



The goal of this project is to raise awareness about invasive plant issues among young audiences while also providing a fun way for students to begin a dialogue on the topic, using video and social media technology. This document is provided as a guide for teachers or students who are interested in conducting a student video project. Activities can be adjusted according to class size and learning objectives.

ESSENTIAL QUESTION: What are some ways in which we use video or other digital media to explain ourselves or get our point across? What are some of the challenges we face from invasive plants in Florida?

Learning objectives:

- ⊙ Students should come away from the project with a clear understanding of the challenges we face from **invasive plants** in Florida and around the world. (For a brief overview: Section 1 on <http://plants.ifas.ufl.edu/manage/>)
- ⊙ Students should be able to articulate the difference between a **native**, **non-native** and **invasive** plant species (the definition for each term).
- ⊙ In Florida, there are many **non-native** plant species (i.e., hundreds of species) that are not a problem in our natural areas and home landscapes; many are beneficial.
- ⊙ However, there are a small number of non-native plant species that are causing economic and ecological harm and they are considered **invasive**. These plants have to be “managed” or removed on a regular basis to allow our natural systems to function properly.
- ⊙ It’s also important for students to spend time exploring the various ways to tell a story (develop a narrative). The more time they spend preparing and working through story development, writing a script and sketching out storyboard scenes, the better the story or video will be. Because these are such important tools, we’ve provided a template for each of these elements. See **Video Kit Contents** below.

Thank you for your interest in developing invasive plant videos. Now let’s have some fun!

Materials Needed:

1. Invasive Plant Student Video Challenge -- Teacher Guide
2. Story Scenarios – *prepare printed copies or make available online*
3. Job Descriptions and (Grading) Rubric – *prepare printed copies or make available online*
4. Storyboard Template – *prepare printed copies or make available online*
5. Video Cameras – *cell phone cameras, digital cameras or HD video cameras may be used*
6. Tripod(s) – *highly recommended to prevent shaky video footage*
7. Additional microphone – *highly recommended to enhance audio capability*

Video Camera Instruction – See our tutorial on the YouTube video channel:

<http://www.youtube.com/user/UFInvasivePlantsEDU>

Browse *Featured Playlists* → choose *Student Video Challenge Tutorials*



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**Instructions – This activity is designed to be done in 2.5 to 3 hours.
Each group should plan accordingly.**

1. **Before** conducting this activity, it is important that students learn about the problem/issue of aquatic invasive plants. This can be accomplished by using the materials provided in the Osceola County Invasive Aquatic Plant Teacher Training or from presentations and materials available from the Florida Invasive Plant Education Initiative website: <http://plants.ifas.ufl.edu/education>. *Note: See page 3 of this Teacher Guide for examples of invasive species videos.*
2. Organize students into groups of approximately 8-10 individuals.
3. Distribute printed (or electronic) examples of the **Job Descriptions and Grading Rubrics, Sample Invasive Plant Story Scenarios, Features of a Short Film Plot** (page 2 of Scenarios document) and **Storyboard Template**.
4. Review and discuss each of these with students, beginning with the Sample Scenarios. Be sure to let them know that these are just ideas and they are welcome to develop their own stories.
5. Ask each group to choose or compose a Story Scenario to work on. *Note: It can be fun to let students choose their scenarios at random, from slips of paper placed in a bowl or hat. More than one group can choose the same scenario. It will be fun to see the different approaches from each group.*
6. Once established, each group is to assign jobs for individual team members using the **Job Descriptions and Grading Rubric** template. *Note: The teacher may do this based on knowledge of each student's talents and abilities.*
7. Instruct writers from each group to develop a script for their video based on the Scenario they've chosen (or have been assigned). All students should participate in the script writing, if possible.

REMEMBER: At least 3 factoids must be used from a chosen Scenario OR if students decide to compose their own story or scenario they must include 3 important facts based on research done by the group, along with a "one liner."

8. Each script should include the following Key Components:
 - Beginning – includes problem setting, and characters
 - Middle – attempts to solve problem
 - End – makes the point, solves the problem
 - Strong character development – Consider the classic "hero" story where our hero faces trials, tribulations but somehow overcomes, and learns something valuable in the process. But this is just one way to tell a story. Encourage your students to explore other ways of telling a story or informing an audience of something important (i.e., a news report, comedy, game show, documentary genre, etc.).
9. After students develop their script, they should begin sketching out the scenes using the **Storyboard Template**. The script and storyboard should be used together to create a solid filming plan. Some students will gain more from the script exercise; others will benefit from storyboard sketching. **IMPORTANT:** *Students will be tempted to skip this part. However, this is an important element in maintaining consistency in the story and filming process.*
10. Gather materials for the set and/or scenes including costumes and any props they will want to make or collect.
11. Hand out Video Cameras and tripods and review Video Camera Instructions with the Camera person(s) on each team. The tutorial: <http://www.youtube.com/user/UFInvasivePlantsEDU>

12. LIGHTS! CAMERA! ACTION!



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Invasive Species Video Examples – Total time to watch all videos: 22 minutes.

1. Caddo Lake, TX (2:21)
<http://www.youtube.com/watch?v=7oyaXvKQf7w&NR=1>
2. Giant Salvinia PSA-TX (0.30)
<http://www.youtube.com/watch?v=S9Mf95GDGjg&feature=related>
3. “Behind the Scenes” look at the Caddo Lake PSA (1:44) [KLW1]
<http://www.youtube.com/watch?v=-cgiJuoM4Jo>
4. Creature Cast: Strangler fig/Hollow fig (1:31)
<http://creaturecast.org/?s=strangler+fig>
5. Riddle of the sphinx: releasing exotic pets (2:20)
<http://www.youtube.com/watch?v=gMZerTyvyMs>
6. Gators vs. Burmese python (3:00)
<http://www.youtube.com/watch?v=xfYAj1k9uZM&feature=related>
7. DEP PSAs on invasive plants (0.30 each, 4:00 total)
<http://www.youtube.com/playlist?list=PL25889A289053AF2B>
8. Osceola County Student Video Challenge: “Water Hyacinth—Who ya gonna Call?”
<http://www.youtube.com/watch?v=UZT9qQPz1h4>
9. Osceola County Student Video Challenge: “Hygrophila on a Plane”
<http://www.youtube.com/watch?v=kxqNjE5Zl1w>
10. FAQ about Aquatic Invasive Plants from the UF/IFAS Plant Management in Florida Waters website:
<http://plants.ifas.ufl.edu/manage/why-manage-plants/introduction>
http://plants.ifas.ufl.edu/manage/developing-management-plans/maintenance-control-strategy#FAQ_2



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The following is a list of suggested standards that pertain to this activity. This list is provided as a reference to incorporate and expand upon as needed.

Next Generation Sunshine State Standards

4th grade

- SC.4.E.6.6: Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).
- SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.
- SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.
- SS.4.A.4.1: Explain the effects of technological advances on Florida.
- SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.G.1.1: Identify physical features of Florida.

5th grade

- SC.5.L.15.1: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

7th grade

- SC.7.L.17.3: Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
- SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.2.14: Conduct a service project to further the public good.

8th grade

- SC.8.N.4.1: Explain that science is one of the processes that can be used to inform decision making at the community, state, national and international levels.
- SC.8.N.4.2: Explain how political, social and economic concerns can affect science and vice versa.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

9th-12th grade

- SC.912.L.14.53: Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.
- SC.912.L.17.2: Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
- SC.912.L.17.5: Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.
- SC.912.L.17.6: Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.
- SC.912.L.17.8: Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.
- SC.912.L.17.20: Predict impact of individuals on environmental systems; examine how human lifestyles affect sustainability.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.G.5.6: Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.



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Common Core State Standards

4th Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.4.7	LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.1a	LAFS.4.W.1.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	LAFS.4.W.1.1b	Provide reasons that are supported by facts and details.
W.4.3b	LAFS.4.W.1.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3d	LAFS.4.W.1.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	LAFS.4.W.1.3e	Provide a conclusion that follows from the narrated experiences or events.

5th Grade

RI.5.6	LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	LAFS.5.RI.3.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
W.5.1a	LAFS.5.W.1.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	LAFS.5.W.1.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.2a	LAFS.5.W.1.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	LAFS.5.W.1.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2d	LAFS.5.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	LAFS.5.W.1.2e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3a	LAFS.5.W.1.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	LAFS.5.W.1.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3d	LAFS.5.W.1.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	LAFS.5.W.1.3e	Provide a conclusion that follows from the narrated experiences or events.
SL.5.1	LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1c	LAFS.5.SL.1.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

6th Grade

RI.6.7	LAFS.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.9	LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W.6.2a	LAFS.6.W.1.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	LAFS.6.W.1.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2d	LAFS.6.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.



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W.6.3a	LAFS.6.W.1.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	LAFS.6.W.1.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3d	LAFS.6.W.1.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	LAFS.6.W.1.3e	Provide a conclusion that follows from the narrated experiences or events.
W.6.6	LAFS.6.W.2.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
SL.6.1	LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	LAFS.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1c	LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.2	LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

7th Grade

RI.7.7	LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
W.7.1b	LAFS.7.W.1.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.2	LAFS.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a	LAFS.7.W.1.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	LAFS.7.W.1.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	LAFS.7.W.1.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	LAFS.7.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.3	LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	LAFS.7.W.1.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	LAFS.7.W.1.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3d	LAFS.7.W.1.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	LAFS.7.W.1.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	LAFS.7.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	LAFS.7.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	LAFS.7.W.2.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.9	LAFS.7.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9b	LAFS.7.W.3.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.7.10	LAFS.7.W.4.10	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.



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SL.7.1	LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1a	LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1c	LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.2	LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4	LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.6	LAFS.7.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.3	LAFS.7.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3a	LAFS.7.L.2.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4	LAFS.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4a	LAFS.7.L.3.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.6	LAFS.7.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8th Grade

RI.8.7	LAFS.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
W.8.1a	LAFS.8.W.1.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1b	LAFS.8.W.1.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	LAFS.8.W.1.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.2b	LAFS.8.W.1.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2d	LAFS.8.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.3a	LAFS.8.W.1.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	LAFS.8.W.1.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3d	LAFS.8.W.1.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	LAFS.8.W.1.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.6	LAFS.8.W.2.6	Use technology, including Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10	LAFS.8.W.4.10	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.
SL.8.1	LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1a	LAFS.8.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1c	LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.



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SL.8.2	LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	LAFS.8.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4	LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.6	LAFS.8.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.3	LAFS.8.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

9th – 10th Grade

W.9-10.1c	LAFS.910.W.1.1c	Use words, phrases, and clauses 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.
W.9-10.2	LAFS.910.W.1.2	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.
W.9-10.2a	LAFS.910.W.1.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
W.9-10.2b	LAFS.910.W.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2d	LAFS.910.W.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.3b	LAFS.910.W.1.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3d	LAFS.910.W.1.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.6	LAFS.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1c	LAFS.910.SL.1.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.2	LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4	LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.6	LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.9-10.4	LAFS.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9-10.6	LAFS.910.L.3.6	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



Module 3 ~ Invasive Plant Student Video Challenge (UE, MS, HS)

Teacher Guide



11th – 12th Grade

RI.11-12.7	LAFS.1112.RI.3.7	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.
W.11-12.2a	LAFS.1112.W.1.2a	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.
W.11-12.2b	LAFS.1112.W.1.2b	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.
W.11-12.3a	LAFS.1112.W.1.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	LAFS.1112.W.1.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3d	LAFS.1112.W.1.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.5	LAFS.1112.W.2.5	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.
W.11-12.6	LAFS.1112.W.2.6	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.
SL.11-12.1	LAFS.1112.SL.1.1	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.
SL.11-12.1c	LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.2	LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.
SL.11-12.3	LAFS.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.6	LAFS.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.4a	LAFS.1112.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.6	LAFS.1112.L.3.6	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.

