

<b>Planned Course: Yearbook</b>	<b>Course Number: E109AH</b>	<b>Department: English</b>
<b>Unit: 08- Interviews, Surveys, Polls and Schedule Creation</b>	<b>Grade Level: 9-12</b>	
<b>Estimated Time: 10 Days</b>	<b>Level/Track: Elective</b>	<b>Date Approved: August 27, 2018</b>

<b>PA Core Standards</b>	<b>Core Concepts (in question format)</b> ● <b>Skills/Knowledge</b>	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>
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<p><b>1.4 Writing</b> CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient 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.</p> <p><b>1.5 Speaking and Listening</b></p>	<p>How can the answers to interviews be implemented into Yearbook?</p> <p>Why are interviews important when creating a yearbook?</p> <p>What is the purpose of using interviews, surveys, polls, forms and schedules when creating a Yearbook?</p> <p>How are surveys created using Google Forms?</p> <p>What is needed in order to effectively analyze data received from surveys?</p> <p>How does data help drive schedule creation?</p> <p>What is the most effective way to create a schedule?</p> <p>How can schedules be shared with others?</p>	<ul style="list-style-type: none"> <li>● Direct Instruction</li> <li>● Group Discussion</li> <li>● Small group activities</li> <li>● Students will use the interviews they created in the informational writing Unit when choosing important quotes to use on specific yearbook page.</li> <li>● Students will create surveys using Google Forms</li> <li>● Students will analyze data to make decisions regarding the yearbook.</li> <li>● Students will use the data to create schedules</li> <li>● Students will use the data to find the winners</li> <li>● Students will use SignUpGenius.com to create a sign up.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use the answers to their interviews from the Information Writing Unit to choose 2 quotes to use on a yearbook page.</li> </ul> <p>Partner Survey Project</p> <ul style="list-style-type: none"> <li>● Students will create a survey or poll using Google Forms for a given topic. <ul style="list-style-type: none"> <li>○ Yearbook Theme</li> <li>○ Yearbook Cover</li> <li>○ Senior Best of the Best</li> <li>○ Fall Sports Best of the Best</li> <li>○ Winter Sports Best of the Best</li> <li>○ Spring Sports Best of the Best</li> <li>○ College Sweatshirt Day</li> <li>○ Etc.</li> </ul> </li> <li>● Students will send the form to either faculty/staff/coaches, the Graduating Class, or all of the student body to complete.</li> <li>● Students will analyze the answers to <ul style="list-style-type: none"> <li>○ Create another Google Form <b>or</b></li> <li>○ Find a Winner <b>or</b></li> <li>○ Create a Schedule</li> </ul> </li> <li>● Students will announce the winner, schedule or share another form with the appropriate</li> </ul>
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<p>CC.1.5.9–10.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.</p> <p>CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p>			people.
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CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.			
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