

Module 1

Topic / Title	Message	Call to action	URL	Author/Type of Resource (audio book, text, etc.)
Module Overview	<p>In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Instruction will center around an essential question: How can individuals make the greatest difference in improving the lives of others? Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives.</p> <p>Students apply a broad range of reading, writing, speaking, and listening skills. Students address how individuals can make the greatest difference in improving the lives of others. Key outcomes include analyzing the impact of the author's choices; evaluating how words and phrases shape meaning and tone in texts; distinguishing claims from alternate or opposing claims; developing claims and counterclaims fairly and thoroughly; creating a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; 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"> 1 How do readers know what to believe? 2 How does what readers read influence how they should read it? 3 How does a reader's purpose influence how text should be read? 4 How do readers know what to believe in what they read, hear, and view? 5 How does interaction with text provoke thinking and response? 6 What does a reader look for and how can s/he find it? 7 How does a reader know a source can be trusted? 8 How does one organize and synthesize information from various sources? 9 How does one best present findings? 10 What makes clear and effective writing? 11 Why do writers write? 12 What is the purpose? 13 How do learners make decisions concerning formal and informal language in social and academic settings? 14 How do grammar and the conventions of language influence spoken and written communication? <p>Focus Standards CC.1.3.11-12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11-12.F - Evaluate how words and phrases shape meaning and tone in texts. 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.1.4.11-12.P - Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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. Important Standards CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience. 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.</p>	READ the module overview.		
		ACCESS Module 1 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16565	For teachers. This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards. Module 1 PA Core Instructional Frameworks on SAS
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines. Module 1 12th grade ELA Reading Standards Side by Side
Evaluating Author's Style	In these assignments, you will evaluate how words and phrases shape meaning and tone in 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 definition of tone.	http://www.slideshare.net/sharonelin/authorst- tone	Sharin Elin / web presentation. Slide Share
		READ <i>The Great Gatsby</i>	http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/contents.html	F. Scott Fitzgerald / book. ebooks.adelaide.edu
		READ and HIGHLIGHT the places where Fitzgerald uses colors as adjectives. DOCUMENT what colors he uses repeatedly.	http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/contents.html	F. Scott Fitzgerald / book. ebooks.adelaide.edu
		CHOOSE one of the colors you found repeated and CREATE a list of quotations and pages that contain the color.	docs.google.com	Google Docs
		CREATE a presentation where (on each slide) you PROVIDE an illustration of the image, the quotation (with the color), and an explanation of how the colors contribute to the meaning of the story and the author's tone.	docs.google.com https://itunes.apple.com/us/app/keynote/id381285480?mt=8 http://prezi.com/ipad/ https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	sites to get presentation apps. Google Docs, Keynote, Prezi, Explain Everything, etc...
Analyzing Author's Choices	In these assignments, you will analyze the impact of the 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.			
		WATCH <i>The Great Gatsby</i> 2013 movie.	https://itunes.apple.com/us/movie/the-great-gatsby-2013/id669947696	Warner Brothers / movie. itunes download site
		TAKE notes to identify the similarities and differences between the movie and the book.	docs.google.com	Google Docs
		RESPOND to these three questions: 1. How did the creators of <i>The Great Gatsby</i> movie change the story? 2. How did those changes impact the story? 3. How would you describe these changes?	docs.google.com	Google Docs
Distinguishing Claims and Counterclaims	In these assignments, you will distinguish the claim(s) from alternate or opposing claims, develop claims and counterclaims fairly and thoroughly. 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 the types of claims and counterclaims writers make.	https://depts.washington.edu/gwr/Handouts/Claims%20Claims.pdf	
		ANALYZE an essay to determine how effectively the author developed the claims and counterclaims.	http://static.pdesas.org/content/documents/M3-Slide_11_Student_Sample_dress_codes_gr12.pdf	
		WATCH the video to learn how advertisers use logos, paths, and ethos to sell their products.		
Sequencing Events to Create Cohesion in Writing	In these assignments, you will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone or outcome. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		PRACTICE sequencing experiences or events by deciding whether the Roaring Twenties were a roar or a yawn.	http://www.learner.org/biographyofamerica/prog20/feature/index.html	
		SELECT a topic of interest you might like to research.	http://www.buzzle.com/articles/argumentative-research-paper-topics.html	
		COMPLETE the research paper scaffolding organizer using the topic you have chosen.	http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf	
Conducting Research Projects	In these assignments, you will conduct short as well as more sustained research projects to answer a question (including a self-generated 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.			
		REVIEW the essentials on how to organize a research project.	https://twp.duke.edu/uploads/assets/research_project.pdf	
		WRITE your research paper using the scaffolding organizer you completed.	http://www.powayusd.com/student_resources/WritingWithStyle/Documents/EvanRichards.pdf	
		EVALUATE your research paper using the backwards design guidance document.	http://www.bucks.edu/media/bccmedialibrary/pdf/BackwardsOutliningYourResearchPaperJuly08.pdf	
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		COMPLETE the multiple choice questions related to <i>The Great Gatsby</i> .	https://docs.google.com/document/d/1Uj3KvYHk06PiZOHXUqy4wF6F2eiZl_rSXD4AbKRUYuw/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Keystone Multiple Choice Assessment. Gatsby Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1jMMdpG-aAFdAM46YzCyd1mC5M_WoyKxz_dnHzmLpk/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Keystone Collaborative (LDC) Task. Gatsby Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Persuasive Rubric.	http://static.pdesas.org/Content/Documents/English_Comp_Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Persuasive Writing for the Domains- Thesis/Focus, Content, Organization & Style. Keystone Rubric-Persuasive Writing (Domains)
		EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions. Keystone Rubric-Writing (Conventions)

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Module Overview	<p>In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Instruction will center around an essential question: How does a person's reputation and integrity benefit or undermine their future opportunities and choices? Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives.</p> <p>Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the view and opinions of his or her audience. Key outcomes include evaluating how words and phrases shape meaning and tone in texts and writing with a sharp, distinct focus identifying topic, task, and audience. In addition, students conduct more sustained research and then organize their findings to answer an identified question, while using appropriate transistors and formatting to aid in comprehension.</p> <p>How do strategic readers create meaning from informational and literary text? How do readers know what to believe? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? What makes clear and effective writing? Who is the audience? What will work best for the audience?</p> <p>Focus Standards CC.1.3.11-12.F - Evaluate how words and phrases shape meaning and tone in texts. CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience. 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.1.5.11-12.C - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 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 review.		
		ACCESS Module 3 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16573	For teachers. This link will take you to the PDE/SAS Portal with the full Module 3 Instructional Frameworks aligned to the PA Core Standards. PA Core Instructional Frameworks on SAS
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines. 12th grade ELA Reading Standards Side by Side Module 3
Evaluating author's style	In these assignments, you will evaluate how words and phrases shape meaning and tone in texts. 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 definition of tone.	http://www.slideshare.net/sharonelin/authors-tone	Sharin Elin / web presentation. Slide Share
		Read "A Brief History of the Salem Witch Trials."	http://www.smithsonianmag.com/history/a-brief-history-of-the-salem-witch-trials-175162489/	Jess Blumberg / Website. Smithsonian.com
		READ <i>The Crucible</i> .	http://www.free-ebooks.net/ebook/The-crucible/pdf/view	Arthur Miller / ebook. free-ebooks.net
		SELECT a principal character from the drama.	http://www.free-ebooks.net/ebook/The-crucible/pdf/view	Arthur Miller / ebook. free-ebooks.net
		HIGHLIGHT the five lines your chosen character says that best articulate the characterization of your character.	http://www.free-ebooks.net/ebook/The-crucible/pdf/view	Arthur Miller / ebook. free-ebooks.net
		EXPLAIN what your selected lines mean and how the words and phrases in your selected lines create your character's personality and or tone.	docs.google.com	Google Docs
Writing with organization and style	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; 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. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		LEARN about McCarthyism.	http://www.ushistory.org/us/53a.asp	Website. ushistory.org
		READ "Why I Wrote <i>The Crucible</i> ."	http://www.newyorker.com/magazine/1996/10/21/why-i-wrote-the-crucible	Arthur Miller / Magazine. The New Yorker
		WRITE an essay to address the thesis statement: How do the Salem Witch Trials (in <i>The Crucible</i>) compare to McCarthyism in the US?	docs.google.com	Google Docs
Writing with focus	In these assignments, you will write with a sharp, distinct focus, identifying topic, task and audience. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		ASSUME the role of Marry Warren, John Proctor, or another principle character from <i>The Crucible</i> . Choose someone specific to tell your your story to, and then DESCRIBE your story, only including the specific details from the story that pertain to you. Before you begin writing, RECOGNIZE who your audience is, and why you are telling them your story.	docs.google.com	Google Docs
Conducting research projects	In these assignments, you will 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. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		DISCOVER more about Salem Massachusetts and the real Salem Witch trials.	http://law2.umkc.edu/faculty/projects/frtials/salem/salem.htm http://salem.org/history http://www.salemweb.com/guide/witches.shtml	Websites. Famous American Trials Salem History Salem City Guide
		LEARN about the format of a trial with a jury.	http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/20101004mocktrial.pdf	Guide Sheet. NY Times: Preparing for a Mock Trial
		CREATE a mock Salem Witch Trial. ASSIGN roles including the principal characters, defense and prosecution lawyers, judge, and jury.		
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.			
		ANSWER the multiple choice questions related to <i>The Crucible</i> .	https://docs.google.com/document/d/1sgjUXAknpxNUaz4UoRhLuyHQhYi2UtWewrg2wfn7VHs/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the The Crucible Keystone Style Multiple Choice Assessment. The Crucible Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1a1Ct8pBvoElio3ACmKSioQcUm2G9F-ig8jrWGOmg5s/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Choices Literacy Design Collaborative (LDC) Task. Choices Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Expository Rubric.	http://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & Style. Keystone Rubric-Expository Writing (Domains)
		EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions. Keystone Rubric-Writing (Conventions)

Topic / Title	Message	Call to action	URL	Author/Type of Resource (audio book, text, etc.)
Module Overview	<p>In this module, reading, writing, speaking, and listening are focused around the big idea of independent expression. Instruction will center around an essential question: How can you create a legacy? Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives.</p> <p>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 integrating and evaluating multiple sources of information; analyzing seminal texts; creating a smooth progression of experiences or events; writing with an awareness of the stylistic aspects of writing; and evaluating the speaker's perspective, reasoning, and use of evidence of rhetoric.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 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? What does a reader look for and how can s/he find it? How does one organize and synthesize information from various sources? How does one best present findings? What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? Why learn new words? How does one develop and refine vocabulary? <p>Focus Standards 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.1.2.11-12.H - Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.4.11-12.P - Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11-12.Q - Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience. 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.</p>	READ the module overview.		
		ACCESS Module 4 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16574	For teachers. This link will take you to the PDE/SAS Portal with the full Module 4 Instructional Frameworks aligned to the PA Core Standards. PA Core Instructional Frameworks on SAS
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines. 12th grade ELA Reading Standards Side by Side Module 4
Analyzing seminal texts	In these assignments, you will analyze seminal texts based upon reasoning, premises, purposes, and arguments. 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 or WATCH the commencement speech Steve Jobs delivered at Stanford University.	http://news.stanford.edu/news/2005/june15/jobs-061505.html , https://www.youtube.com/watch?v=VHWUCX6osqM	Steve Jobs / video of speech. Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, gave this speech at Stanford University's commencement ceremony on June 12, 2005. Job's Stanford Speech
		EXAMINE why you believe Jobs chose each of the three stories he included and EXPLAIN the connection all three stories share.	http://news.stanford.edu/news/2005/june15/jobs-061505.html , https://www.youtube.com/watch?v=VHWUCX6osqM	Steve Jobs / video of speech. Job's Stanford Speech
		REVIEW the following websites and READ or watch three more commencement speeches of your choice.	http://content.time.com/time/specials/packages/completelist/0,29569,1898670,00.html , http://elitedaily.com/life/motivation/the-10-best-graduation-commencement-speeches-of-all-time/	Various celebrities / videos of . These websites contain some of the best commencement speeches ever recited. Time Magazine Top Ten Commencement Speeches, The Ten Best Graduation Speeches of All Time
		DISCOVER and RECORD the main message of each of the commencement speeches you read (including Job's speech). EXPLAIN which message resonates the most with you and why.	http://content.time.com/time/specials/packages/completelist/0,29569,1898670,00.html , http://elitedaily.com/life/motivation/the-10-best-graduation-commencement-speeches-of-all-time/	Various celebrities / videos of speeches. Time Magazine Top Ten Commencement Speeches, The Ten Best Graduation Speeches of All Time
		REVIEW the rhetorical appeals.	http://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals	Writing Commons
		IDENTIFY the places in the speeches where Steve Jobs and the authors of the other speeches you read use ethos, logos, and pathos.	http://content.time.com/time/specials/packages/completelist/0,29569,1898670,00.html , http://elitedaily.com/life/motivation/the-10-best-graduation-commencement-speeches-of-all-time/	Various celebrities / videos of speeches. Time Magazine Top Ten Commencement Speeches, The Ten Best Graduation Speeches of All Time
Evaluating Speaker's Rhetoric	In these assignments, you will evaluate the speaker's perspective, reasoning, and use of evidence and rhetoric. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		RATE or JUDGE each author (of the four speeches you read) on the effectiveness of his or her use of ethos, logos, and pathos.		
		DETERMINE which author (of the four speeches you read) utilizes ethos, logos, and pathos to best articulate his or her message. DEFEND your reasoning.	docs.google.com	
		READ Ken Robinson's article, "What Graduation Speeches Should Say, but Don't". COMPARE this writing to the speeches you previously read. EXPLAIN what rhetorical appeal Robinson would need to strengthen if he were to turn this writing into a commencement speech.	http://ideas.time.com/2013/05/21/what-graduation-speeches-should-really-say/?iid=obnetwork	Ken Robinson / article. What Graduation Speeches Should Say, but Don't
Creating Cohesion in Writing	In these assignments, you will create a smooth progression of experiences of events in writing. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		As you prepare to graduate high school, CONSIDER what messages you would include in a commencement speech to your peers.	docs.google.com	Google Docs
		COMPOSE your ideal commencement speech.	docs.google.com	Google Docs
Integrating and Evaluating Sources	In these assignments, you will 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. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		EXPLORE the question Ken Robinson poses: What should commencement speeches be about? What do graduates need to hear? FIND at least three resources to help you determine an answer to this question. At least one should be an actual commencement speech and at least one source should be in video format.	http://ideas.time.com/2013/05/21/what-graduation-speeches-should-really-say/?iid=obnetwork	Ken Robinson / article and other . What Graduation Speeches Should Say, but Don't
		USE your research to help you COMPOSE an answer to the question stated above.	docs.google.com	Google Docs
Writing with Style	In these assignments, you will write with an awareness of the stylistic aspects of writing. 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 collection of commencement speeches one more time and IDENTIFY three stylistic elements (they can come from more than one speech) you believe are effective. EXPLAIN your reasoning.	http://content.time.com/time/specials/packages/completelist/0,29569,1898670,00.html , http://elitedaily.com/life/motivation/the-10-best-graduation-commencement-speeches-of-all-time/	Various authors / videos of speeches
Table 1-1	REVIEW the rhetorical appeals.			
		REVISE your commencement speech and UTILIZE the three stylistic elements you described above.	docs.google.com	
		REFLECT on how your revised speech is now a stronger piece of writing.	docs.google.com	
Assessment Resources	The following resources will link you to a multiple choice and a written assessment to wrap up the module. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		COMPLETE the Keystone Style M.C. Questions	https://docs.google.com/document/d/1wWvAC3nV4ierJPVgn2Q_13yxYiq6AmpL7LQ11da9S/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Jobs-Stanford Speech Keystone Style Multiple Choice Assessment. Jobs-Stanford Speech Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1AFJ748T-vWVnU_pFpmQX-GvAesDUBhWIECmLl9BYE/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Jobs-Stanford Speech Literacy Design Collaborative (LDC) Task. Jobs-Stanford Speech Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Expository Rubric	http://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & Style. Keystone Rubric-Expository (Domains)
		EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions	http://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions. Keystone Rubric-Writing (Conventions)

Topic / Title	Message	Call to action	URL	Author/Type of Resource (audio book, text, etc.)
Module Overview	<p>In this module, reading, writing, speaking, and listening are focused around the big idea of independent expression. Instruction will center around an essential question: Based on your own unique life experiences, what advice could you give to inspire others? Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives.</p> <p>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 evaluating how an author's point of view or purpose shapes the content and style of a text; citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how words and phrases shape meaning and tone in texts; writing with a sharp distinct focus; and evaluating how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does interaction with text provoke thinking and response? What do good listeners do? How do active listeners make meaning? 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? Why do writers write? What is the 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.1.2.11-12.F - Evaluate how words and phrases shape meaning and tone in texts. CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience. 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.1.5.11-12.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.		
		ACCESS Module 5 Instructional Frameworks	http://www.pdesas.org/CMap/CMap/DefaultCmap/16575	For teachers. This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Core Standards PA Core Instructional Frameworks on SAS
		DOWNLOAD the Cross Curricular document.	Uploaded to course	For . This document can be used for connecting skills and assignments across disciplines. 12th grade ELA Reading Standards Side by Side Module 5
Evaluating author's style	In these assignments, you will evaluate how words and phrases shape meaning and tone in 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 <i>The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide</i> .	https://itunes.apple.com/us/book/7-habits-highly-effective/id413999635?mt=11	Sean Covey / book
		SELECT the chapter you believe offers the Covey's most important piece of advice.	https://itunes.apple.com/us/book/7-habits-highly-effective/id413999635?mt=11	Sean Covey / book
		REVIEW the definition of tone.	http://www.slideshare.net/sharonelin/authors-tone	Sharon Elin
		HIGHLIGHT words and phrases that establish Covey's tone and purpose of the chapter.	https://itunes.apple.com/us/book/7-habits-highly-effective/id413999635?mt=11	Sean Covey / book
		ANSWER the question: What is Covey's tone using specific textual evidence from your selected chapter either in a paragraph or a presentation.	https://docs.google.com/app/keynote/id361285480?mt=8 http://prezi.com/ipad/ https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	
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 Randy Pausch's obituary.	http://www.nytimes.com/2008/07/26/us/26pausch.html?_r=0	Douglas Martin / article
		READ <i>The Last Lecture</i> .	http://www.amazon.com/Last-Lecture-Randy-Pausch/dp/1401323251	Randy Pausch / book
		WATCH Pausch give his "Last Lecture" speech at Carnegie Mellon.	https://www.youtube.com/watch?v=jj5_MqicxSo	Randy Pausch / video of speech
		SEARCH for examples in the book and in the speech where Pausch's purpose specifically shapes the content and style of his words. RECORD your examples.	docs.google.com	
		PRESENT your examples in a presentation using an app of your choice. On each slide INCLUDE an image, a quotation, and an explanation of how your chosen example answers the question: How does Pausch's purpose specifically shape the content and style of his words?	https://itunes.apple.com/us/app/keynote/id361285480?mt=8 http://prezi.com/ipad/ https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	
Evaluating a speaker's credibility	In these assignments, you will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		LEARN about Malcolm Gladwell.	https://twitter.com/Gladwell http://en.wikipedia.org/wiki/Malcolm_Gladwell	twitter of Malcolm Gladwell. twitter, Wikipedia
		WATCH one of Malcolm Gladwell's TED Talks.	http://www.ted.com/speakers/malcolm_gladwell	Malcolm Gladwell / videos of speeches. TED.com
		TAKE notes on Gladwell's thesis, his use of evidence, and the rhetorical appeals he utilizes.	docs.google.com	Google Docs
		DEVELOP an answer to this question that includes specific evidence: Is Gladwell a credible speaker?	docs.google.com	Google Docs
		FIND other classmates who agree with your opinion.		
		ENGAGE in class Socratic Seminar where you will discuss the question based on the evidence you and your classmates FOUND in the TED talks you watched.	http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html	This website explains how to conduct a Socratic Seminar. Read, Write, Think
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 <i>Tuesdays With Morrie</i> .	https://itunes.apple.com/us/book/tuesdays-with-morrie/id419943779?mt=11	Mitch Albom / book. ebooks download site
		DETERMINE the most valuable advice Albom receives from Morrie. HIGHLIGHT this advice in the text.	https://itunes.apple.com/us/book/tuesdays-with-morrie/id419943779?mt=11	Mitch Albom / book. ebooks download site
		CREATE an overall lesson to which these pieces of advice can all contribute.	docs.google.com	Google Docs
		USE the examples you discovered and lesson you created to write an essay that answers this question: How does Morrie influence his student, Mitch Albom?	docs.google.com	Google Docs
Writing with Focus	In these assignments, you will write with a sharp, distinct focus. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		WRITE a motivational speech. DETERMINE for whom your speech is intended. USE the readings to inspire your speech. REMEMBER to include a purpose; WRITE with a distinct style and tone; and PROVIDE specific examples, evidence or stories.	docs.google.com	
		PRESENT your speech to your class.		
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.			
		ANSWER the multiple choice questions related to Pausch and Albom.	https://docs.google.com/document/d/1e-KqI5nE1o9bmKFdpSuSgJL6TQ6kG_B8V6sYoaWZS7Y/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Pausch/Albom Keystone Style Multiple Choice Assessment. Pausch/Albom Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1AfifMj8Uksgsgs44_UCnkQx_Dycc9o2bKDXZGadZnA/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Pausch/Albom Literacy Design Collaborative (LDC) Task. Pausch/Albom Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Expository Rubric.	https://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Expository Writing for the Domains- Thesis/Focus, Content, Organization & . Keystone Rubric-Expository Writing (Domains)
		EVALUATE the LDC Task using the Keystone Rubric for Writing Conventions.	https://static.pdesas.org/Content/Documents/English_Comp_Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in iBook. This is a link to the Keystone Rubric for Writing Conventions. Keystone Rubric-Writing (Conventions)

Table 1

Use?	Title of Post - Module	Post Message	Assignment	Content Title	Content URL or Location	Notes
<input type="checkbox"/>	Module #	Overview of the Section	Call to action/activities	Name of link/attach/app	URL or LINK	Author/Type of Resource (audio book, text, etc.)
<input type="checkbox"/>	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.				
<input type="checkbox"/>	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.				
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>						
<input type="checkbox"/>	Presentation Tools	Below are presentation tools that students may use to create, display and present their learning.				
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>						
<input type="checkbox"/>	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.				
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		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.
<input type="checkbox"/>		Popplet lite is perfect for use in schools making students connect the dots together and link ideas creating a mindmap. The mindmap could be used for use in any subject, linking a students ideas together. Popplet has more uses, some of these include the ability to create diagrams, creating presentations, class notes and projects. Popplet can also export your mind maps as a jpeg and pdf, and is able to support VGA's for use with interactive boards and displays in classrooms.	REVIEW and USE as needed	Popplet Lite	http://popplet.com/	Also available as an App; premium version available for a cost.
<input type="checkbox"/>		Tools 4 Students offers 25 graphic organizers supporting common comprehension skills like main idea and detail, sequencing, compare and contrast etc. Each organizer can be used again and again and be emailed, drop boxed, or saved as a PDF.	REVIEW and USE as needed	Tools 4 Students (\$9.99)	https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	Only available as an App; premium version available for a cost.
<input type="checkbox"/>		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.