for a cost.
	Prezi is cloud-based, meaning you can present from your browser, desktop, iPad, or iPhone and always have the latest version of your work at your fingertips. Create or edit on the go, then auto-sync across all your devices with ease	REVIEW and USE as needed	Prezi	http://prezi.com/	Also available as an App; premium version available for a cost.
	Go to SlideShark.com. With over 2 million downloads and counting, SlideShark™ is the leading app for showing PowerPoint® from the iPad, iPhone and iPod touch – the way it was meant to be seen.	REVIEW and USE as needed	SlideShark	https://www.slideshark.com/	Also available as an App; premium version available for a cost.
Graphic Organizer Tools	Below are graphic organizer tools that students may use to map their thinking, to brainstorm ideas for writing or discussion, or to plan their writing.				
	Capturing and sharing your inner most creative genius has never been easier. Introducing the first multi-device collaboration tool from Universal Mind. From iPhone to iPad with just a flick of the finger, iBrainstorm has set the bar and has redefined the very nature of collaboration.	REVIEW and USE as needed	iBrainstorm	https://itunes.apple.com/us/app/ibrainstorm/id382252825?mt=8	Only available as an App; premium version available for a cost.
	Idea Sketch lets you easily draw a diagram - mind map, concept map, or flow chart - and convert it to a text outline, and vice versa. You can use Idea Sketch for anything, such as brainstorming new ideas, illustrating concepts, making lists and outlines, planning presentations, creating organizational charts, and more!	REVIEW and USE as needed	Idea Sketch	https://itunes.apple.com/us/app/idea-sketch/id367246522?mt=8	Only available as an App; premium version available for a cost.
	MindMash is a brainstorming & note-taking application for the iPad. It allows users to create an ideas mash-up by combining and manipulating text, images & drawings on the iPad in a visual and free-form manner.	REVIEW and USE as needed	MindMash	https://itunes.apple.com/us/app/mindmash/id364617744?mt=8	Only available as an App; premium version available for a cost.
	Inspiration Maps brings visual thinking to the iPad. With Inspiration Maps you can: brainstorm and visualize ideas with maps and diagrams, organize thoughts and information, make sense of complex concepts and projects, build critical thinking and reasoning skills, organize for studying and build study skills and note taking skills	REVIEW and USE as needed	Inspiration Maps (Webspiration)	http://www.mywebspiration.com/	Also available as an the 'Inspiration' App; premium version available for a cost.
	Popplet lite is perfect for use in schools making students connect the dots together and link ideas creating a mindmap. The mindmap could be used for use in any subject, linking a students ideas together. Popplet has more uses, some of these include the ability to create diagrams, creating presentations, class notes and projects. Popplet can also export your mind maps as a jpeg and pdf, and is able to support VGA's for use with interactive boards and displays in classrooms.	REVIEW and USE as needed	Popplet Lite	http://popplet.com/	Also available as an App; premium version available for a cost.
	Tools 4 Students offers 25 graphic organizers supporting common comprehension skills like main idea and detail, sequencing, compare and contrast etc. Each organizer can be used again and again and be emailed, drop boxed, or saved as a PDF.	REVIEW and USE as needed	Tools 4 Students (\$9.99)	https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	Only available as an App; premium version available for a cost.
	This app allows users to create Venn diagrams that contain two or three overlapping circles. Users identify and record concepts that can be placed in one of the circles or in the overlapping areas, allowing them to organize their information logically. The finished Venn diagram can be emailed out or saved to the device's photo album.	REVIEW and USE as needed	Venn Diagram	https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8	Only available as an App; premium version available for a cost.