

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 centered around the big idea of the how perceptions of reality impact responsibilities and actions. Students read from, and write to, informational texts as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher the impact of perceptions of truth and reality. Students address how perceptions of reality impact moral, legal, and human responsibilities and influence actions. Key outcomes include identifying the strategies an author uses to develop an argument; analyzing how the author unfolds an argument; evaluating the validity of an author's claim, reasoning, and relevance of evidence; and constructing an argument in which students use evidence to defend, challenge or qualify a claim.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do strategic readers create meaning and know what to believe when they read, hear and view various texts? How do authors employ and utilize resources of language to effectively communicate a message? <p>Focus Standards CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.E - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>Important Standards CC.1.2.9-10.I - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>			
	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.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16437	For teachers
	This document can be used for connecting skills and assignments across disciplines.	DOWNLOAD the Cross Curricular document.	Uploaded to course	For teachers
Identifying argumentation strategies	In these assignments, you will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions 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.			
Analyzing the Development of Argument	In these assignments, you will apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ Dr. Martin Luther King's <i>Letter from a Birmingham Jail</i> to determine his main message.	http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	Letter
Evaluating the validity of argument	In these assignments, you will delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. 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 Obama's 2008 A More Perfect Union.	https://www.youtube.com/watch?v=zrp-v2tHaDo	
		READ the analysis of Obama's speech and EXPLAIN what reasoning the writer used to support his conclusions.	http://www.poynter.org/how-tos/newsgathering-storytelling/writing-tools/88009/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race/	
Constructing an argument	In these assignments, you will construct an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 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 parts of an argumentative essay.	https://owl.english.purdue.edu/owl/resource/685/05/	website
		WATCH the introductory video on how to write an argumentative essay.	https://www.youtube.com/watch?v=PuQ9EWpw7xM	video
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 based upon Dr. King's letter.	https://docs.google.com/document/d/1idQG7VGGqNIT9E1Abhh4RcHmaKcd_IB0ephazZbfDQ/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in eBook. This is the Letter from Birmingham Jail Keystone Style Multiple Choice Assessment. Letter from Birmingham Keystone Style Multiple Choice Assessment
		COMPLETE the Literacy Design Collaborative (LDC) Writing Task.	https://docs.google.com/document/d/1q7sRV08AOpNluThwfe3qP40XyMCgBa1z_usfVuH8814/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in eBook. This is the Letter from Birmingham Jail Literacy Design Collaborative (LDC) Task. Letter from Birmingham Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Persuasive Scoring Guidelines.	http://static.pdesas.org/Content/Documents/English_Comp-Persuasive_Scoring_Guidelines_2011-08-16.pdf	Pennsylvania Department of Education (PDE); also available in eBook. 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 English Composition Scoring Guidelines.	http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	Pennsylvania Department of Education (PDE); also available in eBook. This is a link to the Keystone Rubric for Writing Conventions. Keystone Rubric-Writing (Conventions)

Module 2

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 centered around the big idea of the how perceptions of reality impact responsibilities and actions. Students read from, and write to, informational texts as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher the impact of perceptions of truth and reality. Students address how perceptions of reality impact moral, legal, and human responsibilities and influence actions. Key outcomes include identifying the strategies an author uses to develop an argument; analyzing how the author unfolds an argument; evaluating the validity of an author's claim, reasoning, and relevance of evidence; and constructing an argument in which students use evidence to defend, challenge or qualify a claim.</p> <p>Essential Questions</p> <p>1 How do strategic readers create meaning and know what to believe when they read, hear and view various texts?</p> <p>2 How do authors employ and utilize resources of language to effectively communicate a message?</p> <p>Focus Standards</p> <p>CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>Important Standards</p> <p>CC.1.2.9-10.I - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	READ the Module overview.		
		ACCESS Module 2 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16550	For teachers. This link will take you to the PDE/SAS Portal with the full Module 2 Instructional Frameworks aligned to the PA Core Standards. Module 2- PA Core Instructional Frameworks on SAS
		DOWNLOAD the Cross Curricular document.		For teachers. This document can be used for connecting skills and assignments across disciplines. Module 2- 9th grade ELA Reading Standards Side by Side
Identifying the character and plot relationship		READ Romeo and Juliet.	http://shakespeare.mit.edu/romeo_juliet/full.html	digital text. Romeo and Juliet entire text
		COMPLETE the graphic organizer, identifying characters and plot as they unfold in the text.	http://img.docstoccdn.com/thumb/orig/116104294.png	graphic organizer. Graphic organizer that includes character and plot
Analyzing elements of drama	In these assignments, you will analyze the elements of drama and how it impacts a reader's perception of the plot. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.	WATCH Elements of Drama and PROVIDE at least one example of each element using the Romeo and Juliet text.	http://www.youtube.com/watch?v=Pz8YEdssTQk	video. Elements of Drama video (1 minute)
		WATCH the Introduction to Drama and PROVIDE at least one example of each component discussed using the Romeo and Juliet text.	http://www.youtube.com/watch?v=s61b0CfAtcw	video. Introduction to Drama video (4 minutes)
		USE the completed graphic organizer listing plot and characters and the completed examples of dramatic elements from Romeo and Juliet to WRITE an essay explaining how the dramatic elements impact your understanding of the plot.	http://images.pcmac.org/Uploads/Jacksonville117/Jacksonville117/Sites/DocumentsCategories/Documents/Expository%20Writing%20Graphic%20Organizer.pdf	graphic organizer. Expository Writing Graphic Organizer
Evaluating rhetoric in poetry	In these assignments, you will evaluate the author's use of language, style and poetic devices. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.	WATCH Figurative Language and note the different types of poetic devices and figurative language.	http://www.youtube.com/watch?v=Z03pREr8epg	video. Figurative Language video
		READ Shakespeare's Sonnet 18 and HIGHLIGHT examples of poetic device and figurative language in the sonnet.	http://www.shakespeares-sonnets.com/sonnet/18	sonnet. Shakespeare Sonnet 18
Writing with a sharp distinct focus	In these assignments, you will construct a letter tightly crafted to the appropriate audience based on information in 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.	WRITE a letter to the Capulets and Montagues explaining Romeo and Juliet's relationship. Be sure to consider how perceptions of reality and outside influences impact our relationships and decisions.	http://static.pdesas.org/Content/Documents/English_Comp-Expository_Scoring_Guidelines_2011-08-16.pdf	rubric. Expository scoring rubric
			http://static.pdesas.org/Content/Documents/English_Comp-Conventions_Scoring_Guidelines_2011-02-16.pdf	rubric. Conventions scoring rubric
				graphic organizer
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 Romeo and Juliet.	https://docs.google.com/document/d/19AG49APQImpSjo29Zm2nCsDacoKbD2wGQ4hcezbdBL/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Romeo & Juliet Keystone Style Multiple Choice Assessment. Romeo & Juliet Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1FV1czq5Uq_vtn4k5YK6JOPX3IRpezaolvSJQ0Ugiths/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Romeo & Juliet Literacy Design Collaborative (LDC) Task. Romeo & Juliet 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	In this module, reading, writing, speaking and listening are constructed around the big idea of the perceptions of truth and reality. This module addressed the essential question: What impact does current scientific research have on long held societal beliefs? 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 decipher perceptions of truth and reality. Students apply a broad range of reading, writing, speaking, and listening skills to address the impact current scientific research has on long held societal beliefs. Key outcomes include identifying and analyzing the strategies an author uses to inform readers of a specific topic; analyzing, interpreting, and evaluating how an author unfolds an analysis or series of ideas or events, including how evidence is used, in informational text; acquiring and using accurately general academic and domain-specific vocabulary; and constructing a well organized informative/explanatory essay. Essential Questions 1 What strategies and resources does the learner use to figure out unknown vocabulary? 2 How does the reader's purpose influence how they should read a text? 3 How do strategic readers create meaning from informational and literary text? 4 What makes clear and effective writing? Focus Standards CC.1.2.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.9-10.D - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Important Standards CC.1.2.9-10.E - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition.	READ the Module Overview Uploaded to course		
		Module 3- PA Core Instructional Frameworks on SAS	http://www.pdesas.org/CMap/CMap/DefaultCmap/16554	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. Module 3- PA Core Instructional Frameworks on SAS
		Module 3- 9th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers. This document can be used for connecting skills and assignments across disciplines. DOWNLOAD the Cross Curricular document.
Analyzing Author's Strategies to Inform	In these assignments, you will identify and analyze the strategies an author uses to inform readers of a specific topic. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ the article, "Five Myths About Young People and Social Media."	http://www.psychologytoday.com/blog/freedom-learn/201402/five-myths-about-young-people-and-social-media	article. This article from Psychology Today uses bold text and numbered items to organize its content. "Five Myths About Young People and Social Media"
		WRITE an outline of the content, using the author's organizational strategies as headings in the outline.		
Evaluating Informational Text	In these assignments, you will analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including how evidence is used, in 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.			
		SELECT from one of the following topics (Vaccines & Autism; Use of E-Cigarettes; Concussions & Student Athletes; The Changing View of HIV) and READ the two articles that pertain to your chosen topic (See below).		
		FIND and READ another recent article on your topic and CREATE a chart to compare and contrast how the author of each article informs readers about the topic.		
		SEE assignment description above.	http://www.nytimes.com/2011/08/26/health/26vaccine.html	article. This New York Times updates readers of the recent scientific findings concerning the link between vaccines and autism in children. You will use this article in conjunction with other articles about autism and vaccines to analyze how the author unfolds ideas and uses evidence to inform readers. "Vaccine Cleared Again as Autism Culprit" - The New York Times
		SEE assignment description above.	http://www.nytimes.com/2014/03/30/opinion/sunday/how-to-think-about-the-risk-of-autism.html	article. This New York Times article is an opinion piece with graphic offers tips on how to think about the autism diagnosis. You will use this article in conjunction with other articles about autism to evaluate and compare how authors inform and influence readers. "How to Think About the Risk of Autism" - The New York Times, opinion
		SEE assignment description above.	https://www.sciencenews.org/article/health-risks-e-cigarettes-emerge	article. This article discusses the health risks of using e-cigarettes. You will use this article in conjunction with other articles about e-cigarettes to analyze and evaluate how authors inform readers. "Health Risks of E-Cigarettes Emerge" - Science News
		SEE assignment description above.	https://student.societyforscience.org/article/e-cigarette-makers-focus-teens	article. This article outlines how e-cigarette makers target teens in their marketing and distribution. You will use this article in conjunction with other articles about e-cigarettes to analyze and evaluate how authors inform readers. "E-Cigarette Makers Focus on Teens"
		SEE assignment description above.	http://edsources.org/2013/new-law-raises-awareness-of-concussions-in-student-athletes/41458#U5Cg3pRg4R0	article. This article discusses a new law focusing on concussions in student athletes. You will use this article in conjunction with other articles about student athletes and concussions to analyze and evaluate how authors inform readers. "New Law Raises Awareness of Concussions in Student Athletes"
		SEE assignment description above.	https://student.societyforscience.org/article/football-hits-brain-hard	article. This article focuses on how concussions impact the brain. You will use this article in conjunction with other articles about student athletes and concussions to analyze and evaluate how authors inform readers. "Football Hits the Brain Hard"
		SEE assignment description above.	https://student.societyforscience.org/article/hiv-reversing-death-sentence	article. This article focuses on how the diagnosis of HIV has changed in recent years. You will use this article to analyze and evaluate how the author informs readers. "HIV: Reversing a Death Sentence"
		ANSWER these discussion questions to aid in your analysis of the article.	https://student.societyforscience.org/article/questions-hiv-reversing-death-sentence	discussion questions. These discussion questions are to be used and completed in conjunction with the article "HIV: Reversing a Death Sentence" to aid in your analysis of the author's craft and article format. "Questions: HIV - Reversing a Death Sentence"
		SEE assignment description above.	http://www.huffingtonpost.com/2013/12/01/magic-johnson-hiv_n_4305110.html	article. This article from The Huffington Post uses a unique format to inform readers of former NBA player Magic Johnson's views on how the view and treatment of HIV/AIDS has changed in the last two decades. "Magic Johnson On What Has Changed in HIV/AIDS Over the Last 20 Years"
Acquiring and Using vocabulary	In these assignments, you will acquire and accurately use general academic and domain-specific vocabulary. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		"What's Lost as Handwriting Fades"	http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?ref=science&_r=0	article. This article studies the impact of formal handwriting instruction and includes new content-specific vocabulary. READ the article, "What's Lost as Handwriting Fades" and IDENTIFY five new vocabulary words. In the margin of the article, DEFINE the new vocabulary words.
Organizing Informative/ Explanatory Writing	In these assignments, you will work on organization of informative/explanatory writing. 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 how to construct an informative essay.	http://secondarysolutionsblog.com/writing-informativeexplanatory-essays/	This links to a summary of how to write an explanatory/informative essay. Writing Informative/ Explanatory Essays
		READ Digging In (pp. 104-106) and EVALUATE its quality of organization.	http://achievethecore.org/content/upload/InformativeExplanatory_K-12WS.pdf	A sample of ninth grade informative writing provides an example for analysis. Digging In Informative Essay
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 on organ transplant.	https://docs.google.com/document/d/1Aq7ACJoR550xMlQCEkBBMD4gSK9TbWW8Rx1tsq2e7w/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Organ Transplant Keystone Style Multiple Choice Assessment. Organ Transplant Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.	https://docs.google.com/document/d/1wJ5kSUaL79JdnzP8rRA4-QACGbDBTJ74sNI06Y1YDU/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Organ Transplant Literacy Design Collaborative (LDC) Task. Organ Transplant 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 center around the big idea of how stereotypes impact our understanding of others. This module addressed the essential question: How do stereotypes, misconceptions and prejudices impact the way one interacts with and understand others? Students read from, and write to, informational texts as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher perceptions of truth and reality. Students address how stereotypes, misconceptions, and prejudices impact the way one interacts with and understands others. Key outcomes include identifying point of view and how it impacts the reader's understanding of the plot; analyzing how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work; evaluating the author's use of imagery, figurative language and other literary devices; and constructing an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does interaction with text provoke thinking and response for strategic readers? 2. How does a reader know a source can be trusted? 3. What makes clear and effective writing? 4. Why do writers write? What is the purpose? 5. Who is the writer's audience, and what will work best for them? <p>Focus Standards</p> <p>CC.1.3.9-10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Important Standards</p> <p>CC.1.3.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.G - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	READ the Module Overview	Uploaded to course		
		ACCESS Module 4 Instructional Frameworks	http://www.pdesas.org/CMap/CMap/DefaultCmap/16555		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. Module 4- 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 4- 9th grade ELA Reading Standards Side by Side
		REVIEW AND USE as needed		http://www.dukeofdefinition.com/mockingbird.htm	For teachers. Module 4 - To Kill a Mockingbird Teacher Site
Identifying and analyzing point of view	In these assignments, you will identify the point of view and how it impacts the reader's understanding of the plot. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		READ To Kill a Mockingbird.	To Kill a Mockingbird	iTunes iBook	There are free PDFs that exist of this story, but their legality is questionable. The characters in To Kill A Mockingbird experience the plot in different ways
		POST a blog entry about the action in the novel from one character's point of view.		Blogger Icon	Blogger App or Website
		DISCUSS the relationship of a character's experiences to his/her point of view.		http://www.pattan.net/Videos/Browse/Single/?code_name=socratic_seminar	For teachers. Socratic Seminar
Analyzing author's use of source material	In these assignments, you will analyze how an author draws on and transforms themes, topics, and character types, and/or other text elements from source material in a specific work. 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 Civil Rights Movement to understand the context in which the story was written.		http://www.watson.org/~lisa/blackhistory/civilrights-55-65/	Collection of informative articles. The Civil Rights Movement: 1955-1965
		WATCH the brief video on Project C in Alabama.		http://www.pbs.org/wgbh/amex/eyesonthep prize/resources/vid/07_video_c_qt.html	Project C
		DISCOVER Harper Lee's background and history.		http://www.biography.com/people/harper-lee-9377021#awesm=~oGjNQf1uaPPqB8	Video. Harper Lee Biography
		RECOGNIZE universal and timeless themes.		http://www.npr.org/templates/story/story.php?storyId=128340180	Audio. NPR Feature on To Kill a Mockingbird 50 Years Later
		DETERMINE the banned nature of a book.		http://www.ala.org/Template.cfm?Section=bbwlinks&Template=/ContentManagement/ContentDisplay.cfm&ContentID=136590	List. List of Banned Books
		REVIEW the reasons why even today To Kill a Mockingbird is challenged.		http://bannedbooks.world.edu/2012/07/30/banned-books-awareness-to-kill-a-mockingbird/	Article. Banned Books Awareness Summary of To Kill a Mockingbird banning
Evaluating use of literary devices	In these assignments, you will evaluate the author's use of imagery, figurative language and other literary devices. 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 definitions of imagery and other figurative language elements.		http://brd.hilliardschools.org/wp-content/uploads/Figurative-Language.pdf	PDF. Figurative Language Review
		SELECT a poem that utilizes imagery and one other example of figurative language.		http://www.crmvet.org/poetry/poemhome.htm	Anthology. Poems of the Freedom Movement
		EXPLAIN how the selected literary elements enhance the poem.		http://www.crmvet.org/poetry/poemhome.htm	Poems of the Freedom Movement
		EVALUATE how figurative language enhances a story or poem.		http://eng1-bmj.wikifoundry.com/page/Figurative+language	Wikispaces Page. To Kill a Mockingbird
Constructing an argument	In these assignments, you will construct an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.				
		COMPOSE an argumentative essay to address the question: Should To Kill A Mockingbird be a banned book?		https://mwmteacherweb.wikispaces.com/Argument%20graphic%20organizer2.pdf/488457050/Argument%20graphic%20organizer2.pdf	This document is a graphic organizers and student models.
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 To Kill A Mockingbird.		https://docs.google.com/document/d/1qEfuBoFsYPkbZsL54vX3lshawJgUpxaMzFAL94SbFg/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the To Kill a Mockingbird Keystone Style Multiple Choice Assessment. To Kill a Mockingbird Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task.		https://docs.google.com/document/d/1BQ2T31RzVQNMNRX2dco7my69_UY2PINO5vP7EgqkLo/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the To Kill a Mockingbird Literacy Design Collaborative (LDC) Task. To Kill a Mockingbird 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)

Topic / Title	Message	Call to action	URL	Author/Type of Resource (audio book, text, etc.)
Module Overview	In this module, reading, writing, speaking, and listening center around the big idea of how perceptions of beauty influence our understanding of self. This module addressed the essential question: How do perceptions of beauty influence our understanding of ourselves and the world around us? Students read from, and write to, informational text as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher perceptions of truth and reality. Students address how perceptions of beauty impact our understanding of ourselves and the world around us. Key outcomes include identifying how audience and purpose influence a writer's choice of organizational pattern; analyzing different perceptions of beauty based on texts or other mediums; evaluating self-perception and global awareness influenced by multiple media sources; and constructing a speech and/or essay using information from the primary text. Essential Questions 1 How is self-perception and global awareness influenced by multiple media sources? 2 What do good listeners do and how do active listeners make meaning? 3 How do task, purpose, and audience influence how speakers and authors employ language and utilize resources to effectively communicate a message? 4 How do learners make decisions concerning formal and informal language in social and academic settings? Focus Standards CC.1.2.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Important Standards CC.1.2.9-10.G - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.1.4.9-10.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. CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.1.5.9-10.C - Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9-10.E - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	READ the Module Overview	Uploaded to course	
		ACCESS Module 5 Instructional Frameworks.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16556	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.Module 5- 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 5- 10th grade ELA Reading Standards Side by Side
		READ and SUMMARIZE the main points of the slideshow, History of the Science of Beauty.	http://www.slideshare.net/ruixiong89/theory-of-beauty	Teacher resource as well. This slideshare discusses the history of the science of beauty and provides background information about the topic of beauty. History of the Science of Beauty
Identifying influences on text structure	In these assignments, you will identify how audience and purpose influence a writer's choice of organizational patterns. 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 strategy document to gain insight on elements of text structure.	http://www.literacyleader.com/sites/default/files/TextStructureResources.pdf	Teacher Resource. Teacher Resource: Text Structure. Twenty Strategies to Teach Text Structure
		PRACTICE identifying text structures.	http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf	This assignment is meant for students to review the types of text structures and practice recognizing and defining text structures. Identifying Text Structure #1
		READ the article and DESCRIBE how the author organized information to advance her ideas, DETERMINE the intended audience, and PROVIDE evidence from the text to support your responses.	http://www.cnn.com/2012/03/16/living/body-image-kids/index.html?iid=article_sidebar	This article discusses America's obsession with weight and its impact on young children and their self-esteem. Fat is the New Ugly on the Playground
Analyzing a topic in different mediums	In these assignments, you will analyze different perceptions of beauty based on texts or other mediums. The resources below were chosen for demonstration purposes. Teachers may choose to replace these resources with other content and materials available to them.			
		READ the article and CREATE a list of internal and external factors that affect teenagers on a daily basis. PROVIDE specific examples about how to overcome these factors to create a positive image of yourself and those around you.	http://www.cnn.com/2012/03/16/health/miss-america-haglund-anorexia/index.html?iid=article_sidebar	Article. This article discusses Kristen Haglund's (Miss America) battle with anorexia. Kirsten talks about internal and external factors that affected her and led to her eating disorder.Miss America Kristen Haglund Opens Up About her Battle with Anorexia
		READ and SUMMARIZE the main points of the article, The Encyclopedia of Beauty.	http://www.cnn.com/2012/03/16/living/beauty-social-networks/index.html?iid=article_sidebar	Article. This article discusses the effects social media sites have on our perceptions of beauty and perfection. Facebook: The Encyclopedia of Beauty
		READ Dieting Companies Now Target Men and RESPOND to the following: "How does society view the affects of our perceptions of beauty differently when thinking about men vs women?" Do you agree with the majority or do you disagree? Why?	http://www.cnn.com/2012/03/23/health/beauty-dieting-men/index.html?iid=article_sidebar	Article. This article allows the reader to see the struggles that arise from our perceptions of beauty from the male point of view. Dieting Companies Now Targeting Men
		READ the article and RESPOND to the question, "Can there ever again be an all-American beauty?" based on the information you have read in the preceding articles. PROVIDE specific examples from the articles and your own experiences to PERSUADE your reader.	http://inamerica.blogs.cnn.com/2012/04/06/can-there-ever-again-be-an-all-american-beauty/	This article explores how beauty standards across cultures affect perceptions of beauty in the United States.Can There Ever Again be an 'All-American' Beauty?
		READ the article and SUMMARIZE the main points of the text. WRITE a letter to a middle school student which encourages him/her to look past the media's representation of teens and children and search for the real beauty in themselves and others. PROVIDE reasons as to why seeing the world through this lens is beneficial.	http://www.stylestudio360.com/index.php/how-the-media-affects-children-and-teens-15199/	This article explains how the media affects the perceptions of children and teens. It also gives suggestions about how to overcome these messages and to create a more positive self perception for our adolescent community. How the Media Affects Children and Teens
		WATCH the video and SUMMARIZE your initial reaction to it.	http://www.youtube.com/watch?v=iIXW91UauE	This video shows how self perceptions and outside perception can be completely different. Dove Real Beauty Sketches
		RESEARCH negative reactions to the video from credible sources and media outlets	http://www.adweek.com/adfreak/5-reasons-why-some-critics-are-hating-doves-real-beauty-sketches-video-148772	Five-reasons-why-some-critics-are-hating-doves-real-beauty-sketches
		RESEARCH positive reactions to the video and WRITE an essay discussing whether or not your initial reaction to the video has changed.	http://www.theguardian.com/commentisfree/2013/apr/20/dove-real-beauty-sketches-ad-women-perfection	Doves' real beauty ad deserve some praise.
Evaluating a topic through multiple media sources	In these assignments, you will evaluate self-perception and global awareness influenced by multiple media sources. 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 Ted Talk and ANALYZE the speaker's interpretation of beauty. WRITE a reaction paragraph about his commentary.	http://ed.ted.com/lessons/david-mccandless-the-beauty-of-data-visualization	This Ted Talk discuss the design of visual information and how patterns and connections are important to the way we interpret data and information. The beauty of data visualization- David McCandless
		WATCH the documentary video and WRITE a proposal to a media outlet showcased in the video for a segment, show, commercial, advertisement, etc., that portrays the beauty of women in American society. Your proposal can keep with the current trend or counter it. DEFEND your ideas with three specific examples and/or anecdotes.	http://www.misrepresentation.org/the-film/http://www.youtube.com/watch?v=iIXW91UauE	This video discusses the influence of media on the perception of beauty in American society. Misrepresentation Documentary
Writing from Primary Source Documents	In these assignments, you will construct a speech and/or essay using information from the primary 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 video on the bombing of Japan by the United States.	http://www.pbslearningmedia.org/resource/1Uq5Z4F8i4HwsZp7GrQkERAa-9fAGxL_06p0FPUZPuc/edit?usp=sharing	Truman and the Atomic Bomb - World War II
		READ President Truman's speech announcing the bombing of Hiroshima.	http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/	Announcing the Bombing of Hiroshima
		USE knowledge gained from Truman's speech to WRITE an informational essay explaining the reasoning behind the bombing of Japan.	http://static.pdesas.org/Content/Documents/English_Comp_Expository_Scoring_Guidelines_2011-08-16.pdf	Keystone Expository Writing Rubric
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/1Uq5Z4F8i4HwsZp7GrQkERAa-9fAGxL_06p0FPUZPuc/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Beholding Beauty Keystone Style Multiple Choice Assessment. Beholding Beauty Keystone Style Multiple Choice Assessment
		COMPLETE the LDC Writing Task	https://docs.google.com/document/d/1V8Xp5aSMrC9cz27g-lYofZ-5bd5A7TtsGEVFBiOLM/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook. This is the Beholding Beauty Literacy Design Collaborative (LDC) Task. Beholding Beauty Literacy Design Collaborative (LDC) Task
		EVALUATE the LDC Task using the Keystone Persuasive Scoring Guidelines.	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 Composition Scoring Guidelines.	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)

Teacher Resources

Module	Description	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	Module 1 PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16437	For teachers
Module 1	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Module 1- 9th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers
Module 1	This is the Letter from Birmingham Jail Keystone Style Multiple Choice Assessment.	COMPLETE the multiple choice questions based upon Dr. King's letter.	Letter from Birmingham Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1dQG7VGGqN19E1Abhh4RChMaKcld_I_B0ephazZbFDQ/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	This is the Letter from Birmingham Jail Literacy Design Collaborative (LDC) Task.	COMPLETE the Literacy Design Collaborative (LDC) Writing Task.	Letter from Birmingham Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1g7sRV08AOpNluThwfe3qP4OXyMCqBa1z_usfVuh8814/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 1	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 Scoring Guidelines.	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 1	This is a link to the Keystone Rubric for Writing Conventions.	EVALUATE the LDC Task using the Keystone English Composition Scoring Guidelines.	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	Module 2- PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16550	For teachers
Module 2	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Module 2- 9th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers
Module 2	This is the Romeo & Juliet Keystone Style Multiple Choice Assessment.	COMPLETE the Keystone Style M.C. Questions	Romeo & Juliet Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/19AG49AOPmpSjo29Zm2nCsDacoKbD2wGQ4hcezbDL/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	This is the Romeo & Juliet Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Romeo & Juliet Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1FV1czq5Ug_vin4k5YK6JOPX3IRpezaolvsJQ0Ugiths/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 2	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 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	Module 3- PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16554	For teachers
Module 3	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Module 3- 9th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers
Module 3	This is the Organ Transplant Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	Organ Transplant Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1Aq7ACJoR55dxqMQCEkBBMD4qSK9TbWW8Rx1tsq2e7w/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 3	This is the Organ Transplant Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	Organ Transplant Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1wJ5kSUal79JdnzP8rRA4-QACGbdBTJZ4sNI06Y1YDU/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	Module 4- PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16555	For teachers
Module 4	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Module 4- 9th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers
Module 4		REVIEW AND USE as needed	Module 4 - To Kill a Mockingbird Teacher Site	http://www.dukeofdefinition.com/mockingbird.htm	For teachers
Module 4	This is the To Kill a Mockingbird Keystone Style Multiple Choice Assessment	COMPLETE the Keystone Style M.C. Questions	To Kill a Mockingbird Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1qE1uBoFsYPkbZsL54vX3IshawJgUpXaMzAL94SbFg/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 4	This is the To Kill a Mockingbird Literacy Design Collaborative (LDC) Task	COMPLETE the LDC Writing Task	To Kill a Mockingbird Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1BO2T31RzVQNMNRX2dcto7my69_UY2PIN05vP7EdqKLo/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	Module 5- PA Core Instructional Frameworks on SAS	http://www.pdesas.org/module/cm/Cmap/View/16556	For teachers
Module 5	This document can be used for connecting skills and assignments across disciplines	DOWNLOAD the Cross Curricular document.	Module 5- 10th grade ELA Reading Standards Side by Side	Uploaded to course	For teachers
Module 5	This slideshare discusses the history of the science of beauty and should be used for background information about the topic of beauty which will be discussed in this module.	REVIEW and USE as needed	Module 5- History of the Science of Beauty	http://www.slideshare.net/ruixiong89/theory-of-beauty	
Module 5	This is the Beholding Beauty Keystone Style Multiple Choice Assessment.	COMPLETE the Keystone Style M.C. Questions	Beholding Beauty Keystone Style Multiple Choice Assessment	https://docs.google.com/document/d/1UqS24F8I4HwsZp7GrQikERAc-9fAGx1_06p0fPUZPuc/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	This is the Beholding Beauty Literacy Design Collaborative (LDC) Task.	COMPLETE the LDC Writing Task	Beholding Beauty Literacy Design Collaborative (LDC) Task	https://docs.google.com/document/d/1V8Xp5aSMrC9cZ27g-YoEz-5bdb5A7TisGEVFBiOLM/edit?usp=sharing	Pennsylvania Department of Education (PDE); also available in iBook
Module 5	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 Scoring Guidelines.	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 5	This is a link to the Keystone Rubric for Writing Conventions.	EVALUATE the LDC Task using the Keystone Composition Scoring Guidelines.	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/id48927817?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.

Table 1

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