

KANE AREA SCHOOL DISTRICT



High School English Language Arts Electives 2026

Development and preparation led by Rachael Kennedy 6-12 ELA Department Chair

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Kane Area High School

2025/2026

ENG 0101

English Composition 1

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Mission of the University:

Founded in 1963 as a regional campus of the University of Pittsburgh and set in the heart of the scenic Alleghenies, the University of Pittsburgh at Bradford provides affordable access to a distinguished four-year higher education. Pitt-Bradford offers high quality teaching supported by the resources of a world-class research university in a friendly, inclusive and student-focused academic environment. In service to our region and the Commonwealth of Pennsylvania, Pitt-Bradford connects communities to new ideas, innovative research and exciting arts and cultural programming, partnering with key stakeholders to build opportunities for continued regional development and growth.

Course Description:

This is the first of two required courses in English composition with an emphasis on summary and paragraphs, library skills, composition of organized essays, and revision and proof reading. This course focuses on how to make and develop a subject and how to present and arrange material

English Composition I also focuses on the writing process and the kind of writing common in the academic disciplines. In addition to covering well-known features of effective writing like focus, organization, grammar, mechanics, etc., we will also focus on more technical writing practices like rhetorical analysis, genre awareness, and critical engagement with sources.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Display college-level writing that addresses the needs of audience, situation, and purpose.
- Demonstrate competency in the essay form and accepted patterns of rhetoric.
- Display understanding of their writing processes and take ownership of each individual writing project.
- Identify and construct required elements of an argument: claims, reasons, evidence, & assumptions.
- Read sources critically; Summarize, paraphrase, analyze, and synthesize material from credible sources.
- Accurately document credible sources using proper documentation format.
- Demonstrate control of syntax, grammar, punctuation, & spelling.

To achieve these objectives, students in English 0101 will:

- Create a portfolio of five academic essays through the course of the semester, with 3 revised drafts submitted in a final “best works” portfolio (see below for assignment descriptions). Included in the portfolio should be a sustained metacognitive (i.e. reflective) essay submitted with the portfolio of compositions at the end of the semester (see second item below).
- Reflect upon and analyze their own writing and their progress as writers at intervals throughout the semester and in a final essay submitted at the end of the semester that analyzes and traces students’ development as writers and researchers (see first item above).
- Participation regularly in class discussions and workshops; respond to each others’ writing; and read, discuss, and write about assigned essays and other texts.
- Meet with their instructors in individual conferences to discuss their writing.
- Engage critically with texts throughout the term.
- Move beyond the five-paragraph essay model in order to write longer, formal essays that develop and support their ideas and arguments.

Required Texts and Materials:

Rosa, Alfred and Paul Escholz. *Models for Writers: Short Essays for Composition*. 12th ed, Bedford/St. Martins, 2015.

Schedule of Classes :

Key readings, research assignments, and exam dates

	TOPIC
Weeks 1-2	<u>Unit 1: The Narrative Essay</u> January 15 – January 24 Read selections from <i>Models for Writers</i> :

	Chapter 1: The Writing Process (pp. 7-10; 15-21) Chapter 2: From Reading to Writing (pp. 43-49) Chapter 3: Thesis (pp. 81-83) Chapter 6: Beginnings and Endings (pp. 145-153) Chapter 14: Narration (pp. 372-375) Read texts from <i>Models for Writers</i> such as ▪ “The Most Important Day” by Helen Keller (pp. 84-86) ▪ “White Lies” by Erin Murphy (pp. 381-383) ▪ “Momma, the Dentist, and Me” by Maya Angelou (pp. 386-393) ▪ “Fable for Tomorrow” by Rachel Carson (pp. 52-54) ▪ “On the Sidelines” by Trena Isley (pp. 59-62) ▪ “Taming the Bicycle” by Mark Twain (handout) ▪ “Shame” by Dick Gregory (pp. 288-292) ▪ “Guys vs. Men” by Dave Barry (handout) Narrative Workshop Narrative Essay Due
Weeks 3-5	<u>Unit 2: The Textual Analysis Essay</u> January 27 – February 14 Read selections from <i>Models for Writers</i>: Chapter 11: Diction and Tone (pp. 283-287) Chapter 12: Figurative Language (pp. 314-315) Chapter 19: Comparison and Contrast (pp. 483-487) Read Literary Analysis 14 (handout) Read texts from <i>Models for Writers</i> such as ▪ “The Center of the Universe” (pp. 302-306) ▪ “Polaroids” (pp. 323-326) ▪ “Two Ways of Seeing a River” by Mark Twain (pp. 488-490) ▪ “The Ballot or the Bullet” by Malcolm X (handout) ▪ “I’ve Been to the Mountaintop” by MLK, Jr. (handout) Textual Analysis Workshop Textual Analysis Essay Due

Weeks 6-8	<u>Unit 3: The Informational Essay</u> February 24 – March 16 Read selections from <i>Models for Writers</i>: Chapter 15: Description (pp. 400-401) Chapter 16: Process Analysis (pp. 423-426) Chapter 17: Definition (pp. 444-446) Print Text (handout) Read texts from <i>Models for Writers</i> such as ▪ “The Corner Store” by Eudora Welty (pp. 402-405) ▪ “The Principles of Poor Writing” by Paul W. Merrill (pp. 427-431) ▪ “What Is Crime?” by Lawrence M. Friedman (pp. 447-449) Informational Workshop Informational Essay Due
Weeks 9-12	<u>Unit 4: The Synthesis Essay</u> March 18 – April 8 Read selections from <i>Models for Writers</i>: Chapter 19: Comparison and Contrast (pp.483-487) Read Analyzing a Text 7 (handout) Read texts from <i>Models for Writers</i> such as ▪ “Who Says a Woman Can’t Be Einstein?” (pp. 505-514) ▪ “Grant and Lee: A Study in Contrasts” by Bruce Catton (handout) Students will choose one of several thematic clusters and read the included selections. ▪ Thematic Clusters (pp. xxiii-xxvii) Synthesis Workshop Synthesis Essay Due
Weeks 13-16	<u>Unit 5: The Argument Essay</u> April 14 – May 15 Read selection from <i>Models for Writers</i>: Chapter 10: Writing with Sources (pp. 238-254) Chapter 21: Argument (pp. 539-546) Chapter 22: Brief Guide to Writing a Research Paper (pp. 642-677) Read texts from <i>Models for Writers</i> such as ▪ “The Declaration of Independence” by Thomas Jefferson (pp. 547-551)

	▪ “I Have a Dream” by MLK, Jr. (pp. 553-557) ▪ “What Prop Sports Owners Owe Us” by Dave Zirin (pp. 560-562) ▪ “In Praise of the F Word” by Mary Sherry (pp. 564-566) ▪ “Condemn the Crime, Not the Person” by June Tangney (pp. 569-572) Argument Workshop Argument Essay Due
Weeks 17-18	<u>Final</u> Best Works Portfolio and Reflective Essay

Important Course Information:

The Narrative Essay:

Our first class essay—the **narrative essay**—asks you to draw upon your own life experiences to communicate a message about the process of “coming of age” in the twenty-first century. In other words, you will be asked to use your own life as a “text,” a source of insight into the significance of transitioning from childhood to adulthood. Additionally, you will relate your own experiences/story to similar essays related to the coming of age process.

The narrative essays should use first-person perspective (“I,” “me”), should adopt informal language and tone, and should not only tell a story but also reflect upon its significance. The finished narrative essay must be **2-3 pages** and must meet all the basic requirements of a college essay (see below).

The Textual Analysis Essay:

The **textual analysis essay**, our second major essay, asks you to provide an analysis of provided text’s strategies and features. In other words, instead of summarizing the text and discussing its meaning, you are being asked to carefully analyze how the text communicates that meaning through rhetorical appeals and logical reasoning. This essay also introduces you to college-level skills in analyzing and citing sources.

Your essay should adopt third-person perspective, should critically engage with your chosen text, and should demonstrate effective citation practices. The finished textual analysis essay must be **3-5 pages**, must be documented using MLA style, and must meet all the basic requirements of a college essay (see above).

The Informational Essay :

The **informational essay**, our third major essay, asks you to gather, document, and present information about a chosen topic in a persuasive, rhetorically-effective way. Unlike a traditional essay, the Informational Essay will be a digital, multimodal composition using elements of visual design. In other words, you will create audio-visual presentation (through PowerPoint, Prezi, Glogster, etc.) that demonstrates your ability to research a topic, summarize and analyze sources, and present information about that topic in an engaging, rhetorically-savvy way.

The informational essay should use objective, third-person perspective and adopt a journalistic tone. In addition to the digital composition/ Informational Essay you will also provide a **2 page** written reflection explaining your design process.

The Synthesis Essay:

The **synthesis essay**, our fourth major essay, builds upon the critical reading skills from previous essays while asking you to analyze the ways that two sources are “in conversation” about a given topic. For formal academic essays, an essential skill is seeing how writers contribute to a larger scholarly discussion (and in turn, how you should present yourself as part of a larger scholarly discussion). In other words, this essay asks you to analyze the ways in which two texts address a topic and build upon one another to enhance your understanding of the topic.

The synthesis essay should be academic in tone, must focus on making critical connections between texts, and must adopt more formal conventions for academic writing (see assignment guidelines for more details). The finished essay must be **5-7 pages** and must be documented using MLA style.

The Argument Essay:

Our fifth and final major assignment, the **argument essay** asks you present a thesis (i.e. a **claim**, usually a persuasive claim) about a topic and support that thesis with logical reasoning and evidence from academic sources. The argument essay asks you to adopt an academic tone and the conventions of a specific academic discipline. Also, Academic arguments require that you present yourself as being part of a larger academic conversation (i.e. “in conversation” with sources), not simply as a reporter of what others have said.

The argument essay requires you research your topic and incorporate at least one scholarly source from the library databases (in addition to instructor-provided sources). The finished essay must be **5-7 pages**, must be documented using MLA style, and must demonstrate the writer’s effective use of sources in supporting their ideas.

The Final Portfolio:

Given that an essential skill for academic writers is revising and improving essays over time, the final “Best Works” portfolio asks you to revise and resubmit any three of the major class essays during the final day of class. Throughout the semester your peers and I will offer extensive feedback about ways to improve your essays, but you should also be self-critical of your own work and actively find self-directed ways to improve your writing.

Along with the three revised essays, you also must include a **2 page** reflective essay discussing your revision process. While the quality of the finished product is important, so too is seeing evidence that you are able to make substantive improvements to an essay over time. A detailed assignment sheet will be provided with more information about the portfolio, as well as revision strategies that will be helpful in preparing your portfolio.

Participation:

Weekly participation during discussions and other course work is a must, including peer review and workshopping activities. This portion of your grade considers your engagement in class, your ability to meet deadlines, and your thoughtful feedback on your peers’ writing.

Grading Opportunities:

Assignment/Assessment	Weight
Narrative Essay	15
Textual Analysis Essay	15
Informational Essay	15
Synthesis Essay	15
Argument Essay	15
Workshop Participation	10
Final Portfolio	15
TOTAL	100%

High School's Grade Scale	
A	92.5-100
B	85.5-92.4
C	76.5-85.4
D	69.5-76.4
I	Incomplete
F	Failing
S	Satisfactory
U	Unsatisfactory
P	Passing

Pitt Grading System:

All courses required to satisfy associate and baccalaureate degree requirements-including all courses required for a major, a minor, or general education-must be taken for letter grades, with the exception of those courses designated as graded S and NC only. Pitt-Bradford uses 13 earned letter grades. They are listed below with their equivalent quality point values.

A+	4.00
A	4.00 superior achievement
A-	3.75
B+	3.25
B	3.00 meritorious achievement
B-	2.75
C+	2.25
C	2.00 adequate achievement
C-	1.75
D+	1.25
D	1.00 minimal achievement
D-	0.75
F	0.00 failure

Academic Integrity and Plagiarism:

Members of a university community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others face harsh penalties, including permanent dismissal. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances.

Creative Writing

Statement of Organization:

This course provides students the opportunity to focus on expressive writing in many different forms. Students will explore works by established authors and analyze the effective writing techniques used. Students will use learned techniques to create original forms of descriptive writing, poetry, drama, and fiction independently and collaboratively. Creative Writing is a half-credit elective that meets for a minimum of sixty (60) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Oral presentations
- Drill and practice
- Teacher observation
- Projects
- Narrative and informational writings
- Classroom discussions
- Graphic organizers
- Formal and informal writings

Estimated Instructional Time:

The sections below outline each of the two nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

***Individual writing assignments can be altered if the same standards are being met.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Informational Autobiographical Writings	Students will descriptively write about themselves, going beyond common introductory information. Students will write an autobiographical essay, focusing on self-reflection.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		3 blocks
Writing Narrative Character Narrative	Students will write a narrative focusing on characterization and plot. Students will write using an MLA format.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Exposition Rising action Climax Falling action Resolution Conflict Indirect characterization Direct characterization STEAL MLA	4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Informational or Narrative 9/11 response writings <i>This topic can change if class is offered during the second half of the year.</i>	Students will write either a narrative or informational response to real-life events. Students will write using an MLA format.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Free verse Acrostic	2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
Writing Narrative Dialogue	Students will write a narrative essay, focusing on writing dialogue correctly. Students will write using an MLA format.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Informational and Narrative Two Truths and a Lie	Students will creatively write to match the style, tone, and voice of an informational writing.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E	Style Voice Tone Supporting Details	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Narrative Fanfiction	Students will write a narrative based off of another novel, story, show, or movie.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its	Fanfiction	3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will write using an MLA format.	significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
Writing Narrative Suspense	Students will write using elements of suspense.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and	Tension Cliffhanger Ellipses Dramatic irony Pacing Suspense Atmosphere	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Argumentative Real Estate Ad	Students will create a persuasive real estate ad, focusing on word choice and persuasive techniques. Students will create a design that is aesthetically pleasing and catches the eye.	CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.	Aesthetic	1 block
Writing Narrative Poetry This will continue into the second marking period.	Students will identify and use poetic devices in various types of poetry.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to	Haiku Onomatopoeia Simile Metaphor Personification Rhyme scheme Alliteration Allusion Assonance Symbolism Couplet Free verse Hyperbole Idiom Slam poetry	9 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing Narrative Poetry <i>This is continued from the first marking period.</i>	Students will identify and use poetic devices in various types of poetry.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.	Haiku Onomatopoeia Simile Metaphor Personification Rhyme scheme Alliteration Allusion Assonance Symbolism Couplet Free verse Hyperbole Idiom Slam poetry	9 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Narrative Interest Writing	Students will write a narrative of choice.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		1 block
Writing Research Author Study	Students research two authors to analyze and compare their styles.	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.	Style Genre Dialogue	1 block
Writing Narrative	Students will write a narrative using elements of humor.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	Elements of humor Rule of three Irony	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
<i>Humor</i>		CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Rule of “k”	
<i>Writing</i> <i>Narrative Review - Three Lines Assignment</i> <i>*Start final project after this assignment.</i>	SW review elements of fiction by completing an assignment where they must meet certain criteria in each line.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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	Voice Point of view Symbolism Flashback Foreshadowing Sarcasm	1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing <i>Narrative Point of View</i>	Students write from the perspective of several people, focusing on what that person’s voice and perspective would be in a given situation.	CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.		1 block
Writing <i>Narrative Magazine Writing</i>	Students will write a creative narrative, incorporating given words at random parts of the plot.	CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. 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.		1 block
Writing <i>Narrative Modern Fairy Tale</i>	Students will write a modern fairy tale using common fairy tale elements.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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.		3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Narrative Winter Writing <i>This topic can change if class is offered during the second half of the year.</i>	Students will choose three prompts from a list of 25 to write brief narratives on.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		1 block
Writing Narrative	Students will write a 1,000 word narrative following criteria set in a rubric.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N		3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
1,000 Word Flash Fiction		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing Narrative Picture Book	Students will write a picture book focusing on word choice and writing appropriate for a certain audience.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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		4 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
<i>Writing</i> <i>Narrative</i> <i>Final Project</i>	Students will create a hardcover book following set criteria that covers everything we have learned this year.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 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. 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.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		This project will start in November (or April) and continue until the end of the semester. Students will work on it when they have time in class. Any remaining classes left after the picture book will be devoted to the final project.

Journalism

Statement of Organization:

This course offers students an opportunity to study journalism and the techniques of newspaper production. Journalism is a half-credit elective that meets for a minimum of sixty (60) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Oral presentations
- Drill and practice
- Teacher observation
- Tests and quizzes
- Projects
- Informational writings and research
- Classroom discussions
- Graphic organizers
- Formal and informal writings

Estimated Instructional Time:

The sections below outline each of the two nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing - Informational <i>School newspaper articles</i>	Students will contribute to the school newspaper in a variety of ways through their time in this class.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		Throughout the entire marking period
Reading Informational Text <i>History of Journalism</i>	Students will know the history of journalism in America. Students will understand and apply journalistic terms. Students will identify ethical and legal responsibilities	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Partisan Press Penny Press Yellow Journalism Muckraking Libel	2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
<i>Writing/Speaking and Listening</i> <i>History of Journalism Research and Presentation</i>	Students will research a given journalist and present information to the class.	CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. 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. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		1 block
<i>Reading Informational Text</i> <i>Ethics</i>	Students will identify and understand the ethics of journalism.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Ethics Composite Characters Privileged Statements Fair Comment Prior Restraint Credibility Objectivity Plagiarism Attribution Simultaneous Rebuttal Good Taste Forum Theory Hazelwood Decision	2 blocks
<i>Writing Informational Case Study</i>	Students will write a report on an ethics case study.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.		1 block

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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.		
Reading Informational Text Writing - Informational Speaking and Listening Interviews	Students will identify interview strategies. Students will analyze interview questions and articles written by professionals. Students will write appropriate interview questions. Students will conduct an interview and write an article from the interview, focusing on follow-up questions as well as describing the atmosphere of the interview in the article.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. 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.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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.	Timeliness Proximity Prominence Consequence Human Interest Primary Source “Est” Questions Q and A Technique	7 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.		
Reading Informational Text Writing - Informational Headlines	Students will fix inappropriate headlines. Students will write appropriate headlines.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. 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.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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.	Lead Pyramid Style Telegraphic AP or Summary Lead	2 blocks
Reading Informational Text Writing - Argumentative Editorials	Students will analyze editorials for ethics, content, style, and structure. Students will identify the difference between news and editorials. Students will write an editorial.	.CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. 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.		5 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Writing - Informational Obituaries	SW write an appropriate obituary.	iCC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing - Informational <i>School newspaper articles</i>	Students will contribute to the school newspaper in a variety of ways through their time in this class.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		Throughout the entire marking period
Speaking and Listening	Students will use various strategies to take appropriate and	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.	Close-up Extreme Close-up	3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Photography	effective photographs in relation to journalism. Students will present their photography to the class.	CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	Medium Shot Full Shot Wide Shot (Long) Point of View Shot Reaction Shot High Angle Shot Low Angle Shot Dutch Angle Shot	
Writing Informational/Argumentative Blogs	Students will create blog posts which incorporate photography. Posts will include information as well as advice on various topics. Students will write engaging headlines. Students will appropriately format blog posts.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		2 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.		
Writing - Informational Reading Informational Text Feature Article	Students will analyze feature articles. Students will write a feature article. Students will create an appropriate headline.	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. 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.J Acquire and use accurate 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.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		3 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension. 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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Informational Text Writing - Informational/Argumentative Speaking and Listening Investigative Reporting	Students will analyze evidence and write a news article explaining the evidence found. This continues throughout the “investigation.”	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C		6 blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will create a podcast that covers the entire case.	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. 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.J Acquire and use accurate 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.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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 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. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. 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.		
Final	Students will create a study guide for the final. Students will review all content learned and take the final.	All previously covered.		3-6 blocks depending on what is left



Kane Area High School

2025/2026

ENG 0110

Literature and Interpretation

Instructor Name: Joshua M. Jekielek

Instructor Email: jjekielek@kasd.net

Instructor Phone: 814-837-6821

Mission of the University:

Founded in 1963 as a regional campus of the University of Pittsburgh and set in the heart of the scenic Alleghenies, the University of Pittsburgh at Bradford provides affordable access to a distinguished four-year higher education. Pitt-Bradford offers high quality teaching supported by the resources of a world-class research university in a friendly, inclusive and student-focused academic environment. In service to our region and the Commonwealth of Pennsylvania, Pitt-Bradford connects communities to new ideas, innovative research and exciting arts and cultural programming, partnering with key stakeholders to build opportunities for continued regional development and growth.

Course Description:

This course will examine the ways in which meaning is created in both literary and non-literary texts and introduce you to some of the methods of literary interpretation. We will examine common literary devices and literary concepts like genre, narrative, character, and figurative language and use these concepts to consider the interaction among the reader, the writer, and the text itself and between different texts in the act of interpretation.

Required Texts and Materials:

Arp, Thomas R., and Greg Johnson. *Perrine's Literature: Structure, Sound, and Sense*. Wadsworth Cengage Learning, 2011.

Student Learning Outcomes:

- Display college-level writing that addresses the needs of audience, situation, and purpose and that synthesizes organizational and focus elements with assigned readings.
- Demonstrate competency in the essay form and accepted patterns of rhetoric.
- Display understanding of the author's purpose in various styles and genres of literature.
- Identify, discuss, and explain various writing techniques and literary elements present in assigned readings.
- Read sources critically; Summarize, paraphrase, analyze, and synthesize material from credible sources and selected readings.
- Accurately construct written and spoken thematic interpretations of various selected readings throughout the course.
- Share thoughts and ideas connected to interpretation of selected literature.
- Demonstrate control of syntax, grammar, punctuation, and spelling.

Schedule of Classes:

Key reading, research assignments, and exam dates

	TOPIC
Weeks 1-2	<u>Unit 1</u> Review the course syllabus Read key sections of Perrine's Introduction (pp.1-10) Read Ch. 1:Reading the Story (pp.61-67) Read the following selections: ▪ Ch. 6 Introduction (pp.300-311) ▪ "A Worn Path" by Eudora Welty (pp. 239-246) ▪ "Young Goodman Brown" by Nathaniel Hawthorne (pp. 325-337) ▪ "The Yellow Wallpaper" by Charlotte Perkins Gilman (pp. 337-351) ▪ "The Egg and the Sperm" by Emily Martin (handout)

	▪ “Barbie Doll” by Marge Piercy (776) ▪ “Ballad of Birmingham” by Dudley Randall (669) ▪ “Shakespeare in the Bush” by Bohannon (handout) Write Essay #1 ***Other assignments will be added at teacher discretion
Weeks 3-4	<u>Unit 2</u> Read Introduction to Figurative Language (pp. 726-736) Read Introduction to Imagery (pp. 712-715) Read ‘The Nature of Proof in the Interpretation of Poetry’ (handout) Read the following selections: ▪ “Toads” by Philip Larkin (739) ▪ “A Valediction: Forbidding Mourning” by John Donne (742) ▪ “In felt a Funeral in my Brain” by Emily Dickinson (717) ▪ “After Apple-Picking” by Robert Frost (720) ▪ “To Autumn” by John Keats (724) ▪ “War is Kind” by Stephen Crane (964) ▪ “Ozymandias” by Percy Bysshe Shelley (779) ▪ “Shall I Compare Thee to a Summer’s Day?” by William Shakespeare (666) ▪ “To His Coy Mistress” by Andrew Marvell (744) ▪ “Richard Cory” by Edwin Arlington Robinson (1010) Write Essay #2 ***Other assignments will be added at teacher discretion
Weeks 5-6	<u>Unit 3</u> Read Introduction to Denotation and Connotation (pp.697-703)

	Read Introduction to Meaning and Idea (pp. 805-809) Read the following selections: ▪ “The World Is Too Much with Us” by William Wordsworth (705) ▪ “Desert Places” by Robert Frost (706) ▪ “I never saw a Moor” by Emily Dickinson (811) ▪ “O sweet spontaneous” by e. e. cummings (812) ▪ “On the Sonnet” by John Keats (813) ▪ “Southern History” by Natasha Trethewey (815) ▪ “The Lamb” by William Blake (817) ▪ “The Tiger” by William Blake (817) ▪ “We Real Cool” by Gwendolyn Brooks (849) ▪ “Dulce et Decorum Est” by Winfred Owen (661) ▪ “To an Athlete Dying Young” by A.E. Housman (pp. 985-986) ▪ “Kubla Kahn” by Samuel Taylor Coleridge (pp. 961-963) Write Essay # 3 ***Other assignments will be added at teacher discretion
Weeks 7-8	<u>Unit 4</u> Read Introduction to Point of View (pp. 253-259) Read the following selections: ▪ “Porphyria’s Lover” by Robert Browning (pp. 877-878) ▪ “35/10” by Sharon Olds (710) ▪ “Break, break, break” by Alfred, Lord Tennyson (pp. 879) ▪ “My mistress’ eyes are nothing like the sun” by William Shakespeare (pp. 827)

	▪ “The Lottery” by Shirley Jackson (pp. 278-285) ▪ “The Drunkard” by Frank O’Connor” (pp. 364-372) ▪ “Hunters in the Snow” by Tobias Wolff (pp. 86-99) ▪ “Eleven” by Sandra Cisneros (handout) ▪ “How to Eat Like a Child” (handout) ▪ “I Have a Dream” by Martin Luther King (handout) Write Essay #4 ***Other assignments will be added at teacher discretion
Weeks 9-10	<u>Unit 5</u> Read Introduction to Plot and Structure (pp. 104-111) Read Introduction to Characterization (pp. 161-165) Read Introduction to Tragedy and Comedy (pp. 1222-1229) Read the following selections: ▪ “How I Met My Husband” by Alice Munro (pp. 126-140) ▪ “Everyday Use” by Alice Walker (pp. 166-178) ▪ “The Yellow Wallpaper” by Charlotte Perkins Gilman (pp. 337-351) ▪ “The Lesson” by Toni Cade Bambara” (handout) ▪ “The Use of Force” by William Carlos Williams (handout) ▪ <i>Othello</i> by Shakespeare (pp. 1276-1369) Write Essay #5 ***Other assignments will be added at teacher discretion
Weeks 11-12	<u>Unit 6</u> Read Introduction to Evaluating Fiction (pp. 394-397) Read Introduction to Symbol and Allegory (pp. 748-758)

	Read the following selections: ▪ “The Matchmaker” by Elizabeth Berg (pp. 398-408) ▪ “The Story of an Hour” by Kate Chopin (pp 540-542) ▪ “The Chaser” by John Collier (handout) ▪ “A Good Man Is Hard to Find” by Flannery O’Connor (pp. 446-459) ▪ “Good Country People” by Flannery O’Connor (pp. 460-477) ▪ “Everything That Rises Must Converge” by Flannery O’Connor (pp. 478-491) ▪ “The Writer” by Richard Wilbur (pp.760) ▪ “Fire and Ice” by Robert Frost (pp. 761) ▪ “Because I could not stop for Death” by Emily Dickinson (pp. 764) ▪ “Ulysses” by Alfred, Lord Tennyson (pp. 768) Write Essay #6 ***Other assignments will be added at teacher discretion
Weeks 13-14	<u>Unit 7</u> Read Introduction to Theme (pp. 208-214) Read the following selections: ▪ “Babylon Revisited” by F. Scott Fitzgerald (pp. 215-233) ▪ “Misery” by Anton Chekov (pp. 234-238) ▪ “Miss Brill” Katherine Mansfield (pp. 174-178) ▪ “The Chrysanthemums” by John Steinbeck (handout) Discuss novel students have been reading independently Write Essay #7 ***Other assignments will be added at teacher discretion

Weeks 15-16	<u>Unit 8</u> Read the following selections: ▪ “The Man He Killed” by Thomas Hardy (pp. 681) ▪ “The Unknown Citizen” by W. H. Auden (pp. 787) ▪ “Departmental” by Robert Frost (handout) ▪ “The State” by Randall Jarrell (handout) ▪ “Out, out –” by Robert Frost (pp. 793) ▪ Macbeth’s soliloquy (pp. 794) Read selected texts from <i>Perrine’s Literature</i> Write Essay #8
Weeks 17-18	<u>Unit 9</u> Read <i>Macbeth</i> by William Shakespeare Write essay #9
	Final

Grading Opportunities

Assignment/Assessment	Weight
Essay #1	5
Essay #2	5
Essay #3	5
Essay #4	5
Essay #5	5
Essay #6	5
Essay #7	5
Essay #8	5
Essay #9	10
Participation	25
Comprehensive final exam or other approved assessment tool	25
TOTAL	100%

Pitt Grading System:

All courses required to satisfy associate and baccalaureate degree requirements-including all courses required for a major, a minor, or general education-must be taken for letter grades, with the exception of those courses designated as graded S and NC only. Pitt-Bradford uses 13 earned letter grades. They are listed below with their equivalent quality point values.

A+	4.00
A	4.00 superior achievement
A-	3.75
B+	3.25
B	3.00 meritorious achievement
B-	2.75
C+	2.25
C	2.00 adequate achievement
C-	1.75
D+	1.25
D	1.00 minimal achievement
D-	0.75
F	0.00 failure

Academic Integrity and Plagiarism:

Members of a university community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others face harsh penalties, including permanent dismissal. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances.

Format for Written Work

Unless you are instructed otherwise in an assignment or by me in class, all written work in this course must be produced on a **computer** and adhere to the following format:

1. Use **12-point Times New Roman** (or Times Roman) font **only**.
2. Leave a margin of **one inch** on both sides and at the top of each page. Do **NOT** make the right-hand margin even. The *bottom margin* should be *no less than one inch and absolutely no greater than 1.15 inches*.
3. MLA Format. Write in the upper **left-hand corner** of the **first page, your name, instructor name, course name, and the date**. Put your last name and the page number in the header on the upper **right-hand corner** of the **first page**. Be sure there is a space between your name and number.
4. **Double-space** every line of your writing, and do **NOT** leave any **additional space between paragraphs**.
5. Essays should have a **title centered at the top** of the first page below heading. Title should **not** be bold, underlined, italicized, or larger than the rest of the text.

Man & Myth

Statement of Organization:

This course offers students an opportunity to read, discuss, and analyze literature dealing with man and mythology.

Man and myth is a half-credit elective that meets for a minimum of sixty (60) clock hours and is available for sophomores, juniors and seniors.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- teacher observation
- oral presentations
- projects
- self-evaluations
- teacher made tests
- written presentations
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature/Speaking and Listening Creation	Students will read and interpret the myths regarding creation in Greek mythology. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Zeus Hera Poseidon	3 Blocks
	Students will present research on a chosen creation figure in Greek mythology. Students will discuss and ask clarifying questions on the creation story and key figures.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Reading Literature/Speaking and Listening The Underworld	Students will read and interpret the myths of the Underworld in Greek Mythology. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Hades Persephone Cerebrus Rivers Chiron The Underworld	2 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will discuss and ask clarifying questions on the key events and figures of the Underworld.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Reading Literature/Speaking and Listening/Writing The Earliest Heroes	Students will read and interpret the myths regarding the earliest heroes in Greek mythology. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Demeter Dionysus Theme Moral Compare Contrast Outline	4 Blocks
	Students will discuss and ask clarifying questions on the earliest heroes in mythology.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
	Students will make connections by writing an essay comparing two figures—one from mythology and one from modern day.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Literature/Speaking and Listening/Writing Love Stories	Students will read and interpret the myths regarding the love stories in Greek mythology. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Cupid Psyche Pyramus & Thisbe Orpheus & Eurydice Pygmalion & Galatea Baucis & Philemon Endymion Daphne Alpheus & Arethusa Summary Moral	4 Blocks
	Students will discuss and ask clarifying questions on the love stories in mythology.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
	Students will work cooperatively to develop insightful presentations related to specific topics and love stories of mythology.	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature The Quest of the Golden Fleece	Students will read and interpret the myths regarding the Quest of the Golden Fleece. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Jason The Argonauts Voyage The Golden Fleece Chronological Order	2 Blocks
Reading Literature/Speaking and Listening/Writing Great Heroes Before the Trojan War	Students will read and interpret the myths regarding Great Heroes Before the Trojan War in Greek mythology. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Perseus Atalanta Theseus Hercules Tragedy Moral Motivation Theme Summary	5 Blocks
	Students will discuss and ask clarifying questions Great Heroes Before the Trojan War in Greek mythology.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
	Students will create postcards summarizing key events in heroes lives’ showing an understanding of the presented events.	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading Literature/Speaking and Listening/Writing The Trojan War	Students will read and interpret the myths regarding The Trojan War.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Eris Helen Menelaus Paris Odysseus Achilles Greeks Troy (Trojans) Trojan Horse	5 Blocks
	Students will make modern day connections to the content.	CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		
	Students will discuss and ask clarifying questions on The Trojan War.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
	Students will create a multiple step project that includes a brief writing assignment and a physical model representation showing a deep understanding of the key events of The Trojan War.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Literature/Speaking and Listening/Writing Odysseus	Students will read and interpret the myths regarding Odysseus and his journey. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	*Overlapping terms with The Trojan War	4 Blocks
	Students will discuss and ask clarifying questions on Odysseus and his journey.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
	Students will create a slideshow that represents the journey of Odysseus and create captions summarizing the main events of the journey.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
Reading Literature/Speaking and Listening Medea	Students will read and interpret the myths regarding Medea. Students will make modern day connections to the content.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Greek Theater Euripides	2 Blocks
	Students will discuss and ask clarifying questions on Medea.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Reading Literature/Speaking and Listening/Writing Mythology Exploration	Students will read, comprehend, and present either a key figure or key event from any type of mythology.	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B		3 Blocks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Reading Literature/Speaking and Listening Modern Myths	Students will research modern myths that are relevant today and present the findings to the class.	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		2 Blocks
Reading Literature/Speaking and Listening/Writing Final Project	Students will create an essay, a presentation, and two visuals exploring an uncovered figure in mythology.	All previously covered		6 Blocks



Kane Area High School

COMM 0104

Public Speaking

Instructor Name: Rachael Kennedy

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Instructor Phone: 814-837-6821

Mission of the University: Founded in 1963 as a regional campus of the University of Pittsburgh and set in the heart of the scenic Alleghenies, the University of Pittsburgh at Bradford provides affordable access to a distinguished four-year higher education. Pitt-Bradford offers high quality teaching supported by the resources of a world-class research university in a friendly, inclusive and student-focused academic environment. In service to our region and the Commonwealth of Pennsylvania, Pitt-Bradford connects communities to new ideas, innovative research and exciting arts and cultural programming, partnering with key stakeholders to build opportunities for continued regional development and growth.

Course Description

An introduction to the composition and delivery of informative and persuasive speeches, with attention to speech design, delivery, and organization. Practical applications of theoretical concepts focusing on public communication

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Plan, prepare, and deliver a variety of speeches for different purposes.
- Demonstrate skills through a variety of practice/ungraded assignments.
- Analyze how speech genre and situational context influence speaking choices, including purpose, organization, tone, and audience expectations.
- Apply effective preparation strategies, including research, outlining, rehearsal, and revision, to improve speech clarity, organization, and delivery.

- Demonstrate flexibility in speaking by adapting content, delivery, and strategies in response to audience feedback, time constraints, or unexpected circumstances.
- Engage in multiple methods of audience interaction, such as questioning, storytelling, visual aids, and verbal and nonverbal engagement techniques.
- Analyze and learn from example speeches delivered by a diverse range of speakers, analyzing how rhetorical strategies and delivery choices contribute to effectiveness.
- Demonstrate competence in multiple delivery styles, including manuscript, memorized, impromptu, and extemporaneous speaking, as appropriate to the speaking situation.
- Reflect on personal speaking growth, identifying strengths, challenges, and strategies for continued improvement as a public speaker.

Required Texts and Materials

The Art of Public Speaking- 13th Edition
Stephen E. Lucas

Schedule of Classes:

	TOPIC
Weeks 1-2	Review of course and syllabus Introduction to text: <i>The Art of Public Speaking</i> Read, review, and implement sections of Chapter 1: Speaking in Public Read, review, and implement of Chapter 2: Ethics and Public Speaking Assignment: Ethics Questions
Week 3-4	Read, review, and implement sections of Chapter 3: Listening Assignment: Listening/Critical Thinking Assignment
Week 5-8	Read, review, and implement sections of Chapter 4: Giving Your First Speech Read, review, and implement sections of Chapter 5: Selecting a Topic and a Purpose Read, review, and implement of Chapter 6: Analyzing the Audience Assignment: Introductory Speech *More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.
Week 9	Read, review, and implement sections of Chapter 7: Gathering Materials Read, review, and implement of Chapter 8: Supporting Your Ideas

Week 10-11	Read, review, and implement sections of Chapter 9: Organizing the Body of the Speech
	Read, review, and implement sections of Chapter 10: Beginning and Ending the Speech
	Read, review, and implement sections of Chapter 11: Outlining the Speech
	Assignment: Practice Beginnings and Endings
Week 12-13	Read, review, and implement sections of Chapter 12: Using Language
	Read, review, and implement sections of Chapter 13: Delivery
	Read, review, and implement sections of Chapter 14: Using Visual Aids
	Assignment: Impromptu Speaking
Weeks 14-16	Read, review, and implement sections of Chapter 15: Speaking to Inform
	Read, watch, and analyze several sample informative speeches.
	Assignment: Informative Speech
	*More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.
Weeks 17-20	Read, review, and implement sections of Chapter 16: Speaking to Persuade
	Read, review, and implement sections of Chapter 17: Methods of Persuasion
	Read, watch, and analyze several sample persuasive speeches.
	Assignment: Persuasive Speech
Weeks 21-22	*More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.
	Read, review, and implement sections of Chapter 18: Speaking on Special Occasions
	Read, watch, and analyze several sample special occasion speeches.
	Assignment: Special Occasion Speech (will choose 2 occasions)
Week 23-25	Read, watch, and analyze several sample demonstration speeches.
	Assignment: Demonstration Speech
Week 26-27	Read, review, and implement sections of Chapter 19: Presenting Your Speech Online
	Read, watch, and analyze several sample online speeches.
	Assignment: Online Speech
	*More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.

Week 28-30	Read, review, and implement sections of Chapter 20: Speaking in Small Groups Read, watch, and analyze several sample group speeches. Assignment: Small Group Speeches *More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.
Week 31-33	Read, watch, and analyze several sample TED Talks. Assignment: TED Talks *More or less time may be needed for each speech depending on how long it takes to get through them in the class. It will vary depending on class size.
Week 34-36	Final preparation and finals. Final: The final will have a small exam portion and a short speech portion

***Other assignments will be added at teacher discretion

Important Course Information **Grading Opportunities**

Assignment/Assessment	Weight
Speeches	80%
Introductory Speech	10%
Informative Speech	10%
Persuasive Speech	10%
Special Occasion Speech	10%
Demonstration Speech	10%
Small Group Speech	10%
Online Speech	10%
TED Talk Speech	10%
Learning Activities	10%
Final	10%
TOTAL	100%

Introductory Speech:

Your introductory speech will be the first formal speech of the course. This speech will be the first opportunity for you to formally speak in this class. Using the learned techniques of the course up to this point, you will prepare and present a speech introducing yourself to the class and this course. This speech is simply to get you used to speaking in front of the class, practice listening, and easing nerves.

Informative Speech:

Your informative speech will be the first speech of the course that requires credible research and integration of evidence. A range of topics will be allowed for this speech. Your assignment is to choose a topic to inform your audience about. This speech will practice your public speaking skills, listening, research, adapting to the audience, and have a longer preparation time.

Persuasive Speech:

The persuasive speech will be another speech that requires you to plan, prepare, and research. This speech will be on a topic of your choice on a controversial issue or a topic you want to persuade your audience to act upon. In this speech, you will be utilizing persuasive techniques such as ethos, pathos, and logos as well as maintaining ethics of public speaking.

Special Occasion Speech:

After analyzing and viewing multiple samples of special occasion speeches, you will be presenting two of your choice. For this speech, you will set the scene for the occasion, create the audience for your chosen occasions, and plan, prepare, and present two occasion speeches implementing the public speaking techniques of the course.

Demonstration Speech:

For the demonstration speech, you will be practicing speaking while actively doing something; you will practice question and answer techniques, and plan, prepare, and present a demonstration of your choosing.

Online Speech:

For the online speech, you will have to create and present a speech on an online platform considering the visual environment, nonverbal communication, and your audience.

Small Group Speech:

For this speech, you will collaborate with a small group to create and deliver a speech as a group. This could be in the form of an oral report, symposium, or a panel discussion.

TED Talk:

After analyzing and watching several TED Talks, you will create your own on a passion topic. You will then present your TED Talk using a variety of techniques that were discussed and practiced throughout the course.

Learning Activities: Throughout the course, several practice and learning activities will be assigned and implemented in the classroom. These will range from written questions to short speaking activities to practice current skills. Assignments will be added at teacher discretion.

Final: The final for this course will have a small written portion that will review the public speaking techniques and strategies discussed throughout the semester. A speech will also be presented as part of the final grade.

Pitt Grading System:

All courses required to satisfy associate and baccalaureate degree requirements-including all courses required for a major, a minor, or general education-must be taken for letter grades, with the exception of those courses designated as graded S and NC only. Pitt-Bradford uses 13 earned letter grades. They are listed below with their equivalent quality point values.

A+	4.00
A	4.00 superior achievement
A-	3.75
B+	3.25
B	3.00 meritorious achievement
B-	2.75
C+	2.25
C	2.00 adequate achievement
C-	1.75
D+	1.25
D	1.00 minimal achievement
D-	0.75
F	0.00 failure

Academic Integrity and Plagiarism

Members of a university community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others face harsh penalties, including permanent dismissal. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances.

Theatre Arts

Statement of Organization:

This course introduces the students to various aspects of the theatre: the role of the theatre, its history, basics of acting, stage movement, oral interpretation, make-up, costuming, set construction and design, and play production. Theatre Arts is a full-credit for sophomore through seniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- written presentations
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Role of Theatre in Society: What is Theatre?	9.2: Historical and Cultural Contexts	Standard - 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts. Standard - 9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). Standard - 9.2.12.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). Standard - 9.2.12.D Analyze a work of art from its historical and cultural perspective. Standard - 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas) Standard - 9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities. Standard - 9.2.12.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). Standard - 9.2.12.L Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).	Theatre Acting Playwright Director Producer Actor Stage Manager Stage Crew Genre Style Tragedy Comedy Realism Expressionism Musical Theatre	1 week
Stage Movement	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).	Onstage Offstage Blocking Upstage Downstage Center Stage Stage Right Stage Left Wings Cross Counter-Cross Open Up Full Front Profile One quarter	2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Three Quarters	
Stage Movement: Pantomime	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Pantomime Focus Rehearsal Staging Feedback Critique Cue Run-through	3 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Oral Interpretation: Voice Unit	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Voice Breath Control Diaphragm Projection Volume Pitch Tone Resonance Diction Articulation Enunciation Consonants Vowels Inflection Emphasis Phrasing Pacing Pause Rhythm Dynamics	3 Weeks

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Performance: Elementary/ Middle School Production	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms.	Production Script Playwright Concept Director Producer Audition Casting Callback Read-Through	6 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Blocking Staging Cue Run-Through Notes Line Run Character Development Objective Motivation Obstacle Subtext Beat Projection Presence Ensemble Set Scenic Design Set Pieces Props Lighting Design Sound Design Costume Design Stage Manager Tech Rehearsal Dress Rehearsal	
Script Analysis	9.3: Critical Response	9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities: Compare and contrast, Analyze, Interpret, Form, and, Evaluate/form judgments 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts 9.3.12.C Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3.12.D Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Script Analysis Textual Evidence Inference Critical Response Annotation Close Reading Genre Style Realism Nonlinear Structure Theme Central Conflict Internal Conflict External Conflict Dramatic Question Motif Symbolism	2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Tone Mood Dialogue Monologue Soliloquy Aside Subtext Beat Phrasing Pause Character Objective Motivation Obstacle Tactic Character Arc Dynamic Character Static Character	

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Script Analysis: Monologues/Shakespeare	9.3: Critical Response	9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities: Compare and contrast, Analyze, Interpret, Form, and, Evaluate/form judgments 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts 9.3.12.C Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3.12.D Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Script Analysis Textual Evidence Inference Critical Response Annotation Close Reading Genre Style Realism Nonlinear Structure Theme Central Conflict Internal Conflict External Conflict Dramatic Question Motif Symbolism	2 weeks
	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Tone Mood Dialogue Monologue Soliloquy Aside Subtext Beat Phrasing Pause Character Objective Motivation Obstacle Tactic Character Arc Dynamic Character Static Character Iambic Pentameter Blank Verse Prose Couplets Quatrain Folio	
Performance: High School Production	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	Production Script Playwright Concept Director Producer Audition Casting Callback Read-Through Blocking Staging Cue Run-Through Notes Line Run Character Development Objective	4 weeks (Continues through 4th Marking Period 9 weeks total)

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Motivation Obstacle Subtext Beat Projection Presence Ensemble Set Scenic Design Set Pieces Props Lighting Design Sound Design Costume Design Stage Manager Tech Rehearsal Dress Rehearsal	

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Performance: High School Production	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G	Production Script Playwright Concept Director Producer Audition Casting Callback Read-Through Blocking Staging Cue Run-Through Notes Line Run Character Development Objective Motivation Obstacle Subtext Beat Projection	5 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Presence Ensemble Set Scenic Design Set Pieces Props Lighting Design Sound Design Costume Design Stage Manager Tech Rehearsal Dress Rehearsal	
Theatre Makeup Unit	9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts	9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.12.C Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.12.G Analyze the effect of rehearsal and practice sessions. 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	Theatre Makeup Character Makeup Stage Lighting Highlight Shadow Contour Blending Foundation Powder Greasepaint Water-Based Makeup Brush Sponge Applicator Setting Spray Makeup Design Face Chart Character Analysis Age Makeup Fantasy Makeup Realistic Makeup Special Effects (SFX) Makeup Bruising Scarring Latex Prosthetics Blood Effects Color Theory Warm Colors Cool Colors	3 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Complementary Colors Highlight Color Shadow Color Character Transformation Stage Distance Visibility	

Yearbook I

Statement of Organization:

This course concentrates on the terminology, skills, and diverse options necessary to design yearbook spreads.

Yearbook I is a full-credit course for sophomores, juniors, and seniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- teacher observation
- oral presentations
- projects
- self-evaluations
- teacher made tests
- written presentations
- classroom discussions

- Meeting of deadlines

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1-Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading	Students will read relevant articles and write ups for content to be included in the yearbook.	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Content	*Ongoing Because the yearbook is produced throughout the entire school year, all content is ongoing.
Written Expressions	Students will write articles, captions, and headlines for use in the yearbook.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.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.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Copy Articles Captions Headlines	
Speaking and Listening	Students will speak to students and adults to interview them for yearbook content. Students will offer opinions on design, articles, and captions.	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G	Interviews Quotes Testimony	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will orally present layout designs to class for evaluation and feedback. Students will ask clarifying questions.	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.		
Photography	Students will demonstrate effective use of composition technique. Students will operate a digital camera effectively. Students will operate cell phone cameras effectively. Students will use photo editing programs effectively.	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.5.11-12.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.	Camera Zoom Lense Mode Lighting Candid Posed Center of Interest Dominant Focus Resolution SD Card JPG or PNG file CR2 file	
Computers and Software	Students will be introduced to the current yearbook program- Yearbook 360 where they will demonstrate effective computer application and utilize the software to maximize effectiveness.	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.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. 5.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications.	Yearbook 360 Tools Edit Select Object Text Font Index Photo Tray Portraits/Portrait Flow Templates Effects	
Page Production	Students will create and design yearbook pages that align with the theme. Students will create subject appropriate copy.	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Theme Cover Master Sheet Spread Photo Bleed Dominant Pica Grid Lines	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will edit copy effectively. Students will choose appropriate photographs.	CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.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.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Divider Gutter End Sheets Format Clip Art Elements Colophon Table of Contents Index	

Yearbook II: Editorship

Statement of Organization:

This course concentrates on the editorial and managerial aspects of creating and producing an entire yearbook. Yearbook II is a full-credit course for seniors that meets for a minimum of one hundred twenty (120) clock hours.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- teacher observation
- oral presentations
- projects
- self-evaluations
- teacher made tests
- written presentations
- classroom discussions

- Meeting of deadlines

****Note: All students in this course will be collaborating on the final yearbook similar to students in Yearbook; however, they will have more editing responsibilities throughout the course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1-Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Reading	Students will read relevant articles and write ups for content to be included in the yearbook.	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Content	*Ongoing Because the yearbook is produced throughout the entire school year, all content is ongoing.
Written Expressions	Students will write articles, captions, and headlines for use in the yearbook.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.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.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Copy Articles Captions Headlines	
Speaking and Listening	Students will speak to students and adults to interview them for yearbook content. Students will offer opinions on design, articles, and captions. Students will orally present layout designs to class for evaluation and feedback.	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.	Interviews Quotes Testimony	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Students will ask clarifying questions.			
Photography	Students will demonstrate effective use of composition technique. Students will operate a digital camera effectively. Students will operate cell phone cameras effectively. Students will use photo editing programs effectively.	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.5.11-12.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.	Camera Zoom Lense Mode Lighting Candid Posed Center of Interest Dominant Focus Resolution SD Card JPG or PNG file CR2 file	
Computers and Software	Students will be introduced to the current yearbook program-Yearbook 360 where they will demonstrate effective computer application and utilize the software to maximize effectiveness.	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.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. 5.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications.	Yearbook 360 Tools Edit Select Object Text Font Index Photo Tray Portraits/Portrait Flow Templates Effects	
Page Production	Students will create and design yearbook pages that align with the theme. Students will create subject appropriate copy. Students will edit copy effectively. Students will choose appropriate photographs.	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Theme Cover Master Sheet Spread Photo Bleed Dominant Pica Grid Lines Divider Gutter End Sheets Format	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.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.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Clip Art Elements Colophon Table of Contents Index	