

9 th – 10 th Grade		
PROJECT FLOW	STANDARD	DESCRIPTION
RESEARCH PHASE Students conduct research around CS2N or teacher selected topic, subject, or book that they will base their storytelling and animation project on.	W.9-10.7.	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.
	WHST.9-10.7.	
DESIGN PHASE Students brainstorm, write a script, storyboard the script, present it to their peers, and then edit their storytelling and animation submission based on peer or teacher feedback.	W.9-10.5.	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.
	WHST.9-10.5.	
	W. 9-10.10	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 tasks, purposes, and audiences.
	WHST.9-10.10	Write routinely over extended time frames (time for 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.
PRODUCTION PHASE Students reference their storyboards and use software and CS2N to create digital media and upload their projects.	SL.9-10.5.	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.
	W. 9-10.6.	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.
	WHST. 9-10.6.	
EVALUATION PHASE Students participate in a peer review process where they review anonymous projects from other participants. They assess projects based on rubrics which tie to other Common Core standards, including “Project claims were supported by evidence”. In addition, students must leave constructive feedback to support and encourage improvements for each criterion which the project is evaluated.	SL.9-10.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.