

TOPIC/TITLE	MESSAGE	ASSIGNMENT/CALL TO ACTION	URL	NOTES	
Module Overview	<p>In this module, reading, writing, speaking, and listening are confronted around the big idea of exploring and evaluating rhetorical choices. This module addresses the essential question: How do stereotypes impact 21st century society? 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 explore and evaluate rhetorical choices. The goal of this unit is for students to apply a broad range of reading, writing, speaking, and listening skills.</p> <p>Students will address how stereotypes impact 21st century society. Key outcomes include citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author's point of view or purpose shapes the content and style of a text; distinguishing the claim(s) from alternate or opposing claims; and develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? How does a reader know a source can be trusted? What is the author's purpose? Who is the audience? What will work best for the audience? <p>Focus Standards CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>Important Standards CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	READ the module overview.	Uploaded to course		
	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 1 Instructional Frameworks.	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/CMap/CMap/DefaultCmap/16563	For teachers
	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 1	Uploaded to course	For teachers
		WATCH this lecture about stereotypes and CREATE a graphic organizer to take notes of notable information, terms and examples talked about in the lecture.	Lecture - Stereotype Threat and Performance	https://itunes.apple.com/us/podcast/1-stereotype-threat-performance/id513506131?i=112075667&mt=2	For teachers & students
Distinguishing claims and counterclaims	In these assignments, you will distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		READ this thesis paper written by Gosia Gizycki. MAKE a list of female stereotypes referenced in the paper.	Thesis written by Gosia Gizycki for San Jose State University: Female Stereotypes in 21st Century News and Business Magazines	http://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=4638&context=etd_theses	
		LISTEN to the podcast - WRITE a summary of the keypoints and ideas discussed. CREATE a 10-question quiz covering the material and concepts.	Podcast - Becoming Barbie: The Pros and Cons of Female Stereotypes	https://itunes.apple.com/us/podcast/becoming-barbie-pros-cons/id337723187?i=146121065&mt=2	
		WRITE an essay or CREATE a presentation about the concept of the beauty myth, how it has changed and/or stayed the same throughout history. Reference ideas from the podcast, thesis paper and this excerpt.	The Beauty Myth excerpt by Naomi Wolf	http://people.cohums.ohio-state.edu/carmack8/english110c/Wolf.pdf	
Evaluating speaker's credibility	In these assignments, you will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.	READ article, brainstorm a list of what stereotypes exist in today's society.	article from Lifepaths 360: <i>Stereotypes in the 21st Century</i> by Ann Major	http://www.lifepaths360.com/index.php/stereotypes-in-the-21st-century-15640/	
		RESEARCH one of the stereotypes.			
		CREATE a visual (poster, comic, etc.) to illustrate the ideas and beliefs which lead to that stereotype.			
		READ the articles about age-based stereotypes.	article from Forbes: Six Reasons Millennials are Actually the Best Workers	http://www.forbes.com/sites/forbesleadershipforum/2014/05/16/six-reasons-millennials-are-actually-the-best-workers/	
		WRITE a brief essay explaining why an employer should or should not hire today's adolescents.			
		CITE information in one of the articles provided and FIND one additional academic resource to cite in your work.			
		READ the article about teens and their parents. WRITE a brief history of your relationship with your parents and how you believe it has impacted your development as an individual. CITE information from the article to help give your essay credibility. Do you think the author's beliefs and assertions are accurate based on your personal experiences? ANSWER this question in your writing as well.	<i>Teens and their Parents in the 21st Century: An Examination of Trends in Teen Behavior and the Role of Parent Involvement</i>	http://files.eric.ed.gov/fulltext/ED443529.pdf	
		WRITE a brief history of your relationship with your parents and how you believe it has impacted your development as an individual.			
		CITE information from the article to help give your essay credibility.			
		Do you think the author's beliefs and assertions are accurate based on your personal experiences? ANSWER this question in your writing as well.			
Evaluating influences content and style	In these assignments, you will evaluate how an author's point of view or purpose shapes the content and style 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.	REVIEW the power point about author's point of view. CREATE a worksheet explaining various types of point of view.	Power Point from author stream "Point of View"	http://www.authorstream.com/Presentation/tccampa-153011-point-view-literature-fiction-education-ppt-powerpoint/	
		READ the excerpt - write a 1-page summary of what the author/narrator is experiencing and explain why the author chose to write the text in this format.	Excerpt: <i>A Million Little Pieces</i> by James Frey	http://www.randomhouse.com/boldtype/0403/frey/excerpt.html	
Citing textual 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 the articles about James Frey's memoir.	New York Times article: <i>Best-selling Memoir Draws Scutiny</i>	http://www.nytimes.com/2006/01/10/books/10frey.html?_r=0	
			Article from the Smoking Gun: <i>A Million Little Lies</i>	http://www.thesmokinggun.com/documents/celebrity/million-little-lies	
		RESPOND to the question: "Is James Frey supporting the stereotype that addicts are liars?"			
		LEARN about James Frey.	Nightly News - <i>Oprah goes on the attack</i>	http://www.nbcnews.com/video/nightly-news/11047905#11047905	
		LISTEN to another point of view.	CBS News: <i>Oprah says author betrayed millions</i>	http://www.cbsnews.com/news/oprah-says-author-betrayed-millions/	
		ANSWER the question: "Is James Frey supporting the stereotype that addicts are liars?"			
		"Is James Frey supporting the stereotype that addicts are liars?" WRITE an essay that answers this question:			
		FIND an additional resource online to support your viewpoint.			
		CITE textual evidence from the article, your source and the videos.			
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.				
	This is the Hirsch Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Hirsch Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1yYvOGzS-bhXfM7xBNnPSKLnULCvL-YicXp9xUR2Yfns/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
	This is the Hirsch/Fitzgerald Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Hirsch/Fitzgerald Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/11_c4J8VATWlvcra6UjFr5-Ux06ex94xoDyGjSHHPY/edit?usp=sharing	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 Expository Rubric	Keystone Rubric-Expository Writing (Domains)	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 Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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

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Module Overview	<p>In eleventh grade, students analyze and evaluate perspective in connection to purpose, audience, and task (biases). They cite strong, thorough textual evidence based on and related to the author's implicit and explicit assumptions and beliefs. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts.</p> <p>Students analyze and evaluate the impact of an author's rhetorical choices (i.e., point of view, purpose, style) on their writing and reasoning, including claims and counterclaims, as well as precise language such as metaphor, simile, and analogy. They analyze seminal and foundational U.S. and world texts based on reasoning and rhetoric, as well as works of literature that reflect a variety of genres and major periods. Finally, students conduct sustained research projects and/or make strategic use of digital media to answer a question by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How does a reader's purpose influence how text should be read? How does interaction with text provoke thinking and response? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? What makes clear and effective writing? <p>Focus Standards CC.1.3.11-12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.H - Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>Important Standards CC.1.3.11-12.E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	READ the module overview.	Uploaded to course		
	This link will take you to the PDE/SAS Portal with the full Module 2 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 2 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/CMap/CMap/DefaultCmap/16564	For teachers
	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 2	Uploaded to course	For teachers
Demonstrating Knowledge of Foundational Works of Literature	In these assignments, you will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		SELECT a time period (place) from the American Writers: A Journey Through History and READ the short biographies of the seminal writers.	American Writers: A Journey Through History	http://www.americanwriters.org/about/index.asp	
		SELECT two of the writers and READ a writing from each. (You may access other sites to locate your selections.)	American Authors	http://public.wsu.edu/~campbell/amlit/auftram.html	
		WATCH the videos about your chosen writers to gain a better understanding of the era.	American Writers: A Journey Through History	http://www.americanwriters.org/about/index.asp	
		SUMMARIZE your understanding of the two writers and WRITE an informational essay explaining the role and impact of these writers.	Keystone Expository Scoring Guideline	http://static.pdesas.org/Content/Documents/English_Comp-Expository_Scoring_Guidelines_2011-08-16.pdf	
Determining and analyzing theme.	In these assignments, you will determine and analyze the relationship between two or more themes or central ideas 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.	READ The Albatross by Kate Boss and DETERMINE and ANALYZE the themes in the poem.	The Albatross by Kate Boss	http://www.poetryfoundation.org/poem/237550	
		READ Advice to Writers by Billy Collins and FIND another poem with similar themes then COMPARE the two.	Advice to Writers by Billy Collins	http://writingoverthethreshold.blogspot.com/2012/08/advice-to-writers-from-billy-collins.html	
Evaluating influences on content and style.	In these assignments, you will evaluate how an author's point of view or purpose shapes the content and style 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.	READ and TAKE NOTES on Point of View.	The Hidden Camera	http://betterlesson.com/lesson/resource/2578834/point-of-view	Notes Guide: http://betterlesson.com/lesson/resource/2578833/notes-guide
		WATCH Sarah Kay's TED Talk and ANALYZE how her point of view and purpose shaped her spoken word poem.	If I Should Have a Daughter by Sarah Kay	http://www.ted.com/talks/sarah_kay_if_i_should_have_a_daughter	
		COMPARE Sarah Kay's style to Linda Pastan's style.	To a Daughter Leaving Home by Linda Pastan	http://www.loc.gov/poetry/180/075.html	
Writing with Style	In these assignments, you will write with awareness of the stylistic aspects of composition. 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 WRITE a slam poem by following the five steps.	Become a slam poet in five steps	http://ed.ted.com/lessons/become-a-slam-poet-in-five-steps-gayle-danley	
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.				
	This is the Millennials Me Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Millennials Me Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1MaEEtdpF8EbMcoE96qMcUP83MKnpBkRiw1Oxz4K_bE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
	This is the Millennials Me Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Millennials Me Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1FmkBPSTvF0cLjQ9wvC_2p9-gc5vOijEMxDvlgTeaM0/edit?usp=sharing	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 Persuasive Rubric	Keystone Rubric-Persuasive Writing (Domains)	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 Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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

TOPIC/TITLE	MESSAGE	ASSIGNMENT/CALL TO ACTION	URL	NOTES	
Module Overview	<p>In this module, reading, writing, speaking, and listening are framed around the big idea of exploring and evaluating rhetorical choices. This module addresses the essential question: How does an author's point of view and situational use of language influence his/her argument and audience? Students read from, and write to, informational text as well as classic and contemporary literature.</p> <p>Students engage in class discussions involving informational text and literature to interpret diverse perspectives. 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: citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author's point of view or purpose shapes the content and style of a text; analyzing and evaluate the effectiveness of the structure an author uses in his or her exposition or argument; analyzing seminal texts based upon reasoning, premises, purposes, and arguments; writing with an awareness of the stylistic aspects of composition; and presenting information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe in what they read, hear, and view? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? How does a reader know a source can be trusted? <p>Focus Standards CC.1.3.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.H - Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.5.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Important Standards CC.1.3.11-12.G - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.5.11-12.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. CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	READ the module overview.	Uploaded to course		
	This link will take you to the PDE/SAS Portal with the full Module 3 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 3 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/CMap/CMap/DefaultCmap/16570	For teachers
	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 3	Uploaded to course	For teachers
	This document is a list of Literature Featuring Propaganda Techniques and Themes. It can be used by the teacher to choose titles to support this module; it can also be shared with students to help drive choice for Independent Reading, Reading Workshop, and/or Literature Circles to support this module.	DOWNLOAD and USE as needed.	Literature Featuring Propaganda Techniques and Themes	http://www.readwritethink.org/files/resources/lesson-docs/408PropagandaTextList.pdf	
Analyzing and evaluating structure in text	In these assignments, you will analyze and evaluate the effectiveness of the structure an author uses in literature and/or informational text. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		REVIEW types of text structure.	Identify and Analyze Text Structure	http://www.learner.org/north/tm/ReadStrat7.html	
		IDENTIFY text structure in the sample non-fiction paragraphs.	Text Structure Practice	http://www.literacyleader.com/sites/litlead.essdack.org/files/Resources%20to%20print%20-%20part%202%20-%20week%201.pdf	
		READ and WATCH the video about The Giant Squid: Dragon of the Deep	Analyze and Evaluate the Structure of a Text	https://learnzillion.com/student/lessons/4080-analyze-and-evaluate-the-structure-of-a-text	
		APPLY the text analysis toolkit to a text currently under study to determine text structure.	Advanced Power Tools for Opening Up a Text	http://utminers.utep.edu/omwilliamson/engl0310/analysis1.htm	
Evaluating influences on content and style	In these assignments, you will evaluate how an author's point of view or purpose shapes the content and style 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 brief presentation on author's purpose and point of view.	Author's Purpose and Point of View	njcore.org/sites/default/files/Authors_Purpose_0.ppt	
		SELECT and WATCH one Medal of Honor recipient video.	Congressional Medal of Honor Recipients	http://cmohedu.org/member-content/SearchVideos.aspx#	
		EXPLAIN how the soldier's story might have been different if told from a different point of view.			
Comparing and contrasting foundational works	In these assignments, you will compare and contrast two or more foundational works that reflect a variety of genre in the respective major periods of literature. 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 COMPARE the perceptions of New York as presented by various foundational works.	Opinions of New York	http://www.pbs.org/wgbh/americanexperience/features/primary-resources/newyork-opinions/	
Citing textual 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 about Miss Rosie.	Poem: Miss Rosie	http://lucilleclifton.wordpress.com/2011/12/11/poem-miss-rosie/	
		EVALUATE the analysis of the poem.	Analysis of Lucille Clifton's "Miss Rosie"	http://www.mannmuseum.com/analysis-of-lucille-cliftons-miss-rosie/	
Writing with style	In these assignments, you will write with an awareness of the stylistic aspects of composition. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		REVIEW the literary style checklist.	Style Checklist	http://teachers.lakesideschool.org/us/english/ErikChristensen/Writing%20STRATEGIES/LiteraryStyles.htm	
		READ the stylistic analysis of Animal Farm.	The Author's Style of Writing in "Animal Farm"	http://classroom.synonym.com/authors-style-writing-animal-farm-7600.html	
		SELECT an essay or short story and USE the style guide to evaluate the style of the text you selected.	How to Comment on Style	http://www.synthesizingeducation.net/2012/11/how-to-analyze-authors-style.html	
Presenting information	In these assignments, you will present information, findings, and supporting evidence, conveying a clear and distinct perspective. 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 President's Roosevelt's Pearl Harbor Address to the Nation speech.	Pearl Harbor Address to the Nation speech.	http://www.americanrhetoric.com/speeches/frdpearlharbor.htm	
		EVALUATE the effectiveness of Roosevelt's speech and COMPARE your analysis to the Newman Blog Spot.	Pearl Harbor Address to the Nation Speech Analysis	http://newmanrhetoric.blogspot.com/	
		WRITE a 5-minute speech in which you present information, findings, and supporting evidence, conveying a clear and distinct perspective.	Speech Topics	http://www.buzzle.com/articles/speech-topics/	
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.				
	This is the CSNY OHIO Keystone Style Multiple Choice Assessment	COMPLETE the multiple choice questions related to author's purpose, central idea of text, and drawing evidence from text.	CSNY OHIO Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1MXdp_HcJr4aveuRi6BHdpl_8_B86uFp6FdY11w1U/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
	This is the Modest Proposal Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task.	Modest Proposal Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1CPzizmkKPC0Mujw2KqUwj4nKz3VwPV5GsHGzV58/edit?usp=sharing	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 Expository Rubric.	Keystone Rubric-Expository Writing (Domains)	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 Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	Keystone Rubric-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

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Module Overview	<p>In this module, reading, writing, speaking, and listening are confronted around the big idea of exploring and evaluating rhetorical choices. This module addresses the essential question: How do stereotypes impact 21st century society? 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 explore and evaluate rhetorical choices. The goal of this unit is for students to apply a broad range of reading, writing, speaking, and listening skills.</p> <p>Students will address how stereotypes impact 21st century society. Key outcomes include citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author's point of view or purpose shapes the content and style of a text; distinguishing the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims; and evaluating how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? How does a reader know a source can be trusted? What is the author's purpose? Who is the audience? What will work best for the audience? <p>Focus Standards</p> <p>CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.4.11-12 - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>Important Standards</p> <p>CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.4.11-12 - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	READ the module overview.	Uploaded to course		
	This link will take you to the PDE/SAS Portal with the full Module 4 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 4 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/CMap/CMap/DefaultCmap/16571	For teachers
	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 4	Uploaded to course	For teachers
Demonstrate knowledge of foundational works of literature	In these assignments, you will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	Using Geoffrey Chaucer's groundbreaking Canterbury Tales, students will start their literary exploration in the late medieval period.	EXAMINE the original Middle English text of Chaucer's seminal work The Canterbury Tales.	British Library's Original Text of Chaucer's Canterbury Tales (First Edition - Caxton)	http://molcat1.bl.uk/treasures/caxton/search.asp	
		INTERACT with a sustained interlinear translation of "The Knight's Tale."	Harvard University's Geoffrey Chaucer "Translation" Page	http://sites.fas.harvard.edu/~chaucer/teachslf/ric/index.htm	
		HIGHLIGHT and TRANSLATE ten Middle English Words from the General Prologue using the glossary.	Towson University's Glossary of Chaucer Terms	http://pages.towson.edu/duncan/glossary.html	
		EXPLORE the purpose behind modern-day pilgrimages and CONNECT it to the purposes of Chaucer's individual characters.	BBC's Greatest Adventures on Earth, "Pilgrimages" episode	https://www.youtube.com/watch?v=7w2TA42ZnZ0	
Evaluating text structure	In these assignments, you will evaluate the structure of texts. 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 "Wife of Bath's Tale."	Free eBook / PDF of Chaucer's Canterbury Tales	https://itunes.apple.com/us/book/the-canterbury-tales/id48168334?mt=11	
		UTILIZE outside resources from EDSITEMENT to CLARIFY your comprehension of this tale.	Launchpad: Wife of Bath's Tale	http://edsitement.neh.gov/launchpad-chaucers-wife-bath	
	In a continued study of Chaucer's Tales, students will evaluate the presence of allusions as part and parcel of a figurative language text evaluation. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.	REVIEW the list of historical allusions in the tale's analysis.	Shmoop.com Allusion Analysis of "Wife of Bath's Tale"	http://www.shmoop.com/the-wife-of-baths-tale/allusions.html	
		CHOOSE another tale and HIGHLIGHT any (unfamiliar) allusions made by Chaucer.			
		RESEARCH three allusions and thoroughly DEFINE the meaning behind the literary allusion.			
		WRITE in detail explaining the denotations of one allusion in your chosen tale.	Google Docs - "My Allusions" Page	"Bibliography of Class's Allusions" could look like something similar to what this researcher intended in his work (LINK: http://muse.jhu.edu/journals/cr/summary/v039/39.4johnson.html)	
Analyzing author's choices	In these assignments, you will analyze the impact of author's choices. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	Moving forward on an examination of authorial purpose and the impact of a writer's choices, students will research Chaucer's background and his devotion to the "Code of Chivalry."	REVIEW the authorial purpose and the choices he/she can make in his/her writing.	Common Core Review: Author's Purpose and Modes of Writing	https://www.youtube.com/watch?v=3ap0Ld4zK&list=PLTX78zN40CL4CkhwSEXEqJIT78YdsG	Perhaps this resource is geared more to teachers, but could serve students as well.
		ENHANCE your understanding of Chaucer's background by READING the author's short biography.	BBC History: Short Biography on Geoffrey Chaucer	http://www.bbc.co.uk/history/historic_figures/chaucer_geoffrey.shtml	
			Educational Portal's Introduction to Chaucer: Middle English and The Canterbury Tales	http://education-portal.com/academy/lesson/introduction-to-chaucer-middle-english-and-the-canterbury-tales.html#lesson	
		EXAMINE the "Code of Chivalry" and CONNECT this code with Chaucer's choices in writing Tales.	The Code of Chivalry, Courty Love, and Civility	http://marshall.freeshell.org/chivalry.html	
		DEVELOP your own "Code of Chivalry" that inspires your daily decisions. SHARE in Google Docs. COMMENT on two fellow students' codes.	Google Docs	docs.google.com	
		CREATE your own Canterbury-inspired tale and PUBLISH on Medium.	Medium: Everyone's Stories	medium.com	
Evaluating influences on content and style	In these assignments, you will evaluate how an author's point of view or purpose shapes the content and style 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.				
		READ Walt Whitman's "Slang in America" and HIGHLIGHT three examples of slang in his time.	"Slang in America" by Walt Whitman	ONLINE: http://grammar.about.com/od/classicessays/a/whitmanslang.htm // PDF: http://www.whitmanarchive.org/criticism/wwr/pdf/anc_00404.pdf	
		IDENTIFY and DEFINE three examples of modern day slang by choosing a song from the Billboard Top-100.	Billboard's The Hot 100 Songs	http://www.billboard.com/charts/hot-100	
		OR IDENTIFY and DEFINE three examples of Southern Slang by choosing from a small glossary.	Tony's World: Southern Slang	http://tonycoxhome.com/southern.htm	
		DISSECT the purpose of slang usage.	University of Minnesota Psychology Blog	http://blog.lib.umn.edu/nich0183/myblog/2011/10/slang-and-psychology.html	
		WEIGH the pros and cons of using "slanguage."	Pro/Con Decision Graphic Organizer	http://my.hrw.com/osmedia/ingos/html/PDFs/Decision_Chart.pdf	
Distinguishing claims and counterclaims	In these assignments, you will learn to distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaim(s). The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		READ Joseph Conrad's Heart of Darkness.	Conrad's Heart of Darkness	http://www.literatureproject.com/heart-darkness/heart_1.htm	
		READ Chinua Achebe's essay "Image of Africa."	"Image of Africa" by Chinua Achebe	http://www.robinsonschools.com/unit2/images/users/jcook/Achebe%20-%20Harris.pdf	
		RESEARCH Achebe's biography, background, and writing style.	University of North Carolina's Synopsis of Chinua Achebe's Biography and Style	http://www.unc.edu/~hhalpin/ThingsFallApart/achebebio.html	
		RESEARCH Conrad's biography, background, and writing style.	Bio.com Joseph Conrad Biography	http://www.biography.com/people/joseph-conrad-9255343	
		BRAINSTORM question: Is Achebe's accusation of racism in Conrad's novella valid? (If yes, why? If no, why?)	Bubbl.us Mind Map	https://bubbl.us	
		ORGANIZE support for your answer in a persuasion map.	ReadWriteThink Persuasion Map	http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html	
		CONDUCT a debate arguing the presence of racism in Conrad's Heart of Darkness.	The Higher Education Academy: Turning the Classroom into a Debate Hall: Arguing about Racism in Heart of Darkness	http://www.english.heacademy.ac.uk/explore/publications/casestudies/seminars/conrad.php	Teacher Resource for leading the class-wide debate...
Integrating multiple sources to solve problems.	In these assignments, you will integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	As a way of furthering the exploration of the English language's evolution, students will create a campaign to "Save the English Language." Students will be on opposing sides. One side will argue that the English language must be saved; the other believes the English language needs to continue to evolve and is generally fine the way it exists. Your goal should be to persuade others of your opinion.	INTERACT with past propaganda campaigns.	Noupe Magazine: Propaganda Design	http://www.noupe.com/inspiration/propaganda-design-inspiration-1008-resources-and-techniques.html	
		DISCERN effective propaganda techniques to use during your campaign.	University of Vermont: Propaganda Techniques to Recognize	http://www.uvm.edu/~jeonard/AGR183/propaganda.html	
		CREATE a "social media blitz" utilizing the techniques along with social networking apps/sites to campaign for your side.	*Choose from social media list.	Instagram, Twitter, Facebook, Pinterest, Tumblr, Blogger, Wordpress, etc.	Teachers would need to approve the appropriate use of any and all apps or software used.
		VOTE on whose "blitz" was most convincing, most informative, and most sophisticated.	*Choose from polling list.	http://web.appsform.net/roundups/18-awesome-survey-poll-apps/	
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The iBook links will take you to the beginning of this module's assessment. You will have to scroll through the assessment for the different sections, M.C., LDC Task, & Rubrics. If iBooks is not available, Google docs/word document versions are available at the end of each Module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
	This is the Catterbury Tales Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Canterbury Tales Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1x8v9F7DQ0B1dCG6dY0Y6WeE8j7TeRyL_uH4y-ms/edl?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
	Collaborative the Orwell Politics Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Orwell Politics Literacy Design Collaborative (LDC)	https://docs.google.com/document/d/10rFeiHy-mw17unqEhVm_sRNHEWYwNzq89i6YvjRU2o/edl?usp=sharing	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 Persuasive Rubric	Keystone Rubric-Persuasive Writing (Domains)	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 Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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

TOPIC/TITLE	MESSAGE	ASSIGNMENT/CALL TO ACTION	URL	NOTES	
Module Overview	<p>In this module, reading, writing, speaking, and listening are framed around the big idea of exploring and evaluating rhetorical choices. This module addresses the essential question: What impact do our obligations within society have on our search for happiness? Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational text and literature to interpret diverse perspectives. 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 citing strong and thorough textual evidence to support analysis of what the text says explicitly; analyzing the interaction and development of a complex set of ideas; analyzing foundational U.S. and world documents of historical, political, and literary significance; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; and conducting short as well as more sustained research projects to answer a question or solve a problem.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How does interaction with text provoke thinking and response? How does one organize and synthesize information from various sources? How does one best present findings? What makes clear and effective writing <p>Focus Standards CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.1 - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Important Standards CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.G - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>READ the module overview.</p>	<p>Uploaded to course</p>		
	<p>This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Core Standards.</p>	<p>ACCESS Module 5 Instructional Frameworks</p>	<p>PA Core Instructional Frameworks on SAS</p>	<p>http://www.pdesas.org/CMap/CMap/DefaultCmap/16572</p>	<p>For teachers</p>
	<p>This document can be used for connecting skills and assignments across disciplines</p>	<p>DOWNLOAD the Cross Curricular document.</p>	<p>11th grade ELA Reading Standards Side by Side Module 5</p>	<p>Uploaded to course</p>	<p>For teachers</p>
	<p>This link contains an explanation, graphical representation, and example of Aristotle's Rhetorical Triangle within the PDF document.</p>	<p>DOWNLOAD Aristotle's Rhetorical Triangle.</p>	<p>http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf</p>		
Analyzing foundational U.S. and world documents	<p>In these assignments, you will analyze foundational U.S. and world documents of historical, political, and literary significance. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.</p>				
		<p>READ and ANNOTATE all three parts of Henry David Thoreau's On the Duty of Civil Disobedience.</p>	<p>On the Duty of Civil Disobedience by Henry David Thoreau.</p>	<p>http://thoreau.eserver.org/civil1.html</p>	
		<p>COLLABORATE with partners and CONSIDER the speaker (Thoreau) in Aristotle's Triangle of Rhetoric.</p>	<p>University of California Santa Barbara Biography of Thoreau</p>	<p>http://thoreau.library.ucsb.edu/thoreau_life.html</p>	
		<p>MAP Thoreau's influences, purposes, biases.</p>	<p>Inkflow App</p>	<p>https://itunes.apple.com/us/app/inkflow-visual-notebook-write/id519524685?mt=8</p>	
		<p>CONSIDER Thoreau's subject (civil disobedience) in Aristotle's Triangle of Rhetoric.</p>	<p>PBS: Civil Disobedience and Social Change Video</p>	<p>http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/civil-disobedience-and-social-change/civil-disobedience-and-social-change-video-segment/</p>	
		<p>INVESTIGATE a perspective on civil disobedience opposing Thoreau's beliefs.</p>	<p>Vincent Buranelli's "The Case Against Thoreau"</p>	<p>http://www.jstor.org/discover/10.2307/2379656?uid=3738864&uid=2&uid=4&uid=3739256&sid=21104547307423</p>	<p>On JSTOR, but first three articles downloaded are free. [Provided Example]</p>
		<p>CONSIDER Thoreau's intended audience.</p>	<p>Analysis on The Duty of Civil Disobedience</p>	<p>http://student.sheboyganfalls.k12.wi.us/15spmla/2013/10/24/on-the-duty-of-civil-disobedience/</p>	<p>Great English teacher blog!</p>
		<p>EVALUATE another inspired historical figure's reinterpretation of Thoreau's message.</p>	<p>Bibliography of Thoreau-related Resources</p>	<p>http://archive.csustan.edu/english/reuben/pal/chap4/thoreau.html</p>	
Analyzing the development of ideas	<p>In these assignments, you will analyze the interaction and development of a complex set of ideas. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.</p>				
		<p>READ "Social Contract Theory" overview and ANNOTATE Hobbes's and Locke's perspectives.</p>	<p>Internet Encyclopedia of Philosophy's "Social Contract Theory"</p>	<p>http://www.iep.utm.edu/soc-con/</p>	
		<p>FIND and HIGHLIGHT quotations that connect to the graphic's major points.</p>	<p>Nutty History's Enlightenment Philosophers</p>	<p>http://www.nuttyhistory.com/uploads/1/2/1/5/12150034/5131371_orig.png</p>	
		<p>COMPARE AND CONTRAST Hobbes's and Locke's primary stances in a Venn Diagram</p>	<p>Venn Diagram app</p>	<p>https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8</p>	
		<p>ANALYZE Hobbes's and Locke's biographies to understand influences and biases.</p>	<p>Educational Portal Video and Summary: Hobbes vs. Locke</p>	<p>http://education-portal.com/academy/lesson/thomas-hobbes-john-locke-political-theories-competing-views.html#lesson</p>	
		<p>CREATE a promotional poster for Hobbes or Locke arguing in favor of one philosopher's beliefs.</p>	<p>John Locke Sample Poster</p>	<p>http://www.philosopherspictures.com/images/p_10.jpg</p>	
Citing textual evidence	<p>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.</p>				
		<p>READ and ANNOTATE Cicero's "The Defense of Injustice."</p>	<p>Cicero's "The Defense of Injustice"</p>	<p>http://faculty.piercecollege.edu/hordy/classes/english%20101/Cicero-The%20Defense%20of%20Injustice.pdf</p>	
		<p>HIGHLIGHT three standout argument excerpts and EMPHASIZE their support for central proposition.</p>	<p>Central Argument and Supporting Reasons Graphic Organizer</p>	<p>http://image.slidesharecdn.com/graphicorganizers-140215103358-phapp01/95/graphic-organizers-1-638.jpg?cb=1392483777</p>	
		<p>CREATE a four-slide Prezi presentation to present summarized Ciceronian argument and quoted evidence.</p>	<p>Prezi</p>	<p>https://itunes.apple.com/us/app/prezi/id407759942?mt=8</p>	
		<p>Or CREATE a four-panel comic to present summarized Ciceronian argument with quoted evidence in captions.</p>	<p>Perfect Captions</p>	<p>https://itunes.apple.com/us/app/perfect-captions-your-life/id4668571317?mt=8</p>	
Organizing the elements of writing to create cohesion	<p>In these assignments, you will organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a whole. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.</p>				
		<p>WATCH the "Dekanawida and the Great Peace" video and REFLECT on its historical ripple effects.</p>	<p>"Dekanawida and the Great Peace" Video</p>	<p>https://www.youtube.com/watch?v=3Y9p9wvlpQ</p>	
		<p>READ about Dekanawida's "Great Binding Law" and DRAW COMPARISONS to another law.</p>	<p>Gayanashagowa: The Great Binding Law</p>	<p>http://www.galafilm.com/chiefs/htmlen/mohawk/ev_constitution.html</p>	
		<p>HIGHLIGHT to EMPHASIZE three poignant points from "The Great Law of Peace."</p>	<p>Portland State University: The Iroquois Confederacy and the U.S. Constitution</p>	<p>http://www.iroquoisdemocracy.pdx.edu/</p>	
		<p>DETAIL three similar sounding (or synthesizing) components of the U.S. Constitution.</p>	<p>The Birth of Frontier Democracy from an Eagle's Eye View. The Great Law of Peace and The Constitution of the United States of America.</p>	<p>http://www.iroquoisdemocracy.pdx.edu/html/activity4.htm</p>	
		<p>EXPLAIN in a constructed response: How did "The Great Law of Peace" influence the Founding Fathers' creation of the U.S. Constitution?</p>	<p>Pages</p>	<p>https://itunes.apple.com/us/app/pages/id361309726?mt=8</p>	
Conducting research projects	<p>In these assignments, you will conduct short as well as more sustained research projects to answer a question or solve a problem. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.</p>				
		<p>READ the module's Essential Question: What impact do our obligations within society have on our search for happiness?</p>	<p>Grade 11 Module 5 Overview</p>	<p>http://www.pdesas.org/module/cm/Cmap/View/16572</p>	
		<p>ESTABLISH your thesis or central argument.</p>	<p>Purdue OWL: Developing Strong Thesis Statement</p>	<p>https://owl.english.purdue.edu/owl/resource/588/01/</p>	
		<p>RESEARCH facts (and some opinions) that support your thesis.</p>	<p>Google Scholar</p>	<p>scholar.google.com</p>	
		<p>ORGANIZE supporting details using the expository graphic organizer.</p>	<p>MSU's Project Write: Graphic Organizers</p>	<p>https://projectwrite.msu.wikispaces.com/file/view/graphic+organizers.pdf</p>	
		<p>REVIEW the process of expository essay writing before drafting.</p>	<p>Purdue OWL: Expository Writing</p>	<p>https://owl.english.purdue.edu/owl/resource/885/02/</p>	
		<p>WRITE, EDIT, REVISE, and PUBLISH an expository essay answering the EQ.</p>	<p>Google Docs</p>	<p>docs.google.com</p>	
		<p>RECORD your voice answering the EQ.</p>	<p>Voice Record Pro</p>	<p>https://itunes.apple.com/us/app/voice-record-pro/id546983236?mt=8</p>	
		<p>SHARE recording with fellow students and PROVIDE FEEDBACK on peer recordings.</p>	<p>DropBox and Schoology</p>	<p>https://itunes.apple.com/us/app/dropbox/id327630330?mt=8</p>	<p>Schoology will allow you to have a social media exchange on a student feed. LINK: https://itunes.apple.com/us/app/schoology/id417166326?mt=8</p>
Assessment Resources	<p>The following resources will link you to a multiple choice and a written assessment to wrap up the module. The iBook links will take you to the beginning of this module's assessment. You will have to scroll through the assessment for the different sections, M.C., LDC Task, & Rubrics. If iBooks is not available, Google doc/word document versions are available at the end of each Module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.</p>				
	<p>This is the Thomas Paine Keystone Style Multiple Choice Assessment</p>	<p>COMPLETE the Keystone Style M.C. Questions</p>	<p>Thomas Paine Keystone Style Multiple Choice Assessment</p>	<p>https://docs.google.com/document/d/140iMOHYVWVm1gactxj9WS6pFp0VWvNSDCaJEXs8B1U/edit?usp=sharing</p>	<p>Pennsylvania Department of Education (PDE); also available in iBook</p>
	<p>This is the Influential People Literacy Design Collaborative (LDC) Task</p>	<p>COMPLETE the LDC Writing Task</p>	<p>Influential People Literacy Design Collaborative (LDC) Task</p>	<p>https://docs.google.com/document/d/1TCXaJ_cWz8peKmg2CwOYJRTqG8Xwvylwuz7CLYS-hE/edit?usp=sharing</p>	<p>Pennsylvania Department of Education (PDE); also available in iBook</p>
	<p>This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & Style</p>	<p>EVALUATE the LDC Task using the Keystone Expository Rubric</p>	<p>Keystone Rubric-Expository Writing (Domains)</p>	<p>http://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-08-16.pdf</p>	<p>Pennsylvania Department of Education (PDE); also available in iBook</p>
	<p>This is a link to the Keystone Rubric for Writing Conventions</p>	<p>EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions</p>	<p>Keystone Rubric-Writing (Conventions)</p>	<p>http://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf</p>	<p>Pennsylvania Department of Education (PDE); also available in iBook</p>

Table 1

MODULE	MESSAGE	Call to action/activities	Name of link/attach/app	URL or LINK	Author/Type of Resource (audio book, text, etc.)
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	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 1 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16563	For teachers
Module 1	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 1	Uploaded to course	For teachers
Module 1	This is the Hirsch Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Hirsch Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1YyOz3zS-bhXIM7yBNpP5kLhULCyL-YicXp9xUR2Y1ns/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	This is the Hirsch/Fitzgerald Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Hirsch/Fitzgerald Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/11_c4J8VAWVlvcraw6UjFr5-UXo6ex94xoDyG13HHPY/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	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	Keystone Rubric-Expository Writing (Domains)	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 1	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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	This link will take you to the PDE/SAS Portal with the full Module 2 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 2 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16564	For teachers
Module 2	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 2	Uploaded to course	For teachers
Module 2	This is the Millennials Me Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Millennials Me Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1MaEEdrF8EbMcoE96qMcUP3MKnPbKriw1Ox24K_bE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	This is the Millennials Me Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Millennials Me Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1FmkBPSTvF0cl_iQ9wvC_2p9-gc5vOijEMxDvgTeaM0/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	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	Keystone Rubric-Persuasive Writing (Domains)	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 2	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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	This link will take you to the PDE/SAS Portal with the full Module 3 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 3 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16570	For teachers
Module 3	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 3	Uploaded to course	For teachers
Module 3	This document is a list of Literature Featuring Propaganda Techniques and Themes. It can be used by the teacher to choose titles to support this module; it can also be shared with students to help drive choice for Independent Reading, Reading Workshop, and/or Literature Circles to support this module.	DOWNLOAD and USE as needed.	Literature Featuring Propaganda Techniques and Themes	http://www.readwritethink.org/files/resources/lesson-docs/405PropagandaTextList.pdf	
Module 3	This is the CSNY OHIO Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	CSNY OHIO Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1MXdp_HcJr4aveuRi6BHdpf_5_8B6qtPp6FdY11rw_LU/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	This is the Modest Proposal Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Modest Proposal Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1CPbzmkrKBC0MuJw2KqUwjd4hKbzGVwPV5G5HGzV58/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	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	Keystone Rubric-Expository Writing (Domains)	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	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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	This link will take you to the PDE/SAS Portal with the full Module 4 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 4 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16571	For teachers
Module 4	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 4	Uploaded to course	For teachers
Module 4	This is the Canterbury Tales Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Canterbury Tales Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1x6qV8zFD6QQB1dCGxDY0Y6WeEi8j7TeRyl_u-h4h-ms/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	This is the Orwell Politics Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Orwell Politics Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/10rPeiHymtw17ungEhVm_sRNhEWyNvZq89l6YyRU2o/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	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	Keystone Rubric-Persuasive Writing (Domains)	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	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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	This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Core Standards.	ACCESS Module 5 Instructional Frameworks	PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16572	For teachers
Module 5	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	11th grade ELA Reading Standards Side by Side Module 5	Uploaded to course	For teachers
Module 5	This link contains an explanation, graphical representation, and example of Aristotle's Rhetorical Triangle within the PDF document.	DOWNLOAD Aristotle's Rhetorical Triangle.	http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf		
Module 5	This is the Thomas Paine Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Thomas Paine Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/14oIMOhYVWIm1gaqtnx9W5ebFp0VlwNSDCaJIEkSfB10/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	This is the Influential People Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Influential People Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1TICXaJ_cWz8peKmg2CwQYJRTgcGRXvvywluwZCLYS-be/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	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	Keystone Rubric-Expository Writing (Domains)	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 5	This is a link to the Keystone Rubric for Writing Conventions	EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	Keystone Rubric-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 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	Canvas	http://www.instructure.com/try-canvas	Also available as an App; premium version available for a cost.
	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	Edmodo	https://www.edmodo.com/	Also available as an App; premium version available for a cost.
	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	Schoology	https://www.schoology.com/home	Also available as an App; premium version available for a cost.
	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	Showbie	https://itunes.apple.com/us/app/showbie-for-ipad/id548898085?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.				
	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	Class Dojo	http://www.classdojo.com/	Also available as an App; premium version available for a cost.
	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	Easy Assessment (\$.99)	https://itunes.apple.com/us/app/easy-assessment-rubric-creation/id489279817?mt=8	Only available as an App
	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	Show of hands	https://www.showofhands.mobi/	Also available as an App; premium version available for a cost.
	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	Socrative	http://www.socrative.com/	Also available as an App; premium version available for a cost.
	Create your own polls, then share them to get your students' anonymous answers.	REVIEW and USE as needed	Wonder Polls	https://itunes.apple.com/us/app/wonder-polls-question-everything/id689029336?mt=8	Also available as an App; premium version available for a cost.

STUDENT TOOLS

MODULE	MESSAGE	Call to action/activities	Name of link/attach/app	URL or LINK	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 VGAs 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 (\$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.