

## 11-12 ELA Standards: Communication

### ELA Reading Standards for Communication

**RC.11-12.1** Cite specific textual evidence to support analysis of written communication, attending to important distinctions the author makes and to any gaps, inconsistencies, or bias in the account.

**RC.11-12.2** Determine central ideas or conclusions of a text and analyze their development; summarize the complex concepts, processes, or information presented in a text, including any legal and/or ethical issues as determined by law or code of ethics, by paraphrasing them in simpler but still accurate terms.

**RC.11-12.3** Analyze written communication, both historical and current, in a variety of formats from government, workplace, personal, and news media for historical impact and current effectiveness in contemporary society.

**RC.11-12.4** Determine the meaning and impact of photographs (e.g., emotional connection, enhanced text, reader response, storytelling quality, composition), multimedia elements, and key domain-specific terms, as they are used for communication in government, workplace, personal, and news media.

**RC.11-12.5** Analyze how the text uses print and design elements to structure information or ideas into categories or hierarchies, demonstrating an understanding of the information or ideas while adhering to an appropriate code of ethics.

**RC.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or reporting an event that includes identifying important interpersonal or societal issues that may remain unresolved.

**RC.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RC.11-12.8** Evaluate the data analysis, sources, and conclusions in written communication, verifying any data when possible and corroborating sources or challenging conclusions.

**RC.11-12.9** Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RC.11-12.10** By the end of grade 12 read and comprehend written communication in the grades 11-12 text complexity band independently and proficiently.

## **ELA Writing Standards for Communication**

**WC.11-12.1** Write arguments focused on discipline-specific content.

**WC.11-12.2** Write informative/explanatory texts including those requiring journalistic style and processes.

**WC.11-12.3** Write narratives to convey real events accurately and with sufficient detail using narrative elements to write precise descriptions of step-by-step procedures and/or sequences of events.

**WC.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WC.11-12.5** Develop and strengthen writing and design elements 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.

**WC.11-12.6** Use technology to produce, publish, and update individual or shared writing products, including new arguments or information in response to ongoing feedback (e.g., self assessment, peer and teacher feedback).

**WC.11-12.7** 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.

**WC.11-12.8** Gather relevant information from multiple authoritative print, digital, and human sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, include photographs and media components strategically, avoid plagiarism through appropriate attribution when quoting directly and indirectly and overreliance on any one source, and follow a standard format for citation.

**WC.11-12.9** Draw evidence from texts to support analysis, reflection, and research.

**WC.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ELA Speaking and Listening Standards for Communication

**SLC.11-12.1** Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SLC.11-12.2** Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLC.11-12.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SLC.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SLC.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SLC.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

## **ELA Language Standards for Communication**

**LC.11-12.1** Demonstrate command of the conventions of standard English grammar and usage.

**LC.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LC.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**LC.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**LC.11-12.5** Demonstrate understanding of word relationships and nuances in word meanings.

**LC.11-12.6** Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# English 11/12: Mass Communications

(0.5 Credit)

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**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

# COURSE

<b>Course Umbrella:</b>	Communication
<b>Title of the Course:</b>	English 11/12: Mass Communications
<b>Course Code Number:</b>	418120
<b>Licensure Codes:</b>	Link to ADE Data Center: <a href="#">Course Code Management System</a>
<b>Course Description:</b>	A study of the varied methods of delivery and texts within mass communications such as podcasts, social media, news programs, and websites. Students will explore how media influences the decisions people make, and how media mirrors the culture and society of a respective time period.

## Overview of Essential Questions

<b>Communication</b>	<ul style="list-style-type: none"> <li>• How can you use language to empower yourself?</li> <li>• How is language used to manipulate and persuade?</li> <li>• How do our values and beliefs shape who we are as individuals and influence our communication behaviors?</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• What is literature supposed to do?</li> <li>• How does literature reveal the values of a given culture or time period?</li> <li>• How can literature serve as a vehicle for social change?</li> </ul>
<b>Technical Professions</b>	<ul style="list-style-type: none"> <li>• How does technology shape and form our identities?</li> </ul>

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	<ul style="list-style-type: none"> <li>• What purpose or function do ethics / philosophy have in governing technological advances?</li> <li>• What roles do chaos and order play in society through technological advances?</li> </ul>
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<b>Course Level Essential Questions:</b>	<ul style="list-style-type: none"> <li>• How does the media influence the decisions people make?</li> <li>• How is the media a mirror for the culture and society of a respective time period?</li> <li>• Which is more important or influential? The message or the way it is conveyed?</li> </ul>
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# READING

<b>Essential Vocabulary</b>

## Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
<b>Reading Standards</b>	<b>Language Standards</b>	Script	Literary	<ul style="list-style-type: none"> <li>• <a href="#">“Big Bang Theory”</a> Pilot television script</li> <li>• <a href="#">“The West Wing”</a> television script</li> <li>• <a href="#">BBC Writer’s Room</a> Database with Scripts</li> </ul>	
<b>1</b>	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.5 RC.11-12.6 RC.11-12.10				

**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

2	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.5 RC.11-12.6 RC.11-12.7 RC.11-12.8 RC.11-12.9 RC.11-12.10	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Series of News Websites with Similar Topic or News Reporting	Expository	<p><b>Similar Topic</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Computer Similation just Predicted Huge Measles Outbreak in Texas, With 4,000 Percent Increase Predicted in Some Communities”</a> by Kashimira Gander</li> <li>• <a href="#">“Measles Cases and Outbreaks”</a> by CDC</li> <li>• <a href="#">“What Parents Should Know About Measles Outbreak as Kids Head Back to School”</a> by Dr. Jennifer Ashton</li> <li>• <a href="#">“Measles Infographic”</a></li> <li>• <a href="#">“Measles in Political Cartoons”</a> by Dylan Bouscher</li> </ul> <p><b>News Reporting</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dynamics of News Reporting &amp; Writing: Foundational Skills for a Digital Age</a> by Vincent F. Filak</li> <li>• <a href="#">The Associated Press Guide to News Writing</a>, 4th Edition by Peterson’s</li> <li>• <a href="#">7 Days to a Byline that Pays</a> by Michael Ray Smith</li> <li>• <a href="#">The News Manual</a></li> </ul>	<a href="#">Text Complexity Example</a>
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**Supporting Texts**

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Newspapers, Magazines	Informational	<p><b>Example Articles</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Want to Take Better Smartphone Photos? 10 Tips for Taking Better Smart Phone Pictures”</a> by Patrick Lucas Austin</li> <li>• <a href="#">“Lakewood Passes ordinance aimed to</a></li> </ul>	<a href="#">Text Complexity Example</a>
1 RC.11-12.1 RC.11-12.2 RC.11-12.3	SLC.11-12.1 LC.11-12.3 LC.11-12.6				

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	RC.11-12.4 RC.11-12.5 RC.11-12.6 RC.11-12.7 RC.11-12.8 RC.11-12.9 RC.11-12.10				<p><a href="#">reduce cell phone use while driving</a>” by Dave Nethers</p> <ul style="list-style-type: none"> <li>• <a href="#">“Who gets to decide if Han shot first?”</a> by Paul Waldman</li> <li>• <a href="#">Great Big Story</a> (video): <a href="#">Afghanistan’s Female Journalists Risk Their Lives to Tell the News</a></li> </ul> <p><b>News Sources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsweek Magazine</a></li> <li>• <a href="#">U.S. News &amp; World Report</a></li> <li>• <a href="#">New York Times</a></li> <li>• <a href="#">Graphic News</a></li> <li>• <a href="#">Arkansas Newspapers</a> (local, regional, and state)</li> </ul>	
2	RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.5 RC.11-12.6 RC.11-12.7 RC.11-12.10	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Website	Informational	<p><b>Example News Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.msn.com">https://www.msn.com</a></li> <li>• <a href="https://www.cnn.com/">https://www.cnn.com/</a></li> <li>• <a href="https://www.bbc.com/news">https://www.bbc.com/news</a></li> <li>• <a href="https://www.foxnews.com/">https://www.foxnews.com/</a></li> <li>• <a href="https://www.cbsnews.com/">https://www.cbsnews.com/</a></li> </ul> <p><b>Analysis of News Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Where People Go, How They Get There and What Lures Them Away”</a> by Amy Mitchell and Tom Rosentiel</li> <li>• <a href="#">Analysis of News Sites</a> by University of North Texas</li> <li>• <a href="#">Reading News Online</a> by Common Sense Media</li> <li>• <a href="#">How to Create a News Website that Makes Money</a> by Glen Halbrooks</li> </ul>	
3	RC.11-12.1	SLC.11-12.1	Podcast, Podcast	Expository	<b>Example Podcasts</b>	

	RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.6 RC.11-12.7 RC.11-12.8	LC.11-12.3 LC.11-12.6	Script		<ul style="list-style-type: none"> <li>• NPR: <a href="#">Employers Struggle with Hiring Undocumented Workers: 'not Hire American Here'</a> by John Burnett</li> <li>• The Best Short Podcasts: <a href="#">"What the Star Wars "Who- Shot- First- Controversy" tells us about modern-day fandom"</a> by Paul Waldman</li> <li>• <a href="#">Tune In</a> Podcasts</li> </ul> <p><b>Tips for Podcasting</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"The Podcasting Juggernaut has (Finally) Arrived"</a> by Felix Salmon</li> <li>• <a href="#">"How to Create Your Own Successful Podcast"</a> by Terry Sullivan</li> <li>• <a href="#">"How to Write a Podcast Script"</a> by Michelle Ruoff</li> </ul>	
4	RC.11-12.4 RC.11-12.7	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Commercial	Persuasive, Informational	<p><b>Example Advertisements</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"Clas Ohlson: 2019 Christmas"</a></li> <li>• <a href="#">"We're Short a Guy"</a></li> <li>• <a href="#">"Apple:What's a Computer?"</a></li> <li>• <a href="#">"Apple 1984 Commercial"</a></li> </ul> <p><b>Tips for Commercials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"10 Steps to Making an Effective TV Commercial"</a> by Apryl Duncan</li> <li>• <a href="#">"13 Ways to Create a High Performing T.V. Ad"</a> by The Young Entrepreneur Council</li> </ul>	
5	RC.11-12.1 RC.11-12.2 RC.11-12.10	LC.11-12.3 LC.11-12.6	News Programs	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Meet the Press</a></li> <li>• <a href="#">NBC Nightly News</a></li> <li>• <a href="#">PBS News Hour</a></li> <li>• <a href="#">60 Minutes</a></li> </ul>	

6	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.5 RC.11-12.6 RC.11-12.7	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Social Media	Informational	<b>Volunteers of America</b> <ul style="list-style-type: none"> <li>● <b>Twitter:</b> <a href="https://twitter.com/vol_of_america">https://twitter.com/vol_of_america</a></li> <li>● <b>Website:</b> <a href="https://www.voa.org/">https://www.voa.org/</a></li> <li>● <b>Facebook:</b> <a href="https://www.facebook.com/VolOfAmerica">https://www.facebook.com/VolOfAmerica</a></li> <li>● <b>Instagram:</b> <a href="https://www.instagram.com/volunteers_of_america/">https://www.instagram.com/volunteers_of_america/</a></li> </ul>	
7	RC.11-12.1 RC.11-12.2 RC.11-12.3 RC.11-12.4 RC.11-12.5 RC.11-12.6 RC.11-12.7 RC.11-12.8 RC.11-12.9 RC.11-12.10	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Fake News	Informational, Persuasive	<b>Fake News:</b> <ul style="list-style-type: none"> <li>● <a href="#">NPC Daily</a></li> <li>● <a href="#">The Onion</a></li> <li>● <a href="#">“Fake News: How to Spot It”</a> by Enoch Pratt Library</li> <li>● <a href="#">Evaluating Websites: Identifying Fake News Sources</a> by Maxwell Library, Bridgewater University</li> <li>● <a href="#">The Science of Fake News</a> by Science</li> </ul>	
8	RC.11-12.2 RC.11-12.3 RC.11-12.5 RC.11-12.7	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Billboards, Skywriting	Informational Persuasive	<ul style="list-style-type: none"> <li>● <a href="#">Live Claritin Free</a> (video)</li> <li>● <a href="#">Billboards: 42 traffic-stopping examples</a></li> <li>● <a href="#">Digital Skywriting: The Ultimate Social Media Supercharger</a></li> </ul>	
9	RC.11-12.4 RC.11-12.5	SLC.11-12.1 LC.11-12.3 LC.11-12.6	Book covers for print media and/or movie posters	Informational Persuasive	<b>Book Covers</b> <ul style="list-style-type: none"> <li>● <a href="#">Truth About Alice</a> book cover</li> <li>● <a href="#">A Clockwork Orange</a> book cover (original cover v. <a href="#">latest version</a>)</li> <li>● <a href="#">How Long ‘Til Black Future Month?</a></li> <li>● <a href="#">The Hate U Give</a> (original &amp; <a href="#">latest version</a>)</li> </ul> <b>Movie Posters:</b> <ul style="list-style-type: none"> <li>● <a href="#">Casino Royale</a> (Version 1)</li> </ul>	

					<ul style="list-style-type: none"> <li>• <a href="#">Casino Royale</a> (Version 2)</li> </ul> <p><b>Graphic Design:</b></p> <ul style="list-style-type: none"> <li>• Comparisons: <a href="#">“45 Redesigned Movie Posters to Inspire Your Creativity”</a></li> </ul>	
10	RC.11-12.1 RC.11-12.2 RC.11-12.10	LC.11-12.3 LC.11-12.6	Analysis, Historical Tools	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Fairness</a> by The News Manual</li> <li>• <a href="#">“Evolution of Mass Communication”</a> by Lumen Learning</li> <li>• <a href="#">“These 6 Corporations Control 90% of the Media in America”</a> by Ashley Lutz</li> <li>• <a href="#">“These 15 Billionaires Own America’s News Media Companies”</a> by Kate Vinton</li> <li>• <a href="#">“11 Positive and Negative Influences of Media on Teenagers”</a> by Chhandita Chakravarty</li> <li>• <a href="#">“The Medium is the Message”</a> by Marshall McLuhan (high difficulty)</li> </ul>	

# WRITING

## Essential Vocabulary

### Extended Process Papers

Standards		2 Extended Process Papers <sup>1</sup>	Text Type	Examples	Instructional Focus <sup>2</sup>
<b>Writing Standards</b>	<b>Language Standards</b>	Script for News Reporting or T.V. Show	Narrative, Informational	<b>News</b> <ul style="list-style-type: none"> <li>The student writes a script for a news report. This could be a news story or the entire script with some sections for talking points.</li> </ul> <b>T.V. Show</b> <ul style="list-style-type: none"> <li>Students will write a pilot script for a T.V. show.</li> <li>Students will propose methods for branding and product placement within an existing T.V. show or news broadcast. What products would be best</li> </ul>	Ideas, Organization, Word Choice, Conventions, Presentation
1 WC.11-12.2 WC.11-12.3 WC.11-12.4 WC.11-12.5 WC.11-12.7 WC.11-12.9	LC.11-12.1 LC.11-12.2 LC.11-12.3				

<sup>1</sup> 2-4 pages

<sup>2</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

					suited given the targeted audience? What covert and overt methods could be used, and how does one determine the best method?	
2	WC.11-12.4 WC.11-12.7 WC.11-12.9	LC.11-12.1 LC.11-12.2 LC.11-12.5 LC.11-12.6	Essay	Informational	<ul style="list-style-type: none"> <li>The student reads about a topic in a variety of formats (e.g., website, infographic, news article, poster), then writes a critique that synthesizes the information on the topic from the various formats and evaluates the effectiveness of the information given within each format.</li> </ul>	Ideas, Organization, Sentence Fluency, Conventions

### Analysis Writing

Standards		8-12 Analysis Papers <sup>3</sup>	Text Type	Examples	Instructional Focus <sup>4</sup>
Writing Standards	Language Standards	Talking Points	Informational	<ul style="list-style-type: none"> <li>The student develops a list of talking points and/or questions for an interview with an assigned or self-selected individual.</li> <li>The student develops a list of talking points and/or questions for a podcast.</li> </ul>	Ideas, Voice
1	WC.11-12.1 WC.11-12.5 WC.11-12.9				

<sup>3</sup> ½ page to 1 page

<sup>4</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

2	WC.11-12.4 WC.11-12.5 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	Commercial	Informational	<ul style="list-style-type: none"> <li>The student develops an idea for a commercial to advertise an existing or fake product. Then he or she writes a script for an advertisement, develops a print advertisement, and/or develops a script for a radio advertisement. The student writes a justification for the choices made.</li> </ul>	Ideas, Organization, Word Choice
3	WC.11-12.1 WC.11-12.2 WC.11-12.7	LC.11-12.1 LC.11-12.2 LC.11-12.4 LC.11-12.6	Analysis of news articles	Informational	<ul style="list-style-type: none"> <li>The student reads multiple articles on the same news story and analyzes the consistencies and inconsistencies in news reporting. Is there bias through the word choice and/or the inclusion and exclusion of information?</li> <li>The student examines one article and analyzes the effectiveness at which the author achieves his or her purpose. Consider what evidence is included. This article should be of substantial length.</li> </ul>	Ideas, Conventions, Sentence Fluency
4	WC.11-12.1 WC.11-12.2 WC.11-12.3 WC.11-12.4	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	Review	Informational	<ul style="list-style-type: none"> <li>The student analyzes a review of a film, T.V. show, play, restaurant, etc. of which they are familiar. Is the review accurate? Is it too negative or positive? Explain.</li> <li>The student writes a critical review (e.g., film, T.V. show, play, restaurant).</li> </ul>	Word Choice, Organization, Voice

5	WC.11-12.1 WC.11-12.2 WC.11-12.5	LC.11-12.1 LC.11-12.2 LC.11-12.5 LC.11-12.6	Analysis of Commercial	Informational	<ul style="list-style-type: none"> <li>The student writes a critique of an advertisement and/or advertising campaign. Is it effective or not? Who is its intended target audience? What recommendations would you provide for improvements? Is the cultural and historical context important in regard to the analysis of this advertisement?</li> </ul>	Ideas, Conventions
6	WC.11-12.4 WC.11-12.6 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	Book Cover and/or Film Poster	Narrative	<ul style="list-style-type: none"> <li>Design a book cover and/or film poster for existing or made up titles.</li> </ul>	Presentation, Ideas, Organization
7	WC.11-12.1 WC.11-12.2 WC.11-12.5	LC.11-12.1 LC.11-12.2 LC.11-12.5 LC.11-12.6	News Article	Informational	<ul style="list-style-type: none"> <li>The student interviews and writes a profile piece on a community and/or school leader, etc.</li> <li>The student interviews appropriate parties and reports on an event taking place in the community.</li> </ul>	Ideas, Organization, Sentence Fluency, Conventions
8	WC.11-12.2 WC.11-12.4 WC.11-12.5 WC.11-12.6 WC.11-12.8	LC.11-12.3 LC.11-12.5	Billboard	Informational	<ul style="list-style-type: none"> <li>The student designs a billboard for a product or service.</li> <li>The student chooses a product or service then briefly discuss the advantages and disadvantages of using a billboard or skywriting as a form of advertising.</li> </ul>	Ideas, Word Choice, Presentation
9	WC.11-12.2 WC.11-12.4	LC.11-12.3 LC.11-12.5	Facebook page	Persuasive	<ul style="list-style-type: none"> <li>The student creates a Facebook page that advertises a service and</li> </ul>	Ideas, Word Choice, Presentation



	WC.11-12.5 WC.11-12.6 WC.11-12.8				<p>persuades people to “like” or “follow” the page.</p> <ul style="list-style-type: none"> <li>• The student analyzes a Facebook page for its use of pathos, logos, and ethos.</li> <li>• Students analyze the types of media (e.g., news, advertisements, promotions) that populate a news feed. How is this being used to persuade and manipulate people’s behavior?</li> </ul>	
10	WC.11-12.2 WC.11-12.4 WC.11-12.5 WC.11-12.6 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3	Infographic	Informational	<ul style="list-style-type: none"> <li>• The student creates an infographic using information from a news article, book, or website.</li> </ul>	Ideas, Presentation
11	WC.11-12.2 WC.11-12.4 WC.11-12.5 WC.11-12.6 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3	Public Announcement: Video / Audio	Informational, Persuasive	<ul style="list-style-type: none"> <li>• The student creates a brief one-minute public announcement on a topic of concern to the community.</li> </ul>	Ideas, Word Choice, Fluency, Voice, Presentation
12	WC.11-12.2 WC.11-12.4 WC.11-12.5 WC.11-12.6 WC.11-12.8	LC.11-12.1 LC.11-12.2 LC.11-12.3	Confirmation Bias	Informational	<ul style="list-style-type: none"> <li>• The student studies the impact of confirmation bias and surveys a select group of individuals regarding their news habits. He or she then reports findings on confirmation bias and news delivery preferences.</li> </ul> <p><b>Resources</b></p>	Ideas, Organization

					<ul style="list-style-type: none"> <li>• <a href="#">How Confirmation Bias Works</a> by Kendra Cherry</li> <li>• <a href="#">What is Confirmation Bias</a> by Shahram Heshmat</li> </ul>	
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### Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Students list words or ideas in response to a provided a topic or question.</li> <li>• <b>Warm Ups:</b> Students respond to a question or complete an activity to help prepare them for the upcoming lesson.</li> <li>• <b>Exit Tickets:</b> Students respond to a question or reflect on their learning at the end of a lesson.</li> <li>• <b>Quick Writes:</b> Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion.</li> <li>• <b>Summaries:</b> Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms).</li> <li>• <b>RAFT:</b> Role, Audience, Format, Topic</li> <li>• <b>GIST:</b> Students write a one sentence summary of a passage.</li> <li>• <b>Shrinking Notes:</b> Students condense notes to most important facts.</li> <li>• <b>Note Taking:</b> During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas).</li> <li>• <b>Reaction Responses:</b> Students write their opinions of a selected passages.</li> <li>• <b>Logbooks:</b> Students catalogue their learning processes.</li> <li>• <b>Fact Collecting:</b> Students write down facts.</li> <li>• <b>Journaling or Blog Posts:</b> Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles).</li> <li>• <b>Reflections:</b> Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion).</li> <li>• <b>Sentence Frame:</b> The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the</li> </ul>
WC.11-12.10	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.6	

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		blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.
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# RESEARCH

**Note:** Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary
Narrative Synthesis Bias Bias of Omission Multimodal Credibility

## Extended Research Opportunity

Research Standards	1 Extended Research Opportunity	Research Type <sup>5</sup>	Examples	Research Component Focus <sup>6</sup>
WC.11-12.6 WC.11-12.7 WC.11-12.8 WC.11-12.9	Topic Analysis Paper	Paper	<ul style="list-style-type: none"> <li>Select a current topic of interest and research how the topic is represented by various media outlets. Students should address bias and the manipulation of information to produce an overarching narrative or</li> </ul>	Research Question, Selection of Sources, Note Taking, Organization, Synthesis, Citation / Documentation

<sup>5</sup> Presentation, Project, Paper

<sup>6</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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			viewpoint. Sources should be varied and multimodal.	
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### Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type <sup>7</sup>	Examples	Research Component Focus <sup>8</sup>
1	WC.11-12.6 WC.11-12.7 WC.11-12.8 WC.11-12.9	Professions in Mass Communications	Infographic	<ul style="list-style-type: none"> <li>Research a variety of mass communications professions. Select one profession of personal interest to do an in-depth research project. Information should meet specific criteria (e.g., salary range, employment projection, education and skills needed). Present information in the form of an infographic.</li> </ul>	Organization and Synthesis
2	WC.11-12.6 WC.11-12.7 WC.11-12.8 WC.11-12.9	First Amendment Case <a href="#">Supreme Court Cases</a>	Presentation	<ul style="list-style-type: none"> <li>Research a Supreme Court First Amendment case, analyzing the historical, political, and social context. Include how the result is reflected in today's society. Present the information to the class in a multimedia format.</li> </ul>	Selection of Sources, Organization and Synthesis

<sup>7</sup> Presentation, Project, Paper

<sup>8</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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# SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary
Listen v. Hear Enunciation Pun Double Entendre Denotation v. Connotation Nuance Point of View / Perspective

## One-to-One Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
<b>Speaking and Listening Standards</b> SLC.11-12.1 SLC.11-12.4 SLC.11-12.6		<b>Think-Pair-Share</b> <ul style="list-style-type: none"> <li>Students first explore a topic or question provided on their (think), then pair up with a partner (pair) and share with each other their responses to the topic (share).</li> </ul>	<ul style="list-style-type: none"> <li>Respond to diverse opinions thoughtfully.</li> <li>Promote divergent and creative perspectives.</li> <li>Engage in a range of formal and informal tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
<b>Language Standards</b> LC.11-12.6				
1 SLC.11-12.1 SLC.11-12.4 SLC.11-12.6		<b>Tweet</b> <ul style="list-style-type: none"> <li>Students summarize a topic discussed in class in the form of a Tweet. Have students share their</li> </ul>	<ul style="list-style-type: none"> <li>Convey a clear and distinct perspective.</li> <li>Promote divergent and creative perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective</li> </ul>
2 SLC.11-12.1 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6				
LC.11-12.3				

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			Tweets with each other. This could be from a class Twitter account or on paper.	<ul style="list-style-type: none"> <li>Engage in a range of formal and informal tasks.</li> </ul>	and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
3	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.6	LC.11.12.1 LC.11-12.2	<b>Interview</b> <ul style="list-style-type: none"> <li>Students work with a partner to interview each other. First, each student should prepare a list of questions to ask and agree upon a time limit for the interview (approximately five minutes for each interview). Once the questions are complete, have students take turns interviewing each other. After the interviews, each student should write a paragraph about what he or she found intriguing about the person he or she interviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.</li> <li>Propel a conversation by posing and responding to questions that probe reasoning and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate proxemics.</li> <li>Select or create appropriate interview questions for the subject and the context.</li> </ul>
4	SLC.11-12.1 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	LC.11-12.3 LC.11-12.5 LC.11-12.6	<b>Video Record or <a href="#">Flipgrid</a></b> <ul style="list-style-type: none"> <li>Students pair up and video record each other's response to an article or other media form discussed in class. Response should be limited to one minute. Instructor can share responses on a class website or in a Google Forum.</li> </ul>	<ul style="list-style-type: none"> <li>Convey a clear and distinct perspective.</li> <li>Refer to evidence from texts to develop and support a claim.</li> <li>Organize a topic substantively with appropriate style to match intended purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate proxemics.</li> <li>Demonstrate effective and appropriate eye contact, facial</li> </ul>

					expressions, and posture. <ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate gestures.</li> </ul>
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### Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills	
Speaking and Listening Standards	Language Standards	<b>Gallery Walk</b> <ul style="list-style-type: none"> <li>• Students work in small groups of three or four to view a topic using a variety of communication mediums displayed on the wall. Have each small group “walk” by each type of text, share their thoughts with each other, then draw conclusions about the effectiveness of the medium used to convey the intended message.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize a multitude of ideas and information.</li> <li>• Speak clearly and effectively.</li> <li>• Promote divergent and creative perspectives.</li> <li>• Contribute appropriately.</li> <li>• Respond to diverse opinions thoughtfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate proxemics.</li> </ul>	
1	SLC.11-12.1 SLC.11-12.4 SLC.11-12.6				LC.11-12.3 LC.11-12.6
2	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.5 LC.11-12.6	<b>Group Research</b> <ul style="list-style-type: none"> <li>• Students work in groups of four to research an assigned topic (e.g., current event, historical event, individual). Have students decide on what form of communication would best impart this information to the class (or other audience). The group works together to create a presentation of the information found in the format agreed upon by the group (e.g., infographic, video,</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize a multitude of ideas and information.</li> <li>• Refer to evidence from texts to stimulate a thoughtful exchange of ideas.</li> <li>• Work with peers to promote civil, democratic discussions and decision making.</li> <li>• Present information, findings, and supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>

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			article).	evidence. <ul style="list-style-type: none"> <li>Evaluate the credibility and accuracy of a source.</li> </ul>	
3	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.6	LC.11.12.3 LC.11-12.4 LC.11-12.5 LC.11-12.6	<b>Recognizing Bias</b> <ul style="list-style-type: none"> <li>Students work in groups of three or four to analyze a text (e.g., video, article, advertisement) for bias. Share the bias found with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to evidence from text to stimulate a thoughtful, and well-reasoned exchange of ideas.</li> <li>Present information, findings, and supporting evidence.</li> <li>Evaluate speaker's perspective, reasoning, and use of evidence and rhetoric.</li> <li>Assess the stance, premises, links among ideas, word choice, points of emphasis and tone used.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
4	SLC.11-12.1 SLC.11-12.2 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11.12.3 LC.11-12.5 LC.11-12.6	<b>Creating a Public Service Announcement</b> <ul style="list-style-type: none"> <li>Students work in groups of three to four to create a public service announcement. The groups should choose the topic, write the script, and record the announcement to share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Set clear goals and deadlines.</li> <li>Present information or research clearly and effectively.</li> <li>Work with peers to promote civil, democratic discussions and decision making.</li> <li>Adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective</li> </ul>

					and appropriate gestures. <ul style="list-style-type: none"> <li>Determine appropriate attire for a given occasion.</li> </ul>
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**Whole Class Communication**

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills	
	<b>Speaking and Listening Standards</b> SLC.11-12.1 SLC.11-12.3 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	<b>Language Standards</b> LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.5 LC.11-12.6	<b>Journal Portfolio Share Out</b> <ul style="list-style-type: none"> <li>Students build on a portfolio of mass communication examples (e.g., photo, ad, article, Tweet) to their journal each week. Students then write a short paragraph discussing why they chose that example of communication, what they think the message is and whether or not they think it is effective. Have students share with the class an example from their portfolio. A few students share each class period to give every student the opportunity to share a few times during the course.</li> </ul>	<ul style="list-style-type: none"> <li>Respond thoughtfully to diverse perspectives.</li> <li>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric.</li> <li>Present information, findings, and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective platform movement during delivery.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective and appropriate gestures.</li> </ul>
1					
2	SLC.11-12.1 SLC.11-12.3	LC.11-12.3 LC.11-12.5	<b>Socratic Seminar</b> <ul style="list-style-type: none"> <li>Students evaluate and discuss a</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize a multitude of ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and</li> </ul>

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	SLC.11-12.4 SLC.11-12.6	LC.11-12.6	text for intended audience, purpose, effectiveness of message, bias, tone and choice of medium.	<ul style="list-style-type: none"> <li>● Speak clearly and effectively.</li> <li>● Promote divergent and creative perspectives.</li> <li>● Respond to diverse opinions thoughtfully.</li> <li>● Propel conversation by posing and responding to questions that probe reasoning and evidence</li> <li>● Engage in a range of formal and informal tasks.</li> </ul>	appropriate diction and paralanguage (e.g., intonation, pitch, and/or speed of speech). <ul style="list-style-type: none"> <li>● Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>● Demonstrate effective and appropriate gestures.</li> </ul>
3	SLC.11-12.1 SLC.11-12.2 SLC.11-12.3 SLC.11-12.4 SLC.11-12.5 SLC.11-12.6	LC.11-12.1 LC.11-12.2 LC.11-12.3 LC.11-12.5 LC.11-12.6	<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>● Students work in teams representing two different news stations. Each team must investigate and report on a current event. The team will research the event, write the script, cue cards, and create a logo for their news station. Present the information as a newscast to the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize a topic substantively with appropriate style to match intended purpose and audience.</li> <li>● Come to discussion prepared, having read and researched the material under study.</li> <li>● Set clear goals and deadlines.</li> <li>● Establish individual roles as needed.</li> <li>● Work with peers to promote civil, democratic discussions and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate effective platform movement during delivery.</li> <li>● Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>● Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>● Demonstrate</li> </ul>

					<p>effective and appropriate gestures.</p> <ul style="list-style-type: none"> <li>• Determine appropriate attire for a given occasion.</li> </ul>
4	<p>SLC.11-12.1                  SLC.11-12.3                  SLC.11-12.4                  SLC.11-12.5                  SLC.11-12.6</p>	<p>LC.11-12.1                  LC.11-12.2                  LC.11-12.3                  LC.11-12.4                  LC.11-12.5                  LC.11-12.6</p>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• The class performs a published or original <a href="#">screenplay</a>. Students should be encouraged to present the actors as they interpret them and create props. Database: <a href="#">Screenplays</a></li> <li>• Additional Resources:  <a href="http://www.dailyscript.com/movie.html">http://www.dailyscript.com/movie.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Organize a topic substantively with appropriate style to match intended purpose and audience.</li> <li>• Set clear goals and deadlines.</li> <li>• Establish individual roles as needed.</li> <li>• Work with peers to promote civil, democratic discussions and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective platform movement during delivery.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>• Demonstrate effective and appropriate gestures</li> <li>• Determine appropriate attire for a given occasion.</li> <li>• Adapt nonverbal communication to audience.</li> </ul>

## TEXT COMPLEXITY

<b>Extended Text Title:</b> <u>Big Bang Theory: Pilot Script</u>	
<b>Qualitative Measures</b>	
<b>Structure</b>	<b>Quantitative Measures</b>
Television script is written in a drama format with speaking parts. The syntax varies between compound-complex syntax and simple sentences. The language includes more scientific jargon than an average script.	Lexile 810-1000 <a href="https://hub.lexile.com/analyzer">https://hub.lexile.com/analyzer</a> Flesch-Kincaid: Grade Level 4.5
<b>Language Conventionalty and Clarity</b>	<b>Reader-Task Considerations</b>
Word choice can be very challenging at times (e.g., integral, derivative, quantum mechanics). There are also colloquialisms and idioms that may not be familiar (e.g., inkling, “migrating eye of the flounder”, “Born-Oppenheimer”, “holy smokes”).	This is written in script format. Lexile computation is based on sentence length and word frequency (from a list of words considered frequently found by grade level).
<b>Knowledge Demands</b>	<b>Recommended Placement</b>
Some familiarity with science terms would be helpful in order to understand the references to scientific people, places and actions (e.g., mutation, IQ, grease board, MIT).	As a script with characters who use science terminology readily throughout the dialogue and with the use of irony and sarcasm, this is a more difficult, complex read than the Lexile score alone suggests. Lexile is based on word frequency and sentence length. Given that the text is written in a dialogue format, sentence length is somewhat compromised.
<b>Purpose</b>	
The purpose of the script is to entertain by exploring a variety of stereotypes (e.g., science nerds, dumb blonde), making light of everyday situations. It uses word choice to create a comedic effect as well as encourages viewers to	

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embrace their own shortcomings.	
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<b>Supporting Text Title:</b> “Who Gets to Decide if Han Shot First?” by Paul Waldman	
<b>Qualitative Measures</b>	
<b>Structure</b>	<b>Quantitative Measures</b>
The structure one of an informative news article with complex syntax and challenging vocabulary.	Lexile score: 1410-1600 Flesch-KIncaid: Grade 14
<b>Language Conventinality and Clarity</b>	<b>Reader-Task Considerations</b>
Vocabulary is challenging (e.g., fecund, fervent, profound).	Students will need some background information in the Star Wars universe.
<b>Knowledge Demands</b>	<b>Recommended Placement</b>
Students having a background knowledge of the original Star Wars movies will be able to contextualize the meaning. Having an understanding of Han Solo’s character in the Star Wars movies will help understand the framing of the argument on which this article is based.	This article is challenging if the student is unfamiliar with the Star Wars franchise.
<b>Purpose</b>	
The purpose of the article is to acquaint the reader with the argument of ‘who shot first’ in a particular scene in Star Wars with the confrontation in the cantina between Han and Greedo. The question of who shot first is crucial background knowledge in understanding <u>The Force Awakens</u> - another Star Wars film and its conflict.	

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