

<b>PROJECT OVERVIEW</b>			
<b>Name of Project:</b>	The Bonds Between Us	<b>Duration (hrs):</b>	1st Nine Weeks
<b>CTE Course:</b>	Computing for College & Careers, Digital Video Production, and Journalism I	<b>Grade Level:</b>	9
<b>Academic Course:</b>	English 1 Honors	<b>School:</b>	DeLand High School
<b>Teachers:</b>	Carter, Schaffer, Perri, Lowenstein		
<b>Project Idea:</b> Summary of the issue, challenge, investigation, scenario, or problem	Students access “The Bonds Between Us” and through a process of research and collaboration, generate interview questions to prepare for the Press Conference.		
<b>Driving Question:</b> The question that both engages student attention and focuses their efforts	What connects us to family, friends, pets, and community?		
<b>Content and Skill Standards:</b> Those taught and assessed in the project	<p><a href="#">CTE Performance Standards</a></p> <p><b>Computing for College &amp; Careers</b> 04.0, 05.0, 06.0, 07.0, 11.0, 12.0</p> <p><b>Digital Video Production:</b> 01.0, 02.0, 03.0, 04.0, 06.0, 07.0, 10.0, 16.0, 17.0, 18.0, 20.0, 21.0, 24.0</p> <p><b>Journalism I</b> LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4.1, LA.B.1.4.2, LA.B.2.4.3, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4.4</p> <p><a href="#">Common Core Standards –</a></p> <p><b>Language Arts and/or Mathematics</b> LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.W.1.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LAFS.910.SL.1.1a-d: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LAFS.910.L.3.5a: Interpret figures of speech in context and analyze their role in the text.

LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a 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.

LAFS.910.SL.2.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**21st Century Skills:**

**Learning & Innovation Skills**

**Info. Media, & Tech. Skills**

**Life & Career Skills**

Those taught and assessed in the project  <i>For descriptions follow web links</i>	<input checked="" type="checkbox"/> <a href="#">Creativity &amp; Innovation</a>	<input checked="" type="checkbox"/> <a href="#">Information Literacy</a>	<input checked="" type="checkbox"/> <a href="#">Flexibility/Adaptability</a>	<input checked="" type="checkbox"/> <a href="#">Productivity/Accountability</a>
	<input checked="" type="checkbox"/> <a href="#">Critical Thinking/Problem Solving</a>	<input checked="" type="checkbox"/> <a href="#">Media Literacy</a>	<input checked="" type="checkbox"/> <a href="#">Initiative/Self Direction</a>	<input checked="" type="checkbox"/> <a href="#">Leadership/Responsibility</a>
	<input checked="" type="checkbox"/> <a href="#">Communication/Collaboration</a>	<input type="checkbox"/> <a href="#">ICT Literacy</a>	<input checked="" type="checkbox"/> <a href="#">Social/Cross-Cultural</a>	

<b><a href="#">Culminating Products &amp; Performances:</a></b> Elaborate on products  Discuss publication and presentation of projects	<b>Products:</b> <a href="#">Creativity &amp; Innovation Rubric</a>	Interview Questions, Poster in Word	
	<b>Publication/Presentation:</b> <a href="#">Presentation Rubric</a>	<i>Group:</i> Press Conference	<b>Presentation Audience</b> <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Business/Community <input type="checkbox"/> Web <input checked="" type="checkbox"/> Other:
		<i>Individual:</i> Interview Questions	
<b><a href="#">Entry Event/Project Launch:</a></b> Introduction/background information to set the stage	<p><b>English 1:</b> What connects us to family, friends, pets, and community? Students will explore social connections while preparing interview questions for the press conference.</p> <p><b>CCC:</b> Using information that is researched in class, students will create a poster in Word about the Press Conference guest speaker and their career, before the actual press conference.</p> <p><b>DV Production 1:</b> Interview Project--Students will interview a variety of people (family, friends) and create a video compilation. Students will participate in a press conference.</p> <p><b>Journalism 1:</b> Students will prepare questions in order to interview a high school or college graduate. Students submit a Question-Answer document.</p>		

Commented [SJ1]: add psa standards and rubric for English

<p><b><u>In-Depth Inquiry/Need to Know</u></b>          Discuss how the project engages students;          Develop student guidelines for each phase of project</p> <p><a href="#">Student Project Guidelines</a>  <a href="#">Project Management</a>  <a href="#">Log/Group</a>  <a href="#">Project Work Log/Individual</a>  <a href="#">Creativity/Innovation Rubric</a></p>	<p>See assignment sheets/rubric on Academy Wiki Space.</p> <hr/> <p>1. Introduction and Team Planning: See Integrated Assignment Sheet Below          2. Initial Research Phase - Gathering Information: See Integrated Assignment Sheet Below          3. Creation and Development of Initial Artifacts, Product(s), and/or Prototype(s): See Integrated Assignment Sheet Below          4. Second Research Phase - Additional Information &amp; Revision: See Integrated Assignment Sheet Below          5. Final Presentation Development: See Integrated Assignment Sheet Below          6. Publication of Product or Artifacts: See Integrated Assignment Sheet Below</p>
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<p><b>Collaboration:</b>          Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p> <p><a href="#">Collaboration Rubric</a></p>	<p><b>Teachers:</b>  <u>English 1</u>          Use Collections Curriculum/Instructions</p> <p><u>Computing for College &amp; Careers</u>          Review Word and internet research skills with students. Discuss the Press Conference guest speaker and their career.</p> <p><u>DV Production 1</u>          Introduce concept of interviews including audio consideration, shot type, subject/interviewer placement and 'B' roll. Show examples from previous years.</p> <p><u>Journalism 1</u>          Present the different types of questions including what questions to avoid. Students will create a list of 10 questions. Questions will be revised on an as needed basis. Students must interview a high school or college graduate to compile a list of answers. Students will present findings to the class.</p> <hr/> <p><b>Students:</b>  <u>English 1</u>          Follow teacher instructions.</p> <p><u>Computing for College &amp; Careers</u>          See assignment sheet.</p> <p><u>DV Production 1</u>          See assignment sheet.</p>
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	<p><u>Journalism 1</u>          Create a list of 10 questions following the correct question format in order to interview a high school or college graduate. Your teacher must approve your 10 questions prior to you conducting your interview. Upon approval, students will interview and compile a list of answers. Students should be reminded that the answers should be in direct quote form.</p>		
<p><b>Voice &amp; Choice:</b>          Describe how students play a role in project design and implementation</p>	<p>Students have benchmarks that are to be met but creativity, ingenuity, structure and organization are up to the student. Students are able to design and implement their own creative genius into required project parameters.</p>		
<p><b><u>Instructional Technology:</u></b>          Select and discuss the technology-based instructional options embedded in the project</p>	<input type="checkbox"/> Webquests	<input type="checkbox"/> Course Management System	<input checked="" type="checkbox"/> Presentation Hardware
	<input type="checkbox"/> Blogs	<input type="checkbox"/> Alternate Reality Games (ARGs)	<input type="checkbox"/> RSS Feeds
	<input type="checkbox"/> Wikis	<input type="checkbox"/> Simulation Software	<input checked="" type="checkbox"/> Digital Video Tools <i>(Software or online)</i>
	<input type="checkbox"/> Social Network	<input type="checkbox"/> Presentation Software	<input checked="" type="checkbox"/> Digital Photography Tools <i>(Software or online)</i>
	<input type="checkbox"/> Video Conferencing	<input type="checkbox"/> Podcasts	<input type="checkbox"/> Other:
	<p><b>Discussion:</b></p>		
<p><b>Public Audience:</b>          Describe how business partners contribute to project learning.</p>	<p>All project-based learning templates are available for discussion at advisory board meetings which merit business partners' contribution. With the Capstone project being the press conference, our guest speaker's affiliation contributes to the real world learning that students will be exposed to.</p>		

<b>Assessments:</b>	<b>Formative Assessments</b> <i>(During Project)</i>	<input type="checkbox"/> Quizzes/Tests	<input type="checkbox"/> Practice Presentations
		<input type="checkbox"/> Journal/Learning Log	<input checked="" type="checkbox"/> Notes
		<input checked="" type="checkbox"/> Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/> Checklists
		<input checked="" type="checkbox"/> Rough Drafts	<input type="checkbox"/> Concept Maps
	<input type="checkbox"/> Online Tests/Exams	<input checked="" type="checkbox"/> Other:	
	<b>Summative Assessments</b> <i>(End of Project)</i>	<input checked="" type="checkbox"/> Written Product(s) w/ Rubric: _____	<input checked="" type="checkbox"/> Other Product(s) or Performance(s) w/ Rubric: _____ Press Conference Participation _____
		<input type="checkbox"/> Oral Presentation w/ Rubric	<input type="checkbox"/> Peer Evaluation
		<input type="checkbox"/> Multiple Choice/Short Answer	<input type="checkbox"/> Self-Evaluation
		<input type="checkbox"/> Essay Test	<input type="checkbox"/> Other:
<b>Reflection Methods:</b>	<input checked="" type="checkbox"/> <b>Individual</b>	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input checked="" type="checkbox"/> <b>Group</b>	<input checked="" type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion
	<input type="checkbox"/> <b>Whole Class</b>	<input type="checkbox"/> Survey	<input checked="" type="checkbox"/> Other:
<b>Revision &amp; Reflection:</b> Scaffolded feedback and "check points" should be routinely provided by the teacher within the collaborative instructional process. Feedback can be based on either teacher and/or peer evaluations		<input checked="" type="checkbox"/> Grades	<input checked="" type="checkbox"/> Written Comments
		<input checked="" type="checkbox"/> Group Feedback	<input type="checkbox"/> Peer Feedback
		<input checked="" type="checkbox"/> Individual Feedback	<input type="checkbox"/> Self-Assessment

## Career Academy Integrated Unit Plan

**Academy Name:** Communications Academy

**School:** DeLand High School

<b>Integrated Unit Plan Title:</b> The Bonds Between Us
<b>Courses to integrate:</b> English, Computing for College & Careers, Digital Video Production, and Journalism I
<b>Grade Level:</b> 9
<b>Timeline &amp; Duration:</b> First 9 weeks

**Unit Summary:** Students access “The Bonds Between Us” and through a process of research and collaboration, generate interview questions to prepare for the Press Conference.

### Overview of Activities/Lessons per Course

Course	English 1	Computing for College & Careers	DV Production 1	Journalism 1
<b>Activity/Lesson</b>	<p>What connects us to family, friends, pets, and community?</p> <p>Students will explore social connections while preparing interview questions for the press conference.</p>	<p>Using information that is researched in class, students will create a poster in Word about the Press Conference guest speaker and their career, before the actual press conference.</p>	<p>Interview Project Students will interview a variety of people (family, friends) and create a video compilation.</p> <p>Students will participate in a press conference.</p>	<p>Students will prepare questions in order to interview a high school or college graduate. Students submit a Question-Answer document.</p>

### Lesson Instructions:

**Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):**

English 1

LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or

REVISED 6/4/2013

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develop the theme.

LAFS.910.W.1.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Computing for College & Careers

04.0, 05.0, 06.0, 07.0, 11.0, 12.0

Digital Video Production 1:

01.0, 02.0, 03.0, 04.0, 06.0, 07.0, 10.0, 16.0, 17.0, 18.0, 20.0, 21.0, 24.0

Journalism 1

LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4.1, LA.B.1.4.2, LA.B.2.4.3, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4.4

**Rigor & Relevance (quadrant):**

English 1

Quadrants A, B, C, D

Computing for College & Careers

Quadrants C and D

DV Production 1

Quadrants C and D

Journalism 1

Quadrants A and B

**Instructions to Teacher:**

English 1

Use Collections Curriculum/Instructions

Computing for College & Careers

Review Word and internet research skills with students. Discuss the Press Conference guest speaker and their career.

DV Production 1

Introduce concept of interviews including audio consideration, shot type, subject/interviewer placement and 'B' roll. Show examples from previous years.

Journalism 1

Present the different types of questions including what questions to avoid. Students will create a list of 10 questions. Questions will be revised on an as needed basis. Students must interview a high school or college graduate to compile a list of answers. Students will present findings to the class.

**Instructions to Students:**

<p><u>English 1</u> Follow teacher instructions.</p> <p><u>Computing for College &amp; Careers</u> See assignment sheet.</p> <p><u>DV Production 1</u> See assignment sheet.</p> <p><u>Journalism 1</u> Create a list of 10 questions following the correct question format in order to interview a high school or college graduate. Your teacher must approve your 10 questions prior to you conducting your interview. Upon approval, students will interview and compile a list of answers. Students should be reminded that the answers should be in direct quote form.</p>
<p><b>Instructions for Student Accommodations:</b></p> <p><u>All Classes:</u> Students needing accommodations, can participate in a variety of options: Extra Time, written instructions, oral instructions, checklists, worksheets, project examples/samples, etc.</p>
<p><b>Assessment for Activity:</b></p> <p><u>English 1</u> Performance Task Rubric for Fictional Narrative</p> <p><u>Computing for College &amp; Careers</u> See rubric attached to assignment sheet</p> <p><u>DV Production 1</u> Teacher Evaluation of Components/Requirements listed on the assignment sheet as well as standard project rubrics.</p> <p><u>Journalism 1</u> Teacher Approval</p>
<p><b>Approximate Length of Time for Activity:</b></p> <p><u>English 1</u> 9 weeks</p> <p><u>Computing for College &amp; Careers</u> 9 weeks</p> <p><u>DV Production 1</u></p>

9 weeks <u>Journalism 1</u> 9 weeks
<b>Materials Needed:</b>  <u>English 1</u> Collections  <u>Computing for College &amp; Careers</u> Microsoft Word, Professional dress  <u>DV Production 1</u> NLE Software, Video Camera, script sheets  <u>Journalism 1</u> Journalism Today, paper, pencil
<b>Resources Needed:</b>  <u>English 1</u> Collections  <u>Computing for College &amp; Careers</u> Computers, Microsoft Word (and Office Suite), Internet  <u>DV Production 1</u> NLE (Editing) Software, Video Camera  <u>Journalism 1</u> Journalism Today, paper, pencil
<b>Attachments:</b> See WikiSpace