

Columbus City Schools
English Language Arts Curriculum
Reading

Course/Grade Issues in World Literature and Composition Grade 12	Genre/Text Selection Nonfiction: “Get Happy” by Walter Mosley; “Do We Need \$75,000 a Year to Be Happy?” by Belinda Luscombe; “Money Changes Everything” by Adam Davidson; Dan Gilbert TED Talk <i>Stumbling on Happiness</i>	Pacing 5 days
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Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (CCSS, Introduction, 8)

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS, College and Career Readiness Anchor Standards for Reading, 35)

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research. (CCSS, Introduction, 4)

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

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Strands/Topics

Standard Statements

Reading Informational Text/Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Reading Informational Text/Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. 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.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Reading Informational Text/Integration of Knowledge and Ideas

7. 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.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Reading Informational Text/Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing/Text Types and Purposes

2. 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.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop 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.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships

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- among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing/Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing type are defined in standard 2 above.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing/Research to Build and Present Knowledge

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.
8. 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 overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening/Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening/Presentation of Knowledge and Ideas

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

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language/Knowledge of Language

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.

Language/Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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Instructional Strategies

Essential Guiding Questions

1. Can happiness be defined and should its attainment be a concern of government officials? Themes: Money influences happiness. The pace and complexity of our lives challenges our ability to be happy. How we can be happy even if we don't get what we want.
2. Literary elements: Utilizing allusion, irony, and metaphor in informational texts.
3. Rhetorical considerations: Organizational patterns in informational writing. How authors convey research findings. Polysyndeton (employs many conjunctions), asyndeton (conjunctions are omitted from a series of related clauses), antithesis (juxtaposition of contrasting ideas in balanced phrases), and parallel constructions for style and emphasis.
4. Grammar: Using transitions, adjectives, and adjectival phrases in informational writing.

Discussion Questions

Answers for the discussion questions throughout the lesson may vary according to teacher and student perspective; however, responses should demonstrate a connection to the text.

Day 1

Students draw a vertical line on a piece of paper approximately four to five inches in length and then place ten rungs on the line labeling each 1 through 10. Inform students that the line represents a life-satisfaction ladder. Instruct students to mark a rung on the line that indicates their current state of happiness with the first rung meaning their lives were not going well and the 10th rung meaning it is as good as it could be. Next, tell students that they will be realistically estimating the amount of money they will need each month next year after graduation. First, have the whole group brainstorm financial need categories and write them on the board. Possible categories include housing, food, transportation, utilities, phone and Internet, insurance, clothing, and entertainment. Students select which categories are applicable to them and write them down in a column, leaving room for two additional columns. Students roughly estimate what they can afford to spend in the requisite categories according to the amount of money they will have available each month next year. After students have completed their monthly budgets, write some of the budget estimations on the board and discuss if they are realistic and how individual students calculated their needs. Then, ask them to write a new budget, recording amounts in categories that are sufficient to make them happy. Ask students not to exaggerate the amounts by writing down millions or billions. Discuss the differences between the two budgets. Discuss which students require the most money, who needs the least, and why. Distribute or project the article "Do We Need \$75,000 a year to be happy?" from: <http://www.time.com/time/magazine/article/0,9171,2019628,00.html>. Students read the article and record information in their article graphic organizers (**appendix**). Go over the answers in their graphic organizers discussing why the credentials of the experts are important, and why the size of the study sample always bears noting. Point out that this paper will later serve as information for the culminating essay. Tell students that they will be reading one additional article, an essay, and listening to a TED talk that all have the same subject: happiness. Students will also be writing and making a Public Service Announcement (PSA) to aid next year's seniors.

Homework: Summarize the findings from the *Time* article in two to three sentences. Ask students to look up the following vocabulary words: province, unequivocally, rampant, aberrant, glean, bureaucracy, frivolous, propagate, durable, flummox, and slovenly. Students choose three of the words to include in sentences about what makes them happy or unhappy.

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Day 2

Students report the definitions of the vocabulary words. Give them time to individually read “Get Happy” by Walter Mosley located in *America Now*, 9th edition, pp.86-91. Using the table that follows, guide students through the selection by re-reading the passage under discussion, pointing out the target vocabulary words and clarifying meaning according to the new context of the words. Ask text-dependent questions that relate directly to the excerpt provided.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p><i>We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness.</i></p> <p>Americans are an unhappy, unhealthy lot. From the moment we declared our independence from the domination of the British rule, we have included the people’s right to pursue happiness as one of the primary privileges of our citizens and the responsibility of our government. Life and liberty are addressed to one degree or another by our executive, legislative, and judicial branches, but our potential for happiness has lagged far behind.</p> <p>As the quote above says (and does not say), freedom was once the province of white men; now the lack of that freedom and the subsequent loss of the potential for happiness belongs to all of us. Our happiness is kept from us by prisonlike schools and meaningless jobs, un(der)employment and untreated physical and psychological ailments by political leaders who scare the votes out of us and corporate “persons” that buy up all the resources that have been created and defined by our labor.</p> <p>(Q1) (Q2) (Q3) (Q4) (Q5) (Q6) (Q7)</p>	<p>province: territory; scope (noun)</p>	<p>(Q1) How does Walter Mosley attract the reader’s attention in the first line? <i>He uses the parallel adjectives “unhappy” and “unhealthy.”</i></p> <p>(Q2) What literary element does he employ in the first paragraph? <i>an allusion to the Declaration of Independence</i></p> <p>(Q3) Why does the author preface his essay with the excerpt from the Declaration of Independence? <i>The excerpt establishes the “pursuit of happiness” as a government concern and as an unachieved goal.</i></p> <p>(Q4) Identify the thesis sentence. <i>“Life and liberty are addressed to one degree or another by our executive, legislative, and judicial branches, but our potential for happiness has lagged far behind.”</i></p> <p>(Q5) What does the topic sentence in paragraph two achieve? <i>It points out that the Declaration did not propose freedom for slaves and states that loss of freedoms and an inability to achieve happiness finally unites all Americans.</i></p> <p>(Q6) How does the author connect ideas in the first two paragraphs? <i>He uses the prefix “un” from adjectives in the first paragraph in his examples “un(der)employment” and “untreated” in the second.</i></p> <p>(Q7) What characterizes his examples of unhappiness in the second paragraph? <i>They encompass almost every aspect of an American’s life—from school to jobs to health—creating a grim picture of an individual controlled by the very institutions, such as school and government, which should be helping her.</i></p>

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After completing the close reading, discuss Walter Mosley’s **tone** toward his subject of happiness as evinced in the first two paragraphs. Review or introduce the definitions of **parallelism** and the rhetorical devices **antithesis**, **asyndeton**, and **polysyndeton**.

Then, begin a **close reading** of paragraphs three and four. Using the table that follows, guide students through the passage by re-reading the passage under discussion, and asking text-dependent questions that relate directly to the excerpt provided.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p>Citizens are not treated like members of society, but more like employees who can be cut loose for any reason large or small, whether that reason be an individual action or some greater event like the downturn of the stock market. We are lied to by our leaders and the mass media to such an extent that it’s almost impossible to lay a finger on one thing that we can say, unequivocally, is true. We wage a “war on drugs” while our psychiatrists prescribe mood-altering medicines at an alarming rate. We eat and drink and smoke too much, and sleep too little. We worry about health and taxes and the stock market until one of the three finally drags us down. We fall for all sorts of get-rich-schemes, from the stock market to the lottery. We practice rampant consumerism, launch perpetual wars and seek out meaningless sex.</p> <p>Through these studies we create aberrant citizens who glean their empty and impossible hopes from television, the Internet and stadium sports. These issues, and others, form the seat of our discontent, a throne of nails under a crown of thorns.</p> <p>(Q8) (Q9) (Q10) (Q11) (Q12) (Q13)</p>	<p>unequivocally: unambiguously (adverb)</p> <p>rampant: unchecked (adjective)</p> <p>aberrant: abnormal (adjective)</p> <p>glean: to learn or discover slowly (verb)</p>	<p>(Q8) Why does he compare citizens to employees? <i>to emphasize his point that Americans are being treated as if they could be kicked out of the country by the government instead of the government being controlled by its citizens through elections</i></p> <p>(Q9) Provide three examples of antithesis and its effect on his argument. <i>“large/small;” “lied/true;” “too much/too little.” These opposites emphasize that the conditions of contemporary American life is to not allow citizens to achieve balance, and thus contribute to a national unhappiness.</i></p> <p>(Q10) How does he employ irony to support his point? <i>He points out that doctors prescribe “mood-altering medicines at an alarming rate” while we have a “war on drugs.” Again, a lack of balance.</i></p> <p>(Q11) Identify and explain the impact of his parallel sentence structures in paragraph three. <i>Sentences begin with “we” and then he changes the verbs. The layering of problems demonstrates the complexity of American unhappiness.</i></p> <p>(Q12) How is a polysyndeton structure utilized? <i>The example “we eat and drink and smoke” uses the structure to convey excess.</i></p> <p>(Q13) What do the metaphors reveal? <i>“throne of nails” “crown of thorns;” the excruciating pain of living in a shallow, unbalanced society</i></p>

After completing the close reading questions, discuss whether the **tone** is cynical or simply realistic.

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Next, begin a **close reading** of paragraphs 10, 11, and 12. Using the table that follows, guide students through the passage under discussion, asking text-dependent questions that relate directly to the excerpt provided.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p>One cure—for those who feel that their pursuit of happiness has been sent on a long detour through the labor camps of America and international capitalism—is the institution of a government department that has as its only priority the happiness of all Americans.</p> <p>At first blush this might seem like a frivolous suggestion. Each and every American is responsible for her or his own happiness, whatever that is, you might say. Furthermore, even if a government department was designed to monitor, propagate and ensure the happiness of our citizens, that department should not have the power or even the desire to enforce its conclusions on anyone.</p> <p>But the suggestion here is to expand the possibilities for happiness, not to codify or impose these possibilities. Our Declaration of Independence says the pursuit of happiness is an “unalienable right.” This language seems to make the claim that it is government responsibility to ensure that all Americans, or as many as possible, are given a clear path toward that pursuit. (Q14) (Q15) (Q16)</p>	<p>frivolous: characterized by a lack of seriousness or sense (adjective)</p> <p>propagate: to reproduce (verb)</p>	<p>(Q14) What word does he use to describe the solution and what does it suggest? <i>“Cure.” He associates unhappiness with disease that needs to be cured. This opens up possibilities for a solution (cure), while emphasizing the direness of the situation.</i></p> <p>(Q15) Which claims constitute a rebuttal against his suggestion of a government department devoted to happiness? <i>He concedes that each person is responsible for her happiness, and the new department should not have the power to “enforce its conclusions.”</i></p> <p>(Q16) How does he clarify his solution after his rebuttal argument? <i>He uses the precise verbs “expand,” “codify,” and “impose.” He reiterates the rights adopted in the Declaration.</i></p>

Exit Ticket: Is the author referring to the same happiness as the happiness referred to in the Declaration of Independence? Explain.

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Day 3

Review the vocabulary definitions and the definitions of the rhetorical devices. Ask students to share their replies to the exit ticket from the previous day. Using the table that follows, guide students through a **close reading** of paragraphs 15 and 16, asking text-dependent questions that relate directly to the excerpt provided.

Text Passage Under Discussion	Vocabulary	Text-Dependent Questions for Students
<p>What do we need to be assured of our own path to a contented existence? Enough food to eat? Health? Help with childcare? A decent, fulfilling education? Should we feel that the land we stand on is ours? Or that our welfare is the most important job of a government that is made up by our shared citizenship?</p> <p>These simple interrogations are complex in their nature. All paths are not the same; many conflict. But we need a government that assures us the promise of the Declaration of Independence. We need to realize that the ever more convoluted world of knowledge can flummox even the greatest minds. We need to concentrate on our own happiness if we expect to make a difference in the careening technological and slovenly evolving social world of the twenty-first century.(Q17) (Q18)</p>	<p>flummox: to confuse (verb)</p> <p>slovenly: untidy (adverb)</p>	<p>(Q17) What is the structure of paragraph 15 and what is the author trying to communicate? <i>A series of questions; some are fragments. This expresses the fragmented various need of the citizens who are now not united by the pronoun “we” as they were earlier in the essay. This underscores and anticipates the difficulties facing a government department of happiness.</i></p> <p>(Q18) How does he construct the emotional appeal contained in the last sentence? <i>The author begins the last sentence with the pronoun “we” demonstrating the need of all citizens and uses strong words, such as “careening” and “slovenly,” to show the disorienting and unsavory development of contemporary American life.</i></p>

Ask student pairs to evaluate Walter Mosley’s argument for a government office which ensures happiness. After selecting the strongest evidence, explain why it is convincing.

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Display or distribute copies of the *New York Times* article, “Money Changes Everything,” located at: http://www.nytimes.com/2013/02/10/magazine/money-changes-everything.html?_r=1&. Read the article aloud or ask students to read it individually. This article expands on the study from the *Time* article and challenges some of the findings. Point out to students that when they are engaging in research, they must be careful to utilize the most recent research on a given subject. Students return to their article graphic organizer and record information. After reporting out loud their information from the graphic organizers, discuss the interesting interplay of psychologists, economists, and neurologists in the study of happiness.

Homework: Students return to the vocabulary sentences they wrote about their own happiness or unhappiness for homework the first day. They may use these sentences or create new ones. Ask students to write three sentences on the topic of happiness employing the following rhetorical devices: polysyndeton, asyndeton, and antithesis.

Day 4

Students share sentences from homework. Ask students to take out the article graphic organizer. Explain what a TED talk is: “TED is a nonprofit devoted to Ideas Worth Spreading. It started out (in 1984) as a conference bringing together people from three worlds: **Technology, Entertainment, Design**. Since then its scope has become ever broader. Along with two annual conferences -- the TED Conference on the West Coast each spring, and the TEDGlobal conference in Edinburgh UK each summer -- TED includes the award-winning TED Talks video site, the Open Translation Project and TED Conversations, the inspiring TED Fellows and TEDx programs, and the annual TED Prize. Harvard psychologist Dan Gilbert, author of the book *Stumbling on Happiness*, explains studies researching what makes us happy: http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy.html (21 minutes). Pause the video to allow students time to fill in their graphic organizers. After they complete them, discuss the research findings.

Final Assessments Day 5

Informational Writing

1. Students write an informational essay three to four pages in length about current research findings revealing what makes humans happy. They incorporate information from the essay, two newspaper articles, and Dan Gilbert’s presentation. They should incorporate in-text citations and a works cited page.
2. From the text: Examine the way “we” as Americans are described in paragraph 3. Choose one of the statements Mosley makes and write an essay that explores why that action, or concern, or way of thinking affects our happiness. Look at how it affects our outlook on life and our standard of living.

Public Service Announcement Project

Note: Time needed to complete the project has not been included in the number of days it takes to complete the reading and listening parts of this lesson plan. Depending on whether students have the available technology to produce a video in addition to a PowerPoint, this project may take approximately three to five days.

Introduction: Begin by writing two or three famous catchphrases from public service announcements such as: “Friends don’t let friends drive drunk” or “You could learn a lot from a dummy” on the board. Ask students if they remember other catchphrases from public service campaigns. Go to the Ad Council website at <http://www.adcouncil.org/Our-Work/Become-an-Ad-Council-Campaign>, select the PSA catalog link and then catalog Q3 2013, which

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features images, catchphrases, and descriptions of campaigns with which many students will be familiar. Select three or four campaigns and ask students to discuss why the images and catchphrases attract attention, like all great advertising must.

Next, form student groups of five to six students and have students brainstorm possible PSA topics. Their task will be to create a PSA for the junior class about how to attain “happiness” as a senior. Possible topics include: Building positive relationships with the adults in your life; How to hold an after-school job while maintaining a good GPA; How to be organized in school while participating in athletics; How to recognize a bad romantic relationship; and How to maintain positive relationships with friends. After the brainstorming, ask groups to choose a topic. Groups will be responsible for creating a catchphrase, producing a PowerPoint slideshow, and creating a PSA video if they have access to the needed technology. Pass out rubrics for the PowerPoint slideshow and video (if applicable) from: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_powerpoint.pdf and http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_videoscoring.pdf . Discuss categories and elements of the “intermediate” category.

Next, distribute the Public Service Announcement Scripting Template: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncementscriptingtemplate.pdf . The template is divided into the following sections: creating an outline, gathering content, planning a catchphrase, selecting images, organizing content, and selecting background music. Before the groups begin working on the template, go over general tips about clustering slides, using catchphrases as transitions, and establishing a content rhythm, which is crucial. These tips as well as technical tips for PowerPoint and video production can be found at: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/Online_Only/assemblingyourpublicserviceannouncement.pdf . Before students present their PSA PowerPoints or videos, have them display the catchphrases on large pieces of paper around the classroom.

Instructional Resources

- *America Now Short Readings from Recent Periodicals* (Ninth Edition) supplemental text for grade 12
- *Literature: The British Tradition* (textbook)
- *Writing and Grammar* (textbook)
- Graphic organizer
- <https://www.pearsonsuccessnet.com/> Unit resources
- <http://www.time.com/time/magazine/article/0,9171,2019628,00.html> “Do We Need \$75,000 a Year to Be Happy?”
- http://www.nytimes.com/2013/02/10/magazine/money-changes-everything.html?_r=1& “Money Changes Everything”
- http://ctb.ku.edu/en/tablecontents/sub_section_main_1065.aspx Public service announcements lesson and rubrics
- http://go.solution-tree.com/technology/reproducibles_TTiG.html Public service announcement lesson and rubrics
- <http://www.adcouncil.org/Our-Work/Become-an-Ad-Council-Campaign>
- http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy.html Dan Gilbert: The surprising science of happiness

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<p>Integration of Knowledge and Ideas (Strategies for Diverse Learners)</p> <ul style="list-style-type: none"> • https://www.pearsonsuccessnet.com Interactive online activities and resources; Spanish audio and video 		
<p>Professional Articles</p> <ul style="list-style-type: none"> • http://www.ohiorc.org/adlit/InPerspective/Issue/2012-10/Article/feature.aspx “Closer Reading for Deeper Comprehension: Uncommon Sense About the Common Core” by Carol Jago • http://www.ncte.org/library/NCTEFiles/EJ0996Focus.pdf “Teaching Argument for Critical Thinking and Writing: An Introduction” 		
<p>English Language Arts Connections</p>		
<p style="text-align: center;">Writing</p> <p>Incorporate Writing Standards as students read and comprehend complex literary and informational texts. http://www.corestandards.org</p>	<p style="text-align: center;">Language</p> <p>Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org</p>	<p style="text-align: center;">Speaking and Listening</p> <p>Incorporate speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org</p>

Appendix

Article Graphic Organizer

Time

New York Times

TED.com

Article Source:

Date:

**Experts:
(titles and names)**

**Qualifications of
Experts:**

Research Findings:

Statistics:

**Participants in Study
Sample:**