

**INDIANA AREA SCHOOL DISTRICT
INDIANA, PA**

Course Title: Communicating in a STEM World

Grade Level: 12

Course Number:

Core or Elective: Core Elective

Periods Per Week: 5

Length of Time: 39 minutes

Length of Course: 18 weeks

Units of Credit:

Revision Date: 2018

Course Description: This is a one semester, portfolio building class which will emphasize critical reading and writing skills for Seniors intending to pursue STEM majors in college and/or those pursuing STEM vocational careers. The course will begin with an essentials of grammar unit, and then students will begin building their own unique portfolios based on their post secondary interest. Major units of study include personalized career development writing, practical correspondence, writing manuals and directions, and writing research reports and/or project proposals. The course concludes with a capstone project based on a student identified area of interest. Other assessments will include, but will not be limited to, research papers, technical articles and scientific and mathematical-based expository, narrative and persuasive pieces.

Expected Level of Achievements (District Grading Scale)

A (4):	93% - 100%
B (3):	85% - 92%
C (2):	77% - 84%
D (1):	69% - 76%
F (0):	68% and below

Subject Area: English

Course Title: Communicating in a STEM world

Grade: 12

Strand1 : Essentials of Grammar

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
The student will: CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. 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. CC.1.4.11-12.F Demonstrate a grade	The student will: Demonstrate an understanding of basic and traditional grammar Demonstrate an understanding of how to use the standards of traditional and standard grammar requirements in short pieces of narrative writing Explore editing techniques Understand common grammatical mistakes and how to correct them in everyday, academic and professional writing	PIIC Strategies Students will write narratives with focus areas for different grammatical requirements Students will practice editing techniques on academic and technical pieces. Practice specific areas of need using www.noredink.com	Daily formative assessments Paragraph writing Teacher questioning Class discussions Summative assessment – test on editing techniques and grammar

appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.			
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Materials/Resources	Reteaching	Enrichment
<p>The student will:</p> <p><u>Successful Writing at Work</u> by Philip C. Kolin</p> <p><u>Technical Communication</u> by John Lannon and Laura Gurak</p> <p>Promethean Board</p> <p>Teacher made materials</p> <p>Chromebooks</p> <p>Noredink.com premium</p>	<p>The student will:</p> <p>Look for secondary source documents to assist in understanding</p> <p>After class/school discussion with teacher</p> <p>Additional information on subject to assist in understanding</p>	<p>The student will:</p> <p>Additional articles, film clips and notes would be available for enrichment</p> <p>Opportunities for students to contact professionals in their field of interest.</p>

Subject Area: English

Course Title: Communicating in a STEM world

Grade: 12

Strand 2 : Practical Correspondence

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
<p>The student will:</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts,</p>	<p>The student will:</p> <p>Develop a working understanding of elements of promoting oneself through writing and speech</p> <p>Use technical information and rhetorical strategies to answer interview questions</p>	<p>Students will view and analyze multiple resumes, cover letters, and thank you letters.</p> <p>Students will use technical information to create a speech with visual aids that is accessible to multiple audiences.</p>	<p>PIIC Strategies</p> <p>Formative assessments</p> <p>Class discussions</p> <p>Evaluation sheets</p> <p>Resume, Cover Letter, and Thank You Letter Rubrics</p> <p>Interview Rubrics</p>

<p>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>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p> <p>CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.</p> <p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B</p>	<p>Evaluate their own written and oral materials and those of others.</p> <p>Create their own resume, cover letter, and thank you letter.</p> <p>Perform an interview as both the hirer and the job seeker.</p>	<p>Students will watch model interviews and have a Q & A with a guest speaker.</p>	
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<p>Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>			
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Materials/Resources	Reteaching	Enrichment
<p><u>Elements of Technical Writing</u> by Gary Blake and Robert W. Bly <u>The Elements of Style</u> by Strunk and White <u>Successful Writing at Work</u> by Philip C. Kolin <u>Technical Communication</u> by John Lannon and Laura Gurak Guest Speaker(s) relevant to topic and student needs. Local and regional field trips relevant to topics and student needs. Promethean Board</p>	<p>The student will:</p> <p>Look for secondary source documents to assist in understanding</p> <p>After class/school discussion with teacher</p> <p>Additional information on subject to assist in understanding</p>	<p>The student will:</p> <p>Additional articles, film clips and notes would be available for enrichment</p>

Chromebooks
 Teacher made materials
 YouTube videos as needed
 www.noredink.com

Subject Area: English

Course Title: Communicating in a STEM world

Grade:

Strand 3: Medium and Message

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
<p>The student will:</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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</p>	<p>The student will:</p> <p>Understand the meaning of "The Medium is the Message"</p> <p>Compose messages for different audiences, purposes, and mediums.</p> <p>Demonstrate public speaking skills in different contexts.</p> <p>Write summaries of relevant journal articles.</p> <p>Compose a proposal for Capstone Project</p>	<p>Read and analyze how the medium of a message effects meaning.</p> <p>Write similar content but for different purposes and audiences.</p> <p>Read sample memos, emails, and other correspondence to serve as models.</p> <p>Practice note taking skills during group meeting simulations.</p>	<p>PIIC strategies Rubrics for compositions Objective quiz</p>

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.

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.Q

Write with an awareness of the stylistic aspects of writing.

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.

CC.1.4.11-12.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.W

<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p> <p>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.</p>			
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Materials/Resources	Reteaching	Enrichment
<p><u>Successful Writing at Work</u> by Philip C. Kolin <u>Technical Communication</u> by John Lannon and Laura Gurak Guest Speaker(s) relevant to topic and student needs. Local and regional field trips relevant to topics and student needs.</p>	<p>The student will: Look for secondary source documents to assist in understanding After class/school discussion with teacher Additional information on subject to assist in understanding</p>	<p>The student will: Additional articles, film clips and notes would be available for enrichment</p>

Promethean Board
 Teacher made materials
 Chromebooks
 Youtube and other videos

Subject Area: English

Course Title: Communicating in a STEM world

Grade: 12

Strand 4: Writing Instruction, Procedures, Manuals

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
<p>The student will:</p> <p>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.</p> <p>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.</p> <p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style</p>	<p>The student will:</p> <p>Articulate why writing clear directions is important.</p> <p>Design effective directions, procedures, and manuals for a variety of tasks, purposes, and audiences.</p> <p>Understand how to use language clearly and distinctly</p> <p>Create visuals when appropriate</p> <p>Experience the design process - Plan, draft, trial, revise, and reflect- as a writer and a subject.</p>	<p>Students will read, discuss, and analyze example directions.</p> <p>Students will test their own directions and peer-review those written by others.</p> <p>Students will examine user manuals and offer suggestions for improvement</p> <p>Collaborate to create a set of directions and a user manual.</p>	<p>PICC strategies Class Discussions Paper Rubrics Oral Presentation Rubrics Quizzes</p>

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 accurately 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.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

...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.D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E

Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts

relate to each other and the whole.

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...

CC.1.4.11-12.E

Write with an awareness of the

stylistic aspects of composition.

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.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.X

Write routinely over extended time frames (time for research, 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.

CC.1.5.11-12.A

Initiate and participate effectively in a range of

collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.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.

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Materials/Resources	Reteaching	Enrichment
<p><u>Successful Writing at Work</u> by Philip C. Kolin <u>Technical Communication</u> by John Lannon and Laura Gurak Guest Speaker(s) relevant to topic and student needs. Local and regional field trips relevant to topics and student needs. Chromebooks Videos Teacher made materials Sample directions and manuals</p>	<p>The student will:</p> <p>Look for secondary source documents to assist in understanding</p> <p>After class/school discussion with teacher</p> <p>Additional information on subject to assist in understanding</p>	<p>The student will:</p> <p>Additional articles, film clips and notes would be available for enrichment</p>

Subject Area: English

Course Title: Communicating in a STEM world

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Strand 5: Research and Reporting

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
<p>The student will:</p> <p>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</p>	<p>The student will:</p> <p>Create documents that demonstrate an objective point of view based on data and sound research principles</p> <p>Evaluate and identify sources of valid information that are suitable for varied audiences.</p>	<p>Identify, review, and assess a research report.</p> <p>Students work collaboratively on gathering data, composing a report, and presenting their findings to the class.</p>	<p>PIIC Activities Classroom Discussions Paper Rubrics Oral Presentation Rubrics</p>

<p>a problem.</p> <p>CC.1.2.11-12.J Acquire and use accurately 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.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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</p>	<p>Create research reports based on selected data sets</p> <p>Create and deliver classroom presentations</p>		
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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.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 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.
- Establish and maintain a formal style.

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.U

Use technology, including the Internet to produce, publish,

and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

CC.1.4.11-12.X

Write routinely over extended time frames (time for research, 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.

CC.1.5.11-12.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas

and expressing their own clearly and persuasively.

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.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.

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Materials/Resources	Reteaching	Enrichment
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	The student will:	The student will:
<p><u>Successful Writing at Work</u> by Philip C. Kolin</p> <p><u>Technical Communication</u> by John Lannon and Laura Gurak</p> <p>Promethean Board</p> <p>Chromebooks</p> <p>Teacher made materials</p> <p>Youtube videos</p> <p>Guest Speaker(s) relevant to topic and student needs.</p> <p>Local and regional field trips relevant to topics and student needs.</p>	<p>Look for secondary source documents to assist in understanding</p> <p>After class/school discussion with teacher</p> <p>Additional information on subject to assist in understanding</p>	<p>Additional articles, film clips and notes would be available for enrichment</p>

Subject Area: English

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Grade: 12

Strand 6 : Capstone Project

Academic/Content Standards/ Benchmarks	Objectives	Instructional Strategies	Assessment Strategies
The student will:	The student will:		
<p>CC.1.4.11-12.A</p> <p>Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C</p>	<p>Identify a topic of interest to develop a portfolio product which will be utilized to show proficiency in the previous strands.</p> <p>Project topics will be established by a student interest survey and a written proposal.</p> <p>Project pathway may include</p>	<p>Students will identify a project in their area of interest.</p> <p>Depending on project pathway identified final project may be represented by the following.</p> <p>Vocational - Completed project design including references to blueprints, code requirements, construction specification, bill of materials and quotes, customer</p>	<p>Class Discussions</p> <p>Paper Rubrics</p> <p>Presentation Rubric</p> <p>Meeting Deadlines</p> <p>Portfolio Review</p>

<p>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.</p> <p>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.</p> <p>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 create cohesion, and clarify the relationships between claim(s)</p>	<p>Vocational Engineering Basic Research Data Analysis Other Student Focus to be identified</p>	<p>correspondence, communication with project managers, contractors. May include a set of instructions for assembly by end user. Final product will be suitable for presentation to a potential client for evaluation.</p> <p>Engineering - Completed project proposal following basic engineering principles. Final project will include blueprints generated using autocad, cost analysis, possible 3d physical model if designing a product, instructions for use etc.</p> <p>Basic Research - Student may select a topic for research. This option is available for any student who wishes to do independent research. Student will identify a topic, follow the scientific process develop an experiment, analyze data draw conclusions, undergo peer review and present findings via live presentation.</p> <p>Data Analysis - Student will pick an area of study forming a driving question and hypothesis. Data sets available on sites such as data.gov may accessed and utilized to prove or disprove problem statements using</p>	
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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.

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.U

Use technology, including the Internet to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.W

Gather relevant information

statistical analysis to find patterns. A research paper using MLA or APA style depending on area of focus.

from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

CC.1.4.11-12.X

Write routinely over extended time frames (time for research, 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.

CC.1.5.11-12.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.C

Integrate multiple sources of information presented in diverse formats and media (e.g.

<p>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.</p> <p>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.</p> <p>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.</p>			
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Materials/Resources	Reteaching	Enrichment
<p><u>Successful Writing at Work</u> by Philip C. Kolin</p> <p><u>Technical Communication</u> by John Lannon and Laura Gurak</p> <p>Guest Speaker(s) relevant to topic and student needs.</p> <p>Local and regional field trips relevant to topics and student needs.</p>	<p>The student will:</p> <p>Look for secondary source documents to assist in understanding</p> <p>After class/school discussion with teacher</p> <p>Additional information on subject to assist in understanding</p>	<p>The student will:</p> <p>Students may identify and review existing authors work in order to see examples.</p>

Promethean Board Chromebooks Teacher made materials YouTube videos as needed		
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