

PROJECT OVERVIEW			
Name of Project:	Sweet Sorrow	Duration (hrs):	3 rd Nine Weeks
CTE Course:	Computing for College & Careers, Journalism	Grade Level:	9
Academic Course:	English	School:	DeLand HS
Teachers:	Carter, Perri, Schaffer		
Project Idea: Summary of the issue, challenge, investigation, scenario, or problem	Students will read a variety of genres focusing on the theme of adversity in love while understanding its implications with social media. They will then analyze a selection of poems and write an analytical essay.		
Driving Question: The question that both engages student attention and focuses their efforts	How do we experience love and the conflicts surrounding it? How do successful writers compare and contrast poems in a literary analysis?		
Content and Skill Standards: Those taught and assessed in the project	<p><u>CTE Performance Standards</u></p> <p><u>Computing for College & Careers</u> 04.0, 05.0, 06.0, 07.0, 11.0, 12.0, 14.0</p> <p><u>Digital Video Production</u> 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><u>Journalism</u> LA.B.2.4.4, LA.D.2.4.6, LA.B.2.4.3, LA.B.1.4.3, LA.B.1.4.2, LA.A.2.4.7, LA.A.1.4.1, LA.A.2.4.6, LA.A.2.4.4, LA.A.2.4.8</p> <p><u>Common Core Standards – Language Arts and/or Mathematics</u></p> <p><u>English 1</u> 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.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.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.W.1.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		

	LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research			
<u>21st Century Skills:</u> Those taught and assessed in the project <i>For descriptions follow web links</i>	Learning & Innovation Skills	Info. Media, & Tech. Skills	Life & Career Skills	
	<input checked="" type="checkbox"/> Creativity & Innovation	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Flexibility/Adaptability	<input checked="" type="checkbox"/> Productivity/Accountability
	<input checked="" type="checkbox"/> Critical Thinking/Problem Solving	<input checked="" type="checkbox"/> Media Literacy	<input checked="" type="checkbox"/> Initiative/Self Direction	<input checked="" type="checkbox"/> Leadership/Responsibility
	<input checked="" type="checkbox"/> Communication/Collaboration	<input type="checkbox"/> ICT Literacy	<input checked="" type="checkbox"/> Social/Cross-Cultural	

<u>Culminating Products & Performances:</u> Elaborate on products Discuss publication and presentation of projects	Products: Creativity & Innovation Rubric	Students will create a “Pop up video” in Digital Video Production 1 in conjunction with their English 1 curriculum. Students who are in Journalism 1 will write an in-depth article in conjunction with their English 1 curriculum.	
	Publication/Presentation: Presentation Rubric	Group: <i>Students will present projects within the CTE courses and/or their core class.</i>	Presentation Audience <input checked="" type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Business/Community <input type="checkbox"/> Web <input type="checkbox"/> Other:
		Individual:	
<u>Entry Event/Project Launch:</u> Introduction/background information to set the stage	English 1 How do we experience love and the conflicts surrounding it? How do successful writers compare and contrast poems in a literary analysis? Students will write an analytical essay. CCC Students will have a discussion/activity related to social media and its etiquette. Students will use this information to incorporate into their DVP pop up videos. DVP 1		

	<p>Students will create “pop up” videos representing what social media might have said about Romeo and Juliet if it were available in that time.</p> <p><u>Journalism 1</u> Using investigative skills, students will research an assigned topic in order to write in-depth articles regarding social media.</p>
<p><u>In-Depth Inquiry/ Need to Know</u> Discuss how the project engages students; Develop student guidelines for each phase of project</p> <p><u>Student Project Guidelines</u> <u>Project Management Log/Group Project Work Log/Individual Creativity/Innovation Rubric</u></p>	<p>See assignment sheets/rubrics on academy Wikispace.</p> <ol style="list-style-type: none"> 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 & 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>Collaboration: Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p> <p><u>Collaboration Rubric</u></p>	<p>Teachers: <u>English 1</u> Follow the Collections curriculum.</p> <p><u>Computing for College & Careers</u> Students will research/learn about social media etiquette in a day’s lesson. Some students will integrate this research into their Journalism classes. Others will utilize the information and implement into their Digital Video Production project.</p> <p><u>Journalism 1</u> Teacher will assign topic and provide examples of in-depth articles for students to view. They will then follow assignment sheet to complete project in conjunction with their CCC and Journalism 1 classes.</p> <p><u>Digital Video Production 1</u> Obtain a scene from a Romeo and Juliet movie between 1:00 and 2:00 in length. Make it available to all necessary editing stations. Have the students write a plan prior to editing the posts into the video.</p> <p>Teachers will collaborate on a bi-weekly schedule regarding projects and integration.</p>
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	<p>Students:</p> <p><u>English 1</u> Follow teacher instruction.</p> <p><u>Journalism 1</u> Using investigative skills, students will research assigned topic regarding social media in order to write in-depth articles. Students will incorporate layout and design skills to create a visual for their topic. See assignment sheet.</p> <p><u>Digital Video Production 1</u> Follow Assignment Sheet</p>		
<p>Voice & Choice: 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 the required project parameters.</p>		
<p><u>Instructional Technology:</u> 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 checked="" 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:
	Discussion:		
<p>Public Audience: 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.</p>		

Assessments:	Formative Assessments <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 type="checkbox"/> Rough Drafts	<input type="checkbox"/> Concept Maps
		<input type="checkbox"/> Online Tests/Exams	<input checked="" type="checkbox"/> Other: Social Media activity
	Summative Assessments <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: _____
		<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:
Reflection Methods:	<input checked="" type="checkbox"/> Individual	<input checked="" type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion
	<input checked="" type="checkbox"/> Whole Class	<input type="checkbox"/> Survey	<input type="checkbox"/> Other:
Revision & Reflection: 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 type="checkbox"/> Written Comments
		<input type="checkbox"/> Group Feedback	<input type="checkbox"/> Peer Feedback
		<input type="checkbox"/> Individual Feedback	<input type="checkbox"/> Self-Assessment

Career Academy Integrated Unit Plan

Academy Name: Communications Academy

School: DeLand High School

Integrated Unit Plan Title: Sweet Sorrow
Courses to integrate: English, Computing for College & Careers, and Journalism I
Grade Level: 9
Timeline & Duration: Fourth 9 weeks

Unit Summary:

Students will read a variety of genres focusing on the theme of adversity in love while understanding its implications with social media. They will then analyze a selection of poems and write an analytical essay.

Overview of Activities/Lessons per Course

Course	English I	Computing for College & Careers	Digital Video Productions	Journalism I
Activity/Lesson	How do we experience love and the conflicts surrounding it? How do successful writers compare and contrast poems in a literary analysis? Students will write an analytical essay.	Students will have a discussion/activity related to social media and its etiquette. Students will use this information to incorporate into their DVP pop up videos.	Students will create “pop up” videos representing what social media might have said about Romeo and Juliet if it were available in that time.	Using investigative skills, students will research an assigned topic in order to write in-depth articles regarding social media.

Lesson Instructions for:

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

English 1:

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.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.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.W.1.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Computing for College & Careers

04.0, 05.0, 06.0, 07.0, 11.0, 12.0, 14.0

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.B.2.4.4, LA.D.2.4.6, LA.B.2.4.3, LA.B.1.4.3, LA.B.1.4.2, LA.A.2.4.7, LA.A.1.4.1, LA.A.2.4.6, LA.A.2.4.4, LA.A.2.4.8

Rigor & Relevance (quadrant):

English 1

Quadrants A and B

Computing for College & Careers

Quadrant C

Journalism 1

Quadrants C and D

Digital Video Production 1

Quadrants C and D

Instructions to Teacher:

English 1

Follow the Collections curriculum.

Computing for College & Careers

Students will research/learn about social media etiquette in a day's lesson. Some students will integrate this research into their Journalism classes. Others will utilize the information and implement into their Digital Video Production project. Teacher will utilize a scenario based activity sheet regarding social media and its etiquette.

Journalism 1

Teacher will assign topic and provide examples of in-depth articles for students to view. Students will write an in-depth article regarding social media, its etiquette, etc.

Digital Video Production 1

Obtain a scene from a Romeo and Juliet movie between 1:00 and 2:00 in length. Make it available to all necessary editing stations. Have the students write a plan prior to editing the posts into the video.

Instructions to Students:English 1

Follow teacher instruction.

Computing for College & Careers

Follow teacher instructions regarding social media lesson.

Journalism 1

Using investigative skills, students will research an assigned topic in order to write in-depth articles. Students will incorporate layout and design skills to create a visual for their topic. See assignment sheet.

Digital Video Production 1

Follow Assignment Sheet

Instructions for Student Accommodations:All Classes:

Students needing accommodations, can participate in a variety of options:

Extra Time, written instructions, oral instructions, checklists, worksheets, project examples/samples, etc.

Assessment for Activity:English 1

Rubric for Performance Task Analytical Essay

Computing for College & Careers

Teacher Approval

Journalism 1

Rubric for Relationship In-depth Article

Digital Video Production 1

Standard Project Rubrics

<p>Approximate Length of Time for Activity:</p> <p><u>English 1</u> 9 weeks</p> <p><u>Computing for College & Careers</u> 9 weeks</p> <p><u>Journalism 1</u> 9 weeks</p> <p><u>Digital Video Production 1</u> 9 weeks</p>
<p>Materials Needed:</p> <p><u>English 1</u> Collections</p> <p><u>Computing for College & Careers</u> Computer, Microsoft Excel, Internet, Guided notes</p> <p><u>Journalism 1</u> Guided notes from CCC, Newspaper Designer's Handbook</p> <p><u>Digital Video Production 1</u> Computer and NLE Software.</p>
<p>Resources Needed:</p> <p><u>English 1</u> Collections</p> <p><u>Computing for College & Careers</u> Computer, Microsoft Excel, Internet, Guided notes</p> <p><u>Journalism 1</u> Guided notes from CCC, Newspaper Designer's Handbook</p> <p><u>Digital Video Production 1</u> Clip from Romeo & Juliet movie</p>
<p>Attachments:</p>

