

LSC 5501 Instructional Collaboration
Module 2 Assignment 6: Integration Opportunities
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I would use the following chart in collaboration with one high school English teacher for the first semester. Eventually, a modified version of this chart will be used to share with the high school English department to model how the Big 6 could be integrated into the English curriculum.

Though I have ideas for research projects for persuasive compositions and speeches, I would first consult the teacher and refer to the reading list, the course syllabus, and texts before making suggestions.

I would begin with the analytical paper since the lessons would revolve around finding and using non-fiction sources and use of non-fiction resources to drawn connections between periods in history. The teacher's role might be to formalize content, focus, and specific parameters. My role will be to offer support with online database use, technology, web resources, any pre-designed lesson plans the might apply, and knowledge of the entire school curriculum. I would function as a collaborator, working alongside the teacher so that we function as a team.

Grade 10 Language Arts Curriculum

Standards	Course Objective	Content/Skills	Library Integration Big6
1.iv.2 i	Students will analyze recognized works of literature representing a variety of genres and traditions	Trace the development of literature through history; Recognize the common definitions of major periods, these, styles, and trends; Describe various ways that works of different cultures relate to one another in each period; Evaluate the philosophical, political, religious, ethical, and social influences that shaped characters, plots, and settings Identify the similarities and differences between literary works from different cultures, ages, and ethnic, gender, and class contexts.	#3 Location and Access: locate sources and find information within sources. #4 Use of information: engage and extract relevant information #5 Synthesis: organize from multiple sources and present information.
2. iv. 1a	Students will write with clarity, logic, validity, and effectiveness on a wide range of topics and for a variety of purposes and audiences.	Write persuasive compositions that include well-defined theses, make clear and knowledgeable judgments; support arguments with detailed evidence, examples, and reasoning, differentiating between evidence and opinion; and arrange details, reasons, and	#4 Use of information-engage and extract information. # 5 Synthesis: organize from multiple sources.

2. iv. 1a	Students will write with clarity, logic, validity, and effectiveness on a wide range of topics and for a variety of purposes and audiences.	Write persuasive compositions that include well-defined theses, make clear and knowledgeable judgments; support arguments with detailed evidence, examples, and reasoning, differentiating between evidence and opinion; and arrange details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.	#4 Use of information-engage and extract information. # 5 Synthesis: organize from multiple sources.
3. vii. 4f	Students will deliver coherent, well-focused informal and formal oral presentations.	Deliver persuasive presentations that include well-defined theses making clear and knowledgeable judgments; support arguments with detailed evidence, examples and reasoning, differentiating evidence from opinion; and deliver multimedia presentations that combine text, images, and sound, drawing information from many sources.	# 5 Synthesis: organize from multiple sources and present information. #4 Use of information: Engage and extract relevant information
4.vii. 9a, 9b, 9c, 9d, 9e,	Students will demonstrate a command of research skills.	<p>Use clear research questions to develop creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>Use systematic strategies (e.g., outlining, anecdotal scripting, annotated bibliographies) to organize and record information.</p> <p>Achieve effective balance between research information and original ideas in a research report.</p> <p>Analyze several records of a single event and explain the perceived reasons for the similarities and differences in records.</p>	<p>#1: Task definition. Define the information problem and identify information needed.</p> <p>#2 Information seeking strategies: determine all possible sources and select the best sources.</p> <p>#3 Location and access: locate sources and find information within sources.</p> <p>#4 Use of information: engage and extract relevant information</p> <p>#5 Synthesis: organize from multiple sources and present the information</p> <p>#6 Evaluation: Judge the product and judge the</p>