<table>
<thead>
<tr>
<th>Activity</th>
<th>Assignment Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric for Writing Conventions</td>
<td>COMPLETE the LDC Writing Task.</td>
</tr>
<tr>
<td>Rubric</td>
<td>COMPLETE the multiple choice questions and rubric for Writing Conventions.</td>
</tr>
<tr>
<td>Complete the Strageties Powerpoint</td>
<td>REVIEW rhetorical devices and definitions.</td>
</tr>
<tr>
<td>Julius Caesar Activity</td>
<td>READ and TAKE notes on the 'Elements of Drama' reading.</td>
</tr>
<tr>
<td>Julius Caesar Assignment</td>
<td>READ and ANNOTATE Act II, Scene II from Julius Caesar.</td>
</tr>
<tr>
<td>Julius Ceasar</td>
<td>READ and ANNOTATE Act II, Scene II from the Senate floor.</td>
</tr>
<tr>
<td>Julius Ceasar, Act III, Scene 2</td>
<td>RESEARCH and prepare for the compare/contrast activity.</td>
</tr>
<tr>
<td>Julius Ceasar, Act III, Scene 2</td>
<td>EVALUATE and SCORE both monologues in Julius Ceasar, Act III, Scene 2.</td>
</tr>
<tr>
<td>Julius Ceasar, Act III, Scene 2</td>
<td>WRITE and TURN IN the following tasks related to citing evidence.</td>
</tr>
<tr>
<td>Julius Ceasar, Act III, Scene 2</td>
<td>COMPLETE the following task.</td>
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</table>

**Assignment Information**

For teachers: This link will take you to the PDE/SAS Portal with the full Module I Instructional Resources. For students: This link will take you to the PDE/SAS Portal with the full Module I Instructional Resources.
Developing and Analyzing a Topic

Module 2: Knowledge and Demonstration

In this assignment, you will present information, findings, and supporting examples appropriate to the audience's knowledge of the topic to evaluate them.

Students are expected to organize, use, and use appropriate language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations.

Essential Questions

1. How do speakers employ language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations?

2. How do learners make decisions concerning formal and informal listening at the college and career readiness level; demonstrate independence in their learning.

3. How do speakers employ language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations?

4. How do learners make decisions concerning formal and informal listening at the college and career readiness level; demonstrate independence in their learning.

5. How do learners make decisions concerning formal and informal listening at the college and career readiness level; demonstrate independence in their learning.

6. How do speakers employ language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations?

7. How do learners make decisions concerning formal and informal listening at the college and career readiness level; demonstrate independence in their learning.

8. How do speakers employ language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations?

9. How do learners make decisions concerning formal and informal listening at the college and career readiness level; demonstrate independence in their learning.

10. How do speakers employ language and utilize resources to effectively present information, reasoning, and use of evidence and rhetoric in their presentations?

Grades: 9-10

English Language Arts: Grade 10

Performance Indicators

CC.1.2.9-10.I

Analyze seminal U.S. documents of historical and literary significance, including The Declaration of Independence, the Constitution, and the Bill of Rights.

CC.1.5.9-10.D

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric in their presentations.

CC.1.6.9-10.D

Explain how the meaning of a word or phrase is affected by its context.

CC.1.7.9-10.B

Understand and apply the characteristics of print and digital media to improve the quality of presentations.

English Cognates

Examples:

- Analyze seminal U.S. documents of historical and literary significance, including The Declaration of Independence, the Constitution, and the Bill of Rights.

- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric in their presentations.

- Explanations of how the meaning of a word or phrase is affected by its context.

- Understand and apply the characteristics of print and digital media to improve the quality of presentations.

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- Understand and apply the characteristics of print and digital media to improve the quality of presentations.
Determining and Analyzing Influential Relationships

Assessment Resources

A Topic for Writing

Point of View

with other content and materials available to them.

In these assignments, you will learn to determine and analyze the point of view with relevant, well-chosen, strong and thorough textual evidence to support analysis of what the text says, how it says it, and why it says it. This module addresses the big idea of interpreting diverse perspectives. This module addresses the important standards for CC.1.3.9-10.C Develop and analyze the topic with relevant, well-chosen, strong and thorough textual evidence to support analysis of what the text says, how it says it, and why it says it. Students analyze complex characters, examining their development over the course of the text, drawing upon what they have read from all texts in order to provide evidence. Students address how a writer influences the views and opinions of readers. Students address the impact the point of view has on the meaning of the text. Students learn to determine and analyze the point of view with relevant, well-chosen, strong and thorough textual evidence to support analysis of what the text says, how it says it, and why it says it. Students learn to determine and analyze the point of view with relevant, well-chosen, strong and thorough textual evidence to support analysis of what the text says, how it says it, and why it says it.

Determining and Analyzing Influential Relationships

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<th>Topic</th>
<th>Grade</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>10</td>
<td>What makes clear and effective writing?</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>Develop arguments in writing, speaking, and listening skills. Students will address how a writer's choices concerning evidence, purpose, form, audience, and style (use of standard English conventions, word choice, sentence structure, and paragraph organization) impact the text's meaning.</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{Keystone Rubric for Writing Conventions.} ]</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{Conventions Scoring Guidelines 2011-02-16.pdf} ]</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{Persuasive Scoring Guidelines 2011-08-16.pdf} ]</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{They Say I Say (editorial).} ]</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{OwLet-Online Writing and Learning at LeTourneau University.} ]</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{How an online reputation can hurt your job hunt/} ]</td>
<td></td>
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<tr>
<td>5.0</td>
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<td>[ \text{Forbes Staff.} ]</td>
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<td>[ \text{Instagram and have parents and psychologists connecting skills and assignments across the ELA instructional framework aligned to the PA standards. To connect the focus of this lesson with the Social Studies standards and access the Module 4 Instructional Framework, go to the following URL.} ]</td>
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<td>[ \text{<a href="http://owlet.letu.edu/contenthtml/research/toulmin.html%7D">http://owlet.letu.edu/contenthtml/research/toulmin.html}</a> ]</td>
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<tr>
<td>5.0</td>
<td>10</td>
<td>[ \text{<a href="http://www.washingtonpost.com/business/cellphones-job-hunt/%7D">http://www.washingtonpost.com/business/cellphones-job-hunt/}</a> ]</td>
<td></td>
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<tr>
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<td>10</td>
<td>[ \text{<a href="http://www.forbes.com/sites/deborahljacobs/2013/05/17/how-an-online-reputation-can-hurt-your-job-hunt/%7D">http://www.forbes.com/sites/deborahljacobs/2013/05/17/how-an-online-reputation-can-hurt-your-job-hunt/}</a> ]</td>
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<td>[ \text{<a href="http://www.nytimes.com/2010/06/10/technology/what-the-picture-may-mean-as-far-as-self-identity.html?pagewanted=all&amp;_r=0%7D">http://www.nytimes.com/2010/06/10/technology/what-the-picture-may-mean-as-far-as-self-identity.html?pagewanted=all&amp;_r=0}</a> ]</td>
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<td>[ \text{Alexandra Sifferlin</td>
<td>Time Magazine.} ]</td>
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</tr>
</tbody>
</table>
Module 4: Mirrors: Seeing Ourselves

Assessment

Resources

Craft demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.

In these assignments, you will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that key claim(s) and counterclaims are supported by relevant evidence; provide a well-structured and clear presentation of the topic(s); and express ideas clearly and persuasively. The resources below were chosen for teachers to provide a chance for students to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that key claim(s) and counterclaims are supported by relevant evidence; provide a well-structured and clear presentation of the topic(s); and express ideas clearly and persuasively.

CC.1.5.9-10.D

CC.1.3.9-10.H

CC.1.3.9-10.C

treatment.


demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.

In these assignments, you will analyze the representation of a subject or a key scene in two different artistic mediums; analyzing how an author draws on classic and contemporary literature. Students engage in class discussions of the course of a text; determining the point of view of the text and analyzing its impact on the meaning of the text.

In these assignments, you will analyze characters; evaluating a speaker’s perspective, reasoning, and use of rhetorical devices and use as needed.

In these assignments, you will evaluate speaker’s perspective, reasoning, and use of rhetorical devices and use as needed.

In these assignments, you will determine the point of view of the text and analyze its impact on the meaning of the text.

CC.1.1.9-10.B

CC.1.1.9-10.B

How do active listeners know what to believe in what they hear?

How do readers know what to believe in what they read, hear, and view?

6 How does a reader know a source can be trusted?

4 How do active listeners know what to believe in what they hear?

3 How do readers know what to believe in what they read, hear, and view?

2 How do readers know what makes media influence how they should read?

1 How do listeners know what makes media influence how they should read?

Analyzing Characters

Evaluating Speaker’s Perspective

Analyzing Author’s Craft

Module 4 Mirrors: Seeing Ourselves

Craft demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.

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 teachers to provide a chance for students to determine the point of view of the text and analyze its impact on the meaning of the text.

CC.1.1.9-10.B

Analyzing Author’s Craft

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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Show of hands</td>
<td>This activity is designed to engage students and encourage participation. Teachers should prepare questions that directly relate to the lesson material.</td>
</tr>
<tr>
<td>Module 2</td>
<td>Class Dojo</td>
<td>Class Dojo is a classroom tool that helps teachers track student behavior and communicate with parents. Students can earn points for positive behavior and share achievements with their parents.</td>
</tr>
<tr>
<td>Module 3</td>
<td>Night Keystone Style Multiple Choice</td>
<td>This multiple-choice assessment is intended to test students' understanding of a particular topic. It includes a variety of questions that cover different aspects of the lesson.</td>
</tr>
<tr>
<td>Module 4</td>
<td>10th grade ELA Reading Standards Side by Side</td>
<td>This resource compares the Pennsylvania Learning Standards for English Language Arts (ELA) with common core standards. It is useful for teachers to understand the alignment between different frameworks.</td>
</tr>
<tr>
<td>Module 5</td>
<td>Julius Caesar Keystone Style Multiple Choice</td>
<td>This multiple-choice assessment is designed to test students' knowledge of Shakespeare's play, Julius Caesar. It includes questions on character analysis, themes, and plot.</td>
</tr>
</tbody>
</table>

For more resources, please visit the following links:

- [Showbie](https://www.showbie.com) is like a drop box for the classroom.
- [ClassDojo](https://classdojo.com) is a classroom tool that helps teachers track student behavior and communicate with parents.
- [Schoology](https://www.schoology.com) is a learning management system that aids in the collection of student work and generates data on behavior that teachers can use to make informed decisions.
- [Pinterest](https://www.pinterest.com) is a social networking platform developed for teachers to share ideas and resources.
- [Google Drive](https://drive.google.com) is an online assignment folder that allows teachers to share with parents and administrators.
- [Dropbox](https://www.dropbox.com) is a file-sharing and storage service that makes it appropriate for a classroom. Using Dropbox, teachers can store and share documents, and make it accessible to students.

For access to specific frameworks and standards, please visit the following portals:

- [PDE/SAS Portal](http://www.pdesas.org/module/cm/Cmap/View/16568)
- [SAS Portal](http://www.socrative.com/)
- [Canvas](https://instructure.com/try-canvas)
- [Learning Management Systems](https://www.readwritethink.org/)

For additional resources, please visit:

- [View/16567](http://www.pdesas.org/module/cm/Cmap/View/16567)
- [View/16562](http://www.pdesas.org/module/cm/Cmap/View/16562)
- [View/16568](http://www.pdesas.org/module/cm/Cmap/View/16568)
- [View/16569](http://www.pdesas.org/module/cm/Cmap/View/16569)
- [View/16570](http://www.pdesas.org/module/cm/Cmap/View/16570)
### Student Tools

- **Google Drive**
  - 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 is free.
  - [Review and Use as needed.](https://www.google.com)
  - Also available as an App; premium version available for a cost.

- **Google Docs**
  - A free, web-based office suite offered by Google within the 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.](https://docs.google.com)
  - Also available as an App; premium version available for a cost.

- **Dropbox**
  - A free app for use in a phone's photo album. Dropbox is highly useful for any user looking to back up files or retrieve photos easily.
  - [Review and Use as needed.](https://www.dropbox.com)
  - Also available as an App; premium version available for a cost.

- **Google Sheets**
  - A free spreadsheet program that makes it easy to create and edit documents. Google Sheets is free and can be used in a variety of applications.
  - [Review and Use as needed.](https://docs.google.com)
  - Also available as an App; premium version available for a cost.

## Productivity Tools

<table>
<thead>
<tr>
<th>Author/Type of Resource (audio book, text, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below are productivity tools that students may use for a variety of tasks, including but not limited to note-taking/note-making, writing, and creating presentations on documents, recording and editing talks, etc.</td>
<td>Also available as an App; premium version available for a cost.</td>
</tr>
</tbody>
</table>

### Graphic Organizer Tools

<table>
<thead>
<tr>
<th>Graphic Organizer Name</th>
<th>Author/Type of Resource (audio book, text, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind UPAD</td>
<td>Below are graphic organizer tools that students may use to map their thinking, brainstorm ideas for writing, or to organize their notes.</td>
</tr>
<tr>
<td>Popplet Lite</td>
<td>Only available as an App; premium version available for a cost.</td>
</tr>
<tr>
<td>Inspiration Maps</td>
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<tr>
<td>Notability</td>
<td>Also available as an App; premium version available for a cost.</td>
</tr>
<tr>
<td>Keynote (iWork-$9.99)</td>
<td>Also available as an App; premium version available for a cost.</td>
</tr>
<tr>
<td>Powerpoint (Microsoft)</td>
<td>Also available as an App; premium version available for a cost.</td>
</tr>
<tr>
<td>iBrainstorm</td>
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<td>Prezi</td>
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<td>Oxford</td>
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<td>MyWebspiration</td>
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