

The 4 Literacies

(K-12 in-service credit – 15 hours)

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Rockland Teachers' Center Institute

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Welcome (Week One) Visual Literacy				
Outcome	Assessment	Activity	NYS Standards	Time
To become familiar with other students in the course.	Posting their Electronic Name Badge to Electronic Name Badge Thread.	Students will respond to questions posed by the instructor to share some aspects of themselves with their classmates.	N/A	20 minutes
Teachers will understand the course objectives and expectations.	Post to I Understand the Roadmap and Policies Thread.	Students will read the Course Roadmap and Policies.	N/A	10 minutes
Participants will be able to question and obtain the main idea utilizing their visual literacy.	Post to Visual Literacy Activity 1 Thread	Participants will copy and paste the pictures (no more than 3) into MS Word. This document will be shared with everyone in the group. Using Elluminate white board, Participants will brainstorm to derive ten questions for each picture and type them beneath the picture, under the heading "Picture Questions." Participants will come up with ten titles for the picture and type them beneath the questions, under the heading "Picture Titles." Finally, they will choose one title for the picture that they feel best suits it and change the font color to indicate their choice. This will be copied from Elluminate and posted. The questioning technique helps participants make predictions while creating titles allows them to	ELA Standards 1,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication. NETS ELA Standards 1,3,4,5,6,7,8,9,19,20,22,23,24,26 KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. Speaking and writing to acquire and transmit information requires asking probing questions,	2 hours

		<p>find the main idea.</p>	<p>interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations. PI: --compare and synthesize information from different sources --relate new information to prior knowledge and experience --use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.</p>	
<p>To provide further understanding of concepts by interacting with</p>	<p>Post to Visual Literacy Activity 1 Responses Thread</p>	<p>Read and react to one classmate's activity</p>	<p>N/A</p>	<p>15 minutes</p>

other classmates				
(Week Two) Visual Literacy				
Outcome	Assessment	Activity	NYS Standards	Time
Participants will be able to conduct searches, download video, and store using Unitedstreaming.	Posting to Visual Literacy Activity 2 Thread	Participants will view subject related video downloads (no more than 3) from Unitedstreaming and create ten questions for each video. Participants will use Elluminate white board. They will title the list of questions "Video Questions." Participants will brainstorm to come up with ten titles for the videos. They will title the list of titles "Video Titles." Finally, they will choose one title for the video that they feel best suits it and change the font color to indicate their choice. The white board will be copied from Elluminate and posted. The questioning technique helps participants make predictions while creating titles allows them to find the main idea.	<p>ELA Standards 1,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication.</p> <p>NETS ELA Standards 1,3,4,5,6,7,8,9,19,20,22,23,24,26</p> <p>KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. Speaking and writing to acquire and transmit information requires asking probing questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different</p>	2 Hours

			<p>sets of criteria.</p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p> <p>PI: --compare and synthesize information from different sources</p> <p>--relate new information to prior knowledge and experience</p> <p>--use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.</p>	
To provide further understanding of concepts by interacting with classmates.	Post to Visual Literacy Activity 2 Responses Thread.	Read and react to one classmate's activity.	N/A	15 minutes

(Week Three) Numeric Literacy

Outcome	Assessment	Activity	NYS Standards	Time
<p>Participants will be able to analyze and interpret numbers making sense of the numeric data.</p>	<p>Post to Numeric Literacy Thread</p>	<p>Participants will copy and paste data from the following link Numeric into an MS Word document. Participants will use Elluminate white board. From this data, participants will type in the essential question "What do these numbers tell us?" Underneath that question, participants will type in the question "What products or services may be prevalent in this society based on these demographics?" Participants will brainstorm ten or more possible reasons. After brainstorming, participants will indicate with "F" for each idea which is completely factual beyond a doubt or challenge; "I" for reasonable inference; "?" for creative, imaginative hunch. Participants will brainstorm other information needed to be gathered to build a strong case for their inference, moving it toward fact rather than just a guess. The white board will be copied from Elluminate and posted.</p>	<p>ELA Standards 1,2,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for literary response and expression. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication.</p> <p>NETS ELA Standards 1,3,4,5,6,7,8,9,13,19,20,22,23,24,26</p> <p>KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p> <p>Speaking and writing to acquire and transmit information requires asking probing questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p> <p>Listening and reading for literary responses involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences</p>	<p>2 Hours</p>

			<p>and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.</p> <p>Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p> <p>Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.</p> <p>PI: --compare and synthesize information from different sources --use a wide variety of strategies for selecting, organizing, and categorizing information --make distinctions about the relative value and significance of specific data, facts, and ideas --use inference and deduction to understand the text --evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to</p>	
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			be more important --make effective use of language and style to connect the message with the audience and context	
To provide further understanding of concepts by interacting with classmates.	Post to Numeric Literacy Responses Thread.	Read and react to one classmate's activity	N/A	15 minutes

(Week Four) Textual Literacy

Outcome	Assessment	Activity	NYS Standards	Time
<p>Participants will be able to analyze and interpret periodical text using author's support within the article.</p>	<p>Post to Textual Literacy Thread</p>	<p>Participants will find an article which takes a position on a contemporary issue. They will copy and paste the hyperlink of the article to an MS Word document. Underneath the hyperlink, participants will briefly summarize the article. After summarizing, participants will identify three questions that the article answers. Participants will provide 2-3 supporting statements which answer the questions.</p>	<p>ELA Standards 1,2,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for literary response and expression. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication.</p> <p>NETS ELA Standards 1,3,4,5,6,7,8,9,13,19,20,22,23,24,26</p> <p>KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p> <p>Speaking and writing to acquire and transmit information requires asking probing questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p> <p>Listening and reading for literary responses involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the</p>	<p>2 Hours</p>

			<p>text, and recognizing the social, historical and cultural features of the text.</p> <p>Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p> <p>PI: --compare and synthesize information from different sources --make distinctions about the relative value and significance of specific data, facts, and ideas --read and view independently and fluently across many genres of literature from many cultures and historical periods --distinguish between relevant and irrelevant information and between fact and opinion --recognize and understand the significance of a wide range of literary elements and techniques and use those elements to interpret the work --understand how multiple levels of meaning are conveyed in a text --analyze, interpret, and evaluate information, ideas, organization, and</p>	
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			<p>language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials</p> <p>--evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study</p> <p>--use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service</p>	
To provide further understanding of concepts by interacting with classmates.	Post to Textual Literacy Responses Thread.	Read and react to one classmate's activity.	N/A	15 minutes

(Week Five) Research Literacy

Outcome	Assessment	Activity	NYS Standards	Time
<p>Participants will be able to create concise research related activities.</p>	<p>Post to Research Activity Thread</p>	<p>Participants will pick 4 cities in another country. Participants will brainstorm 4 criteria that would influence their decision where to relocate in another country. The criteria will drive the questions for research. Participants will chart findings and make a decision where they would like to relocate. There will be a rational narrative, along with the chart.</p>	<p>ELA Standards 1,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication.</p> <p>NETS ELA Standards 1,3,4,5,6,7,8,9,19,20,22,23,24,26 KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p> <p>Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>	<p>2 Hours</p>

			<p>PI: --compare and synthesize information from different sources</p> <p>--make distinctions about the relative value and significance of specific data, facts, and ideas</p> <p>--analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism</p> <p>--make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria</p> <p>--use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service</p>	
<p>To provide further understanding of concepts by interacting with classmates.</p>	<p>Post to Research Activity Responses Thread.</p>	<p>Read and react to one classmate's activity.</p>	<p>N/A</p>	<p>15 minutes</p>

(Week Six) Unit of Study

Outcome	Assessment	Activity	NYS Standards	Time
Participants will be able to create a unit plan incorporating the literacies for classroom instruction.	Post to Unit of Study Thread	Participants will create a unit plan that incorporates 3-4 of the literacies. The unit can be thematic and/or cross curricular. Participants should indicate which subject areas are being covered by each literacy.	ELA Standards 1,2,3,4- Students will read, write, listen and speak for information and understanding. Students will read, write, listen and speak for literary response and expression. Students will read, write, listen and speak for understanding in critical analysis. Students will read, write, listen and speak for understanding using social communication. NETS ELA Standards 1,3,4,5,6,7,8,9,13,19,20,22,23,24,26 KI: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. Listening and reading for literary responses involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression	3 Hours

			<p>involves producing imaginative texts that use language and text structures that are inventive and often multilayered.</p> <p>Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p> <p>Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p> <p>PI: --compare and synthesize information from different sources --understand and use the text features that make information accessible and usable, such as format, sequence, level of dictions, and relevance of details --synthesize information from diverse sources and identify complexities and discrepancies in the information --read and view independently and fluently across many genres of literature from many cultures and historical periods --understand how multiple levels of meaning are conveyed in a text --use standard English effectively -- analyze, interpret, and evaluate ideas, information, organization, and</p>	
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			<p>language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism</p> <p>-- use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service</p>	
Students will evaluate course	Fill out Course Evaluation in Assignments tab.	Fill out course evaluation form	N/A	15 minutes