

Project Management and Resource Scheduling & English III American Literature



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Overview & Alignment with Standards

The projects written for this class were designed to specifically meet the standards outlined within the Project Management and Resource Scheduling profile sheet, which is part of several pathways. It should be understood that most of these projects would touch upon nearly all of the standards. The variable is to what degree the project addresses each standard. The remainder of this section below looks at each proposed project individually and express which standards are addressed. This is done by looking at the most-used standards and may not be an all-inclusive list.

It should also be understood that for the purposes of this alignment to the standards, the projects are created with the mindset of blending the curriculum of Project Management and Resource Scheduling with that of English III American Literature. Such a decision was made because the skills taught in Project Management are valuable to all students regardless of projected future, and by blending such a curriculum with English III, it is a guarantee to be able to teach the students these skills since English III is one of the final year-long, required courses any given student would encounter at Sterling High School. An added benefit entails the fact Project Management sits in the Application Level of numerous pathways, which means students will have a greater opportunity to meet the stipulations of a given pathway's credit requirements.

If upon reading and reviewing this you find yourself with questions or concerns, please don't hesitate to contact me. I would be happy to make any clarifications need or fill in any gaps I have left.

Regards,

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P.S. — I would be remiss if I didn't thank several people for putting up with my questions and concerns. These include Sterling USD 376 faculty members Betsy Dutton and Ian Anderson, as well as Hutchinson USD 308 faculty member, and my wife, Kendall Vogts. Sterling High School Principal Dr. Bill Anderson has been incredibly supportive, and ESSDACK's Clelia McCrory has provided guidance and resources throughout this entire process. — T.V.

Project Management & Resource Scheduling Standard Alignment

Independent Reading Projects

- 1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).
- 2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.
- 3.) Develop plans for project management and resource scheduling.
- 5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.
- 6.) Analyze workload of tasks and projects.
- 8.) Determine resources necessary for project completion.
- 9.) Determine essential tasks necessary for project completion.
- 10.) Design potential timelines for assignments.
- 11.) Explore appropriate technologies for project management and resource scheduling.
- 12.) Create and present a project management and resource scheduling plan.
- 13.) Create Gantt charts.
- 14.) Evaluate and assign resources to tasks.
- 16.) Learn various strategies to track project progress.
- 17.) Develop strategies for monitoring interconnected assignments.
- 18.) Survey strategies for critical path scheduling.

Literary Analysis

- 1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).
- 2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.
- 5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.
- 8.) Determine resources necessary for project completion.
- 9.) Determine essential tasks necessary for project completion.
- 11.) Explore appropriate technologies for project management and resource scheduling.
- 13.) Create Gantt charts.

14.) Evaluate and assign resources to tasks.

Argumentative Writing

1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).

2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.

3.) Develop plans for project management and resource scheduling.

5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.

6.) Analyze workload of tasks and projects.

8.) Determine resources necessary for project completion.

9.) Determine essential tasks necessary for project completion.

11.) Explore appropriate technologies for project management and resource scheduling.

13.) Create Gantt charts.

14.) Evaluate and assign resources to tasks.

17.) Develop strategies for monitoring interconnected assignments.

18.) Survey strategies for critical path scheduling.

Research Project

1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).

2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.

3.) Develop plans for project management and resource scheduling.

5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.

6.) Analyze workload of tasks and projects.

8.) Determine resources necessary for project completion.

9.) Determine essential tasks necessary for project completion.

11.) Explore appropriate technologies for project management and resource scheduling.

13.) Create Gantt charts.

14.) Evaluate and assign resources to tasks.

17.) Develop strategies for monitoring interconnected assignments.

18.) Survey strategies for critical path scheduling.

Special Topics in Lit Unit

1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).

2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.

3.) Develop plans for project management and resource scheduling.

4.) Identify key personnel and responsibilities for project.

5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.

6.) Analyze workload of tasks and projects.

7.) Determine required personnel groups and management hierarchy.

8.) Determine resources necessary for project completion.

9.) Determine essential tasks necessary for project completion.

10.) Design potential timelines for assignments.

11.) Explore appropriate technologies for project management and resource scheduling.

13.) Create Gantt charts.

14.) Evaluate and assign resources to tasks.

15.) Implement project management skills to design and complete a collaborative project.

Portfolio of Work

1.) Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc).

2.) Understanding the concept of scope and demonstrate in context of assessing the size of a project.

3.) Develop plans for project management and resource scheduling.

5.) Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.

6.) Analyze workload of tasks and projects.

8.) Determine resources necessary for project completion.

9.) Determine essential tasks necessary for project completion.

- 10.) Design potential timelines for assignments.
- 11.) Explore appropriate technologies for project management and resource scheduling.
- 12.) Create and present a project management and resource scheduling plan.
- 13.) Create Gantt charts.
- 14.) Evaluate and assign resources to tasks.
- 16.) Learn various strategies to track project progress.
- 17.) Develop strategies for monitoring interconnected assignments.
- 18.) Survey strategies for critical path scheduling.
- 19.) Create strategies to manage project budgets.
- 20.) Build survey analysis for customer satisfaction.

English III American Literature Common Core Standard Alignment

Independent Reading Projects

RL.11-12.1 – 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.

RL.11-12.2 – Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.10 – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W.11-12.1c – Use words, phrases, and clauses as well as varied syntax 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.11-12.1d – Establish and maintain a formal style and objective tone while attending to the norms and con-

ventions of the discipline in which they are writing.

W.11-12.1e – Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2a – 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 – 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.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3d – Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e – Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 – 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. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)

W.11-12.6 – 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.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 – 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.

SL.11-12.2 – 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.11-12.4 – 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.11-12.5 – 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.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

L.11-12.4 – 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.

L.11-12.4a – 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 – 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.

Literary Analysis

RL.11-12.1 – 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.

RL.11-12.2 – Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10 – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W.11-12.1c – Use words, phrases, and clauses as well as varied syntax 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.11-12.1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e – Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.7 – 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.

W.11-12.8 – 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.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

L.11-12.3 – 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.

Argumentative Writing

RI.11-12.1 – 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.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W.11-12.1c – Use words, phrases, and clauses as well as varied syntax 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.11-12.1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e – Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 – 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. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)

W.11-12.6 – 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.

W.11-12.7 – 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.

W.11-12.8 – 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.

W.11-12.10 – 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.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

L.11-12.3 – 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.

L.11-12.4a – 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 – 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.

Research Project

RI.11-12.1 – 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.

RI.11-12.7 – 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.11-12.2 – 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.11-12.2a – 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 – 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.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 – 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. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)

W.11-12.6 – 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.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

Special Topics in Lit Unit

RL.11-12.1 – 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.

RL.11-12.2 – Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

W.11-12.2 – 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.11-12.2a – 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 – 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.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation, establishing

one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.6 – 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 – 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.11-12.1b – Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.3 – 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 – 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.11-12.5 – 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.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

L.11-12.3 – 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.

Portfolio of Work

W.11-12.2a – 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 – 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.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.5 – 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. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12 on page 54 [of the CCSS].)

W.11-12.6 – 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.11-12.4 – 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.11-12.5 – 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.

L.11-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b – Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a – Observe hyphenation conventions.

L.11-12.2b – Spell correctly.

L.11-12.3 – 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.

Projects & Lessons

The following projects are the basis of the Project Management and Resource Scheduling. On the following page is an example of two Gantt Charts, which are a requirement of the class according to the standards and is something the students will need to make for themselves. They show, on a week-by-week basis, what literary time periods and projects are taking place. These projects/lesson are intentionally overlapping, as it will allow the students the opportunity to manage multiple projects at once.

The project descriptions that follow are not intended to be necessarily all-inclusive lesson plans. Rather, they are written as an outline for easy implementation into lesson plans by the prescribed instructor. At times the project descriptions address the students directly in a fashion that would make it easy to provide the students the information in a lecture or handout format.

Some of the projects are design to be drive almost exclusively by the students. Others are more instructor centered. For the ones that are almost exclusively driven by the students (such as the Independent Reading Projects), there will be mid-way progress reports conducted. These will entail a sit-down between the student and teacher to assess how the project is coming along. Also, with those student-driven projects, some are classified as “Easy” (this designation can be found next to the project title). For “Easy” projects, the maximum score a student can receive is an 80%.

The first project/lesson of the course is an overview of what Project Management and Resource Scheduling is and how it will work. The first few weeks of the school year will be dedicated to preparing the students for the work to come. This can be blended in with the general English III work usually found in the first few weeks.

Other projects/lessons include:

- Independent Reading Projects
- Literary Analysis
- Argumentative Writing
- Research Project
- Special Topics in Lit
- Portfolio of Work

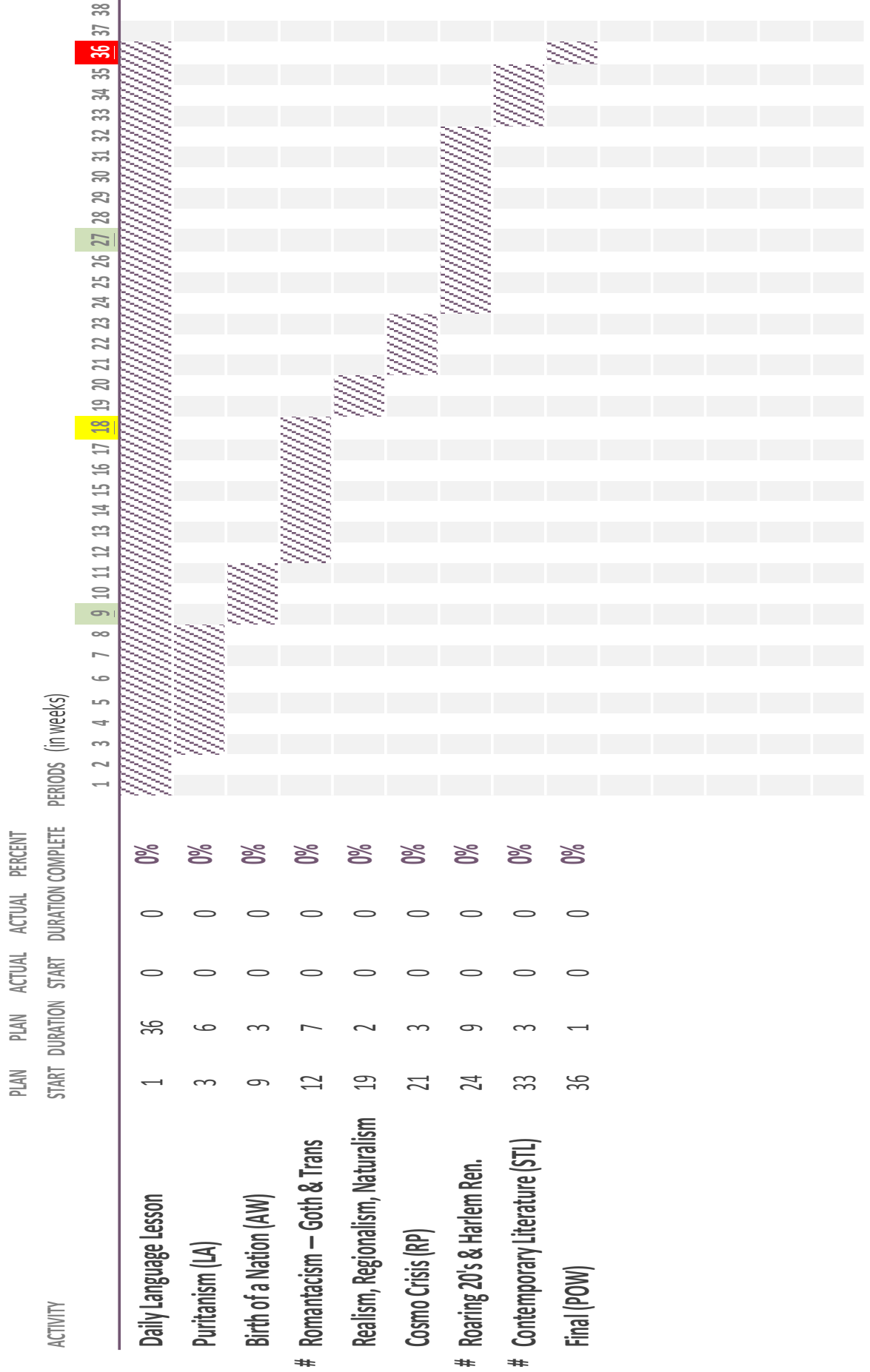
Curriculum Planner

Period Highlight: 47



English Gantt Chart

SHS: Project Mgt & Resource Scheduling AND English III 2016-17

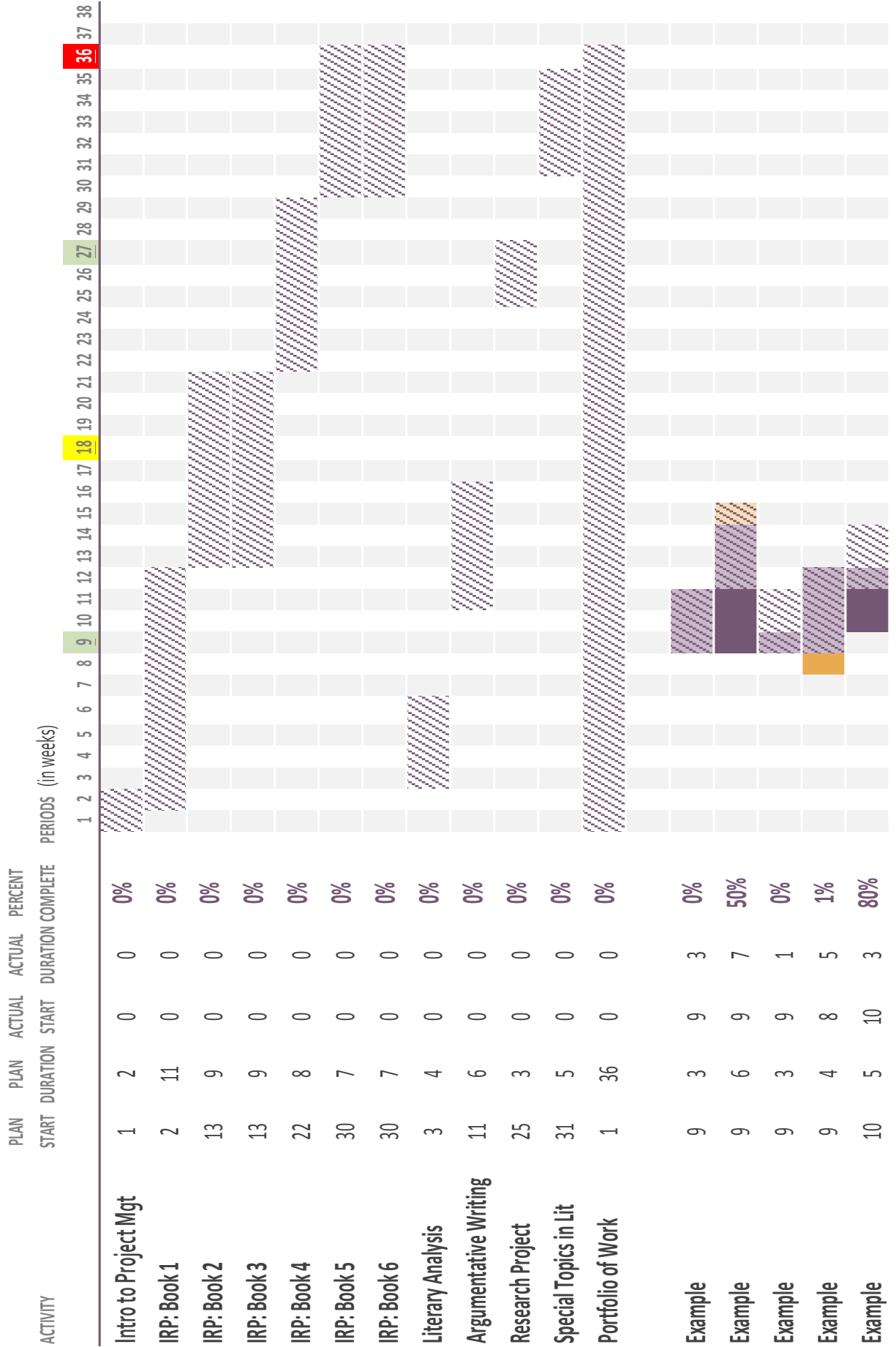


Curriculum Planner

Period Highlight: 47



Project Mgt Gantt Chart SHS: Project Mgt & Resource Scheduling AND English III 2016-17



Curriculum Planner

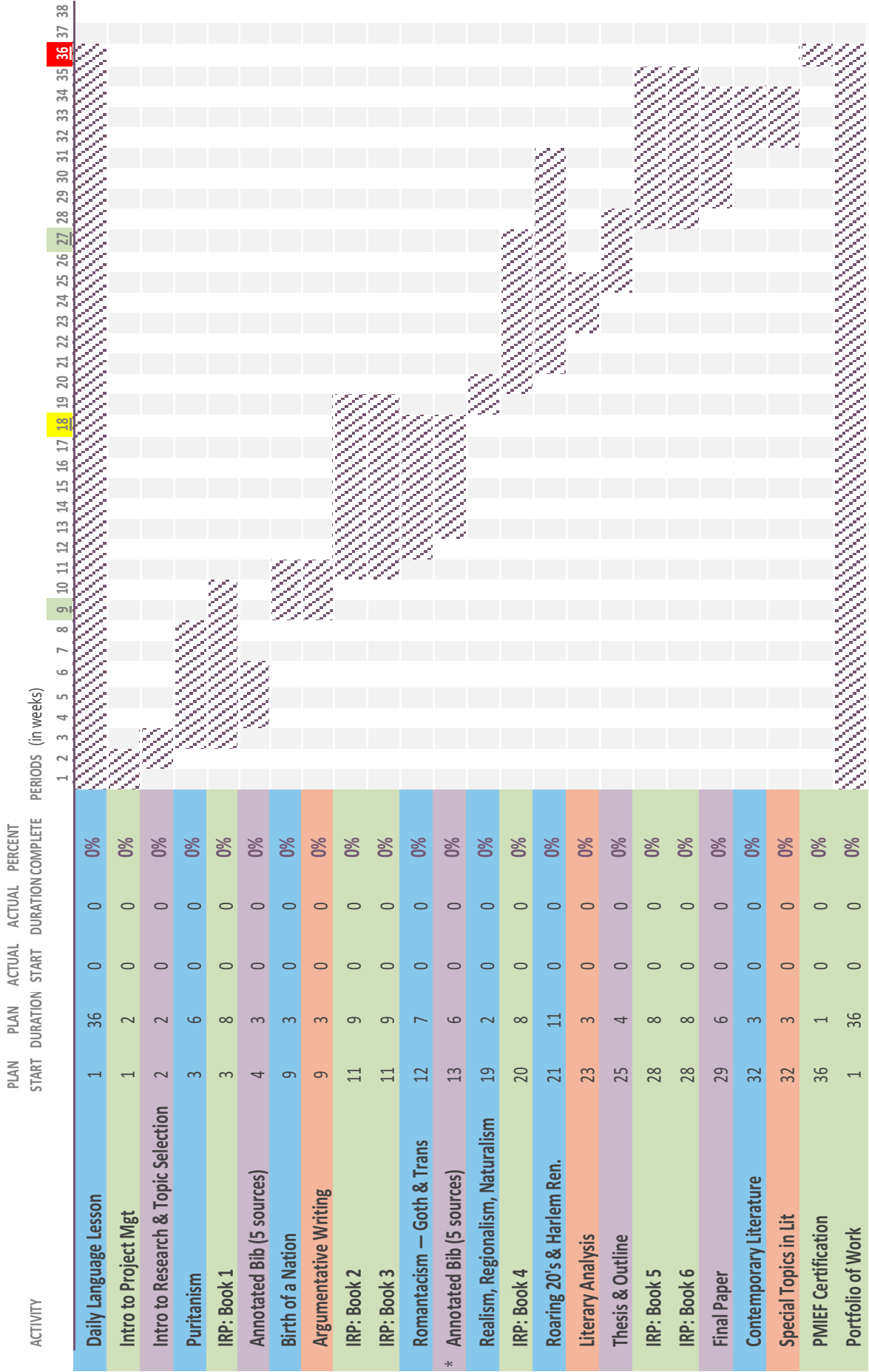
Period Highlight: 47



ELA Gantt Chart

SHS: Project Mgt & Resource Scheduling AND English III

2017-18



* = Semester Final

Introduction To Project Management

6 major projects over the course of the year (see Gantt Chart for timeline details).

- Project-based learning completed largely on your own.
- Each project may contain multiple sub-projects.
- Varying amounts of class time to work on these.
- This course is worth 875 points.

Concepts to understand.

- Resources include a broad range of items, some tangible and some not.
 - Your time to complete a task.
 - Time your group members have to complete a task.
 - Available time to utilize various technologies.
 - Materials such as paper, writing utensils, glue, cameras, printers, scissors, website hosting, etc.
 - Money . . . everything costs something at some level.
 - Skills you have that are useful in completing a task.
 - Skills group members have that are useful in completing a task.
 - The amount of work it is going to take to complete a task.
- Proper planning is key.
 - Determine the project goals and tasks and develop and plan to manage the project and the resources you will need.
 - Analyze the project at the beginning, using S.W.O.T.
 - S: Strengths
 - Characteristics of the business or project that give it an advantage over others.
 - Internal factor.
 - W: Weaknesses
 - Characteristics that place the business or project at a disadvantage relative to others.
 - Internal factor.
 - O: Opportunities
 - Elements that the project could exploit to its advantage.
 - External factor.
 - T: Threats
 - Elements in the environment that could cause trouble for the business or project.
 - External factor.
 - Develop a budget and a plan with deadlines for various stages of various projects to be completed.
 - Assign resources to each project as part of your plan.
- Vision of the overall project is important.
 - These projects are large in nature with some of them covering the entire year.
 - See the scope and size of the project.
 - Analyze and determine what it will take to successfully complete it.
 - Utilize strategies for tracking progress.
 - You must create a Gantt Chart for every project.
 - This is a spreadsheet that helps you track the planned and actual completion of a project.
 - Know what each project requires.
 - Develop a budget and a plan with deadlines for various stages of various projects to be completed.
- Organization is crucial for success.
 - Use the technology you have available to you in order to keep on top of deadlines and project budgets.

- You must create a Gantt Chart for every project.
 - This is a spreadsheet that helps you track the planned and actual completion of a project.
- Be aware that some project may overlap or interconnect with others.
- Manage your time wisely and efficiently.

Benefits of Project Management.

- In college you will have to balance many different responsibilities at the same time.
 - This class will teach you how.
- As part of any potential career, you will be assigned concurrent tasks, all of which will be important, and you will need to complete them all at specific deadlines.
 - This class will teach you how.
- Not everything in life is easy and just handed to you.
 - This class will push you and encourage you to achieve on your own.
- Your skills in time management and organization will increase.
 - You can apply that to all aspects of life.
- It's fun.
 - Seriously. You are going to get to do different projects and will allow you to show off your skills and creativity.

Independent Reading Projects (source: #1 & #2)

6 books over the course of the year (see *Gantt Chart for timeline details*).

- Project-based learning completed largely on your own.
- You choose the books you read from the provided list of potential books.
- Limited time in class to work on these. You will meet with the instructor periodically to gauge progress.
- 50 points per project = 300 points for the class.

16 project options.

- Write a diary from the main character.
 - Imagine you are a character in the book. Write a diary that they would have written. It must cover at least 3 major events from the book, beginning, middle, and end. More is always better. Each entry must be multiple paragraphs (3+ and 5+ sentences per paragraph). Each entry should be at least 500 words in length.
- Compare the book to the movie.
 - Compare and contrast the book and the movie version of the book. What things were the same, what things were different? Did the changes help or take away from the story? Why do you think they made those changes? Write a 5-paragraph essay. You must make at least 3 points of comparison.
- Create a promotion campaign.
 - The book needs to be promoted. Create multiple promotional items to let the public know about your book. Include persuasive paragraphs to get potential readers interested. Make radio commercials, TV commercials, news ads, social media ads, etc. At least 3 promotional materials.
- Create a timeline of events.
 - Create a timeline of events in your story. Your timeline should cover the entire book start to finish. It should be visually appealing. Make it look interesting. Remember that timelines establish an amount of time and should have a key to explain how long between each event. Write 3-5 sentences to explain each event and why it is significant. You should cover at least 10 events in your story.
- Journal/blog your thoughts as you read.
 - Keep a journal of your personal thoughts as you read your book. Your journal should include thoughts, observations, and predictions for every chapter in the book. Each journal entry/chapter observation should be at least 3-5 sentences or at least 200 words.
- Create a vlog (video blog, like a diary but in videos!).
 - Imagine you are a character in the book. Create a video journal, or vlog, that they would have created. It must cover at least 3 major events from the book, beginning, middle, and end. More is always better. Each video should be at least 2 minutes.
- Create a persuasive bulletin board. [*Easy*]
 - Bulletin boards can be a great way to get someone interested in a book. Create a persuasive bulletin board. It should have 3-5 persuasive paragraphs to convince potential readers that this book is for them! The bulletin board should be visually appealing and organized to grab someone's attention and give them good information!
- Make an ABC book. [*Easy*]
 - Create an ABC book for your book. Each letter of the alphabet should represent something in the book. All letters must be used. Every letter must have at least 2 sentences to explain as well as a picture. The introduction to your book should have author, setting, and publication information. Your book must have a cover.
- Compare and contrast lifestyles.
 - Compare and contrast the lives of your characters with your own life. What things are the same, what

things are different? You must write a 5-paragraph essay or create a detailed poster that goes deeply into each element that is the same or different- bullet points won't cut it! You need at least 5 points of comparison and 5 points of contrast, and you should use a graphic organizer to show how the comparisons/contrasts intersect.

- Write a poetic summary.
 - Summarize the book that you read in a poem. Poems should be in a ballad format with 20-25 stanzas, and each stanza should have four lines with the 2nd and 4th lines rhyming. The summary should cover the entire book, start to finish.
- Create a playlist.
 - Create a playlist to go with your book. Your playlist must have at least 6 songs. You must find a way to get the songs to the teacher - either email the songs, email links to music videos, or create a CD. Each song must have a 1-2 paragraph (at least 200 words) explanation that states why the song fits the character or plot element. Songs should be for the book as a whole, the main character, the main antagonist, the setting, the problem, and the theme.
- Create a book trailer.
 - Just like a movie trailer, a book trailer tells the story in a way that touches on highlights, but sells the audience on wanting to experience it. Your trailer should be between 90 seconds and 2 minutes in length. It should show case various aspects of the book, especially the main characters and the primary plot point of the story. Remember, a trailer doesn't give away the ending, so your trailer shouldn't either.
- Create a podcast.
 - This should take on the form of an interview with the author of the book. You could choose audio only or take it a step further through the use of video, props, and costumes. The interview should cover topics such as why the author wrote the book, what the inspiration was for the story and the characters, a discussion of at least two significant portions of the book, and background information on the author. The podcast should be at least 7 minutes in length, and the interview must be scripted out and submitted as well.
- Create an alternate story.
 - Identify a turning point in the book's plot, then switch it up. What would happen if the series of events didn't happen that way? What if Romeo had received the letter? Write how the story would be different. You could also create a character that would fit into the world of your novel by writing a character sketch and then constructing a scene in which this new character interacts with one or more main characters of the story. Another option would be to take your favorite scene or chapter from the text and re-write it in a different setting. How would "Macbeth" look and sound in a modern, urban setting? Regardless of the direction you choose to take it, your alternate take on the story must be at least 750 words (not including the character sketch you must create if you choose that route).
- Create a character resume.
 - Choose a character from your book. Consider what type of job the character would be seeing, and write a resume for that job. Resumes may be funny or serious as long as it reflects the true nature of the character and the job he/she is applying for. The resume should be structured like a resume, so research what a quality resume looks like and includes, and it should be no longer than 2 pages in length.
- Create a character scrapbook.
 - Brainstorm what goes into a scrapbook. Look at scrapbooks friends and family might have. Then choose a character from your book. Consider what that character holds most dear in his/her life. Draw out clues from the text to determine this, and then come up with momentos that represent those clues. Your scrapbook should be structured like a scrapbook, and it should have at least 50 momentos that help tell the story of that character and his/her experiences in the story. The final page of your scrap book should be a 350-500 word explanation of why you chose various momentos and how it all comes together to tell the story of your character.

Can you do the same project every time?

- No! You can only do a project twice.
 - You could do a playlist for two different books, but not for a third.

How do you decide what project to pick?

- Think about what type of project you enjoy doing or what you are good at.
 - Are you good at writing?
 - Try the diary, the comparison, the book vs. video, the poem, or the bulletin board.
 - Do you like to stretch your creative muscles?
 - Try the vlog, the promotional campaign, the poem, or the bulletin board.
 - Do you really like media like music and TV?
 - Try the promotional campaign, the vlog, or the playlist.
 - Does it help to do a little at a time?
 - Try the journal as you go, the ABC book, or create a test.
 - Do you like things to be concrete and clear-cut?
 - Try the timeline, the comparison, or the book vs. video.

Some suggestions to deal with certain types of books.

- A nonfiction book.
 - Timeline or bulletin board.
- A book that takes place in another time or place.
 - Comparison or journal as you go.
- A classic book.
 - Vlog, playlist, or book vs. video.
- A book that makes you think.
 - Poem, diary, or bulletin board.
- A book that was way too easy.
 - ABC book, vlog, or poem.
- A book that is going to be a movie soon.
 - Promotion, diary, or book trailer.

Frequently asked questions.

- Can you turn it in early?
 - Yes.
- Can you email it to me or share with me via Google Classroom, Google Drive, or another method?
 - Yes.
- Can you turn it in late?
 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

Reading List for Independent Reading Projects

OPTIONS BY GENRE

(some are in-house; some are not)

* = higher level of difficulty

British Literature

Oliver Twist by Charles Dickens
The Lion, the Witch and the Wardrobe
by C.S. Lewis
Anne of a Thousand Days by Edward Fenton
Brave New World by Aldous Huxley
1984 by George Orwell
Great Expectations by Charles Dickens
A Tale of Two Cities by Charles Dickens
Great Expectations by Charles Dickens
A Christmas Carol by Charles Dickens
The Time Machine by H.G. Wells
Animal Farm by George Orwell
Something Wicked This Way Comes
by Ray Bradbury
* Heart of Darkness by Joseph Conrad
* Robinson Crusoe by Daniel Defoe
Gulliver's Travels by Jonathan Swift
* Ulysses by James Joyce
Scoop by Evelyn Waugh
Pride and Prejudice by Jane Austen
Wuthering Heights by Emily Bronte
* Frankenstein by Mary Shelley

World Literature

Becket by Jean Anouilh
The Diary of Anne Frank by Anne Frank
The Odyssey by Homer
We The Living by Ayn Rand
Anthem by Ayn Rand
The Fountain Head by Ayn Rand
Atlas Shrugged by Ayn Rand
* Don Quixote by Miguel de Cervantes
* Crime and Punishment by Feodor Dostoevski
Night by Elie Weisel

Contemporary Literature

Sweet Hereafter by Russell Banks
The Last Picture Show by Larry McMurty
The Color Purple by Alice Walker
Cry Beloved Country by Alan Paton
The Prime of Miss Jean Brodie by Muriel Spark

The Poisonwood Bible by Barbara Kingslover
The Color of Water by James McBride
Fallen Angels by Walter Dean Myers
The Road by Cormac McCarthy
The Bell Jar by Sylvia Plath
The Joy Luck Club by Amy Tan
The Color Purple by Alice Walker
Dune by Frank Herbert
Gone with the Wind by Margaret Mitchell
The Stand by Stephen King
Deliverance by James Dickey
The Hitchhiker's Guide to the Galaxy
Ender's Game by Orson Scott Card
It by Stephen King

American Literature

Age of Innocence
A Separate Peace by John Knowles
In Cold Blood by Truman Capote
Ethan Frome by Edith Wharton
The Old Man and the Sea by Ernest Hemingway
The Red Badge of Courage by Stephen Crane
Lord of the Flies by William Golding
The Pearl by John Steinbeck
The Adventures of Tom Sawyer by Mark Twain
Main Street by Sinclair Lewis
The Adventures of Huckleberry Finn
by Mark Twain
Moby Dick by Herman Melville
When the Legend Dies by Hal Borland
The Grapes of Wrath by John Steinbeck
Out of the Dust by Karen Hesse
Death Be Not Proud by John Gunther
The Giver by Lois Lowry
Phoenix Rising by Karen Hesse
Stotan by Chris Crutcher
The Chocolate War by Robert Cormier
A Tree Grows in Brooklyn by Betty Smith
The Scarlet Letter by Nathaniel Hawthorne
I Know Why the Caged Bird Sings by Maya Angelou
O Pioneer by Willa Cather
The Absolutely True Diary of a Part-Time Indian
by Sherman Alexie
Their Eyes Were Watching God
by Zora Neale Hurston
The Things They Carried by Tim O'Brien

The Awakening by Kate Chopin
A Raisin in the Sun by Lorraine Hansberry
The Jungle by Upton Sinclair
The Sun Also Rises by Ernest Hemingway
* As I Lay Dying by William Faulkner
A Farewell to Arms by Ernest Hemingway
Invisible Man by Ralph Ellison
My Antonia by Willa Cather
One Flew Over the Cuckoo's Nest by Ken Kesey
Black Boy by Richard Wright
Slaughterhouse-Five by Kurt Vonnegut Jr.
The Sound and the Fury by William Faulkner
Catch-22 by Joseph Heller
East of Eden by John Steinbeck
The Call of the Wild by Jack London
For Whom the Bell Tolls by Ernest Hemingway
Into the Wild by Jon Krakauer
The Last of the Mohicans
 by James Fenimore Cooper
Johnny Got His Gun by Dalton Trumbo
Little Women by Louisa May Alcott
Uncle Tom's Cabin by Harriet Beecher Stowe
Roots by Alex Haley
The Maltese Falcon by Dashiell Hammett

Plays

A Man of All Seasons by Robert Bolt

The Taming of the Shrew by Shakespeare
Hamlet by Shakespeare
King Lear by Shakespeare
She Stoops to Conquer by Oliver Goldsmith
The Importance of Being Earnest by Oscar Wilde
Glass Menagerie by Tennessee Williams
All My Sons by Arthur Miller
Three Sisters by Anton Chekhov
Effect of Gamma Rays on Man-in-the-Moon
 Marigolds by Paul Zindel
Death of a Salesman by Arthur Miller
A Streetcar Named Desire by Tennessee Williams
Our Town by Thornton Wilder
A Doll's House by Henrik Ibsen

Nonfiction Literature

The 7 Habits of Highly Effective Teens
 by Sean Covey
The Sapp Brothers' Story by Bill & Lee Sapp
The Story of My Life by Helen Keller
Profiles in Courage by John F. Kennedy
The Five People You Meet in Heaven
 by Mitch Albom
The Freedom Writers Diary by Erin Gruwell
The Autobiography of Malcolm X
 by Malcolm X & Alex Haley

The following two pages provide an example of the Independent Reading Project Planner students use to appropriately plan their projects.

TODAY'S DATE: _____

STUDENT NAME: _____

— DEADLINE —

PROJECT MANAGEMENT

INDEPENDENT READING PROJECT

GENERAL INFORMATION

Project Management Tool Being Used:
(such as Trello, Google Calendar, etc.)

• _____

Name of Book Chosen:

• _____

Number of Pages in Book Chosen :

• _____

Project Chosen:

• _____

Resources Needed to Complete Project:

• _____

Self-Set Deadline for Completion:

• _____

STRENGTHS
What are your strengths that will help you to complete your projects (list all that apply)?

WEAKNESSES
What are your weakness that will hinder your ability to complete your projects (list all that apply)?

S.W.O.T. Analysis

OPPORTUNITIES
What external opportunities (things you don't have control over) do you anticipate/know that will help you to complete your projects (list all that apply . . . such as schedule, resources, etc.)?

THREATS
What external threats (things you don't have control over) do you anticipate/know that will hinder your ability to complete your projects (list all that apply . . . such as schedule, resources, etc.)?

TASK SCHEDULE & PLAN

[A GANTT CHART OF SORTS]

Fill in the below chart, in order, with what you have to do, what resources it will require, how long it will take, and when you plan to have it completed.

To-Do	Resource(s)	Duration	Completion Date

Literary Analysis

Overview.

- In literature, there are certain attributes of a written work that help tie it all together to make a coherent story.
- There is some level of research involved.
- It is a brief essay.
 - 500-750 words.
- It is worth 25 points.

Basic literary components.

- Plot.
- Setting.
- Narration/Point of View.
- Characterization.
- Symbol.
- Metaphor.
- Genre.
- Irony/Ambiguity.
- Other key concepts.
 - Historical context.
 - Social, political, economic contexts.
 - Multiple voices.
 - Various critical orientations.
 - Literary theory.

What an analysis of a literary work may discuss.

- How the various components of an individual work relate to each other.
- How two separate literary works deal with similar concepts or forms.
- How concepts and forms in literary works relate to larger aesthetic, political, social, economic, or religious contexts.

How to write an analysis.

- Focus on specific attribute(s) of the text(s).
- Make sure you are making a specific, arguable point about these attributes.
 - The thesis. This is dipping into argumentative writing.
- Defend your point with reasons and evidence drawn from the text.
 - Direct quotations.
 - Summaries of scenes.
 - Paraphrases.
- Defend your point with other critics' opinions.
 - Cite them within your writing.
 - These are called secondary sources.
 - Be sure to show how they relate to your thesis.
 - Don't overuse any one secondary source, or, for that matter, secondary sources in general.
 - Remember, this is your paper. The secondary sources are just helping out.
 - Never, never, never plagiarize.

- They can include:
 - A book or article discussing the text you are discussing.
 - A book or article discussing a theory related to the argument you are making.
 - A book or article discussing the social and historical context of the text you are discussing.
- Discuss the text's historical and social context.
 - Always remember to read carefully and highlight useful passages and quotes.

When writing a literary analysis.

- Be familiar with the literary terms.
- Analyze specific itmes.
- Make an argument.
- Make appropriate use of secondary sources.

Frequently asked questions.

- Can you turn it in early?
 - Yes.
- Can you email it to me or share with me via Google Classroom, Google Drive, or another method?
 - Yes.
- Can you turn it in late?
 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

Argumentative Writing

(tools: <https://owl.english.purdue.edu/owl/resource/677/01/>)

Overview.

- This endeavor will fine-tune your writing and arguing skills via an academic essay.
 - 75 points possible.
- You will be using the Modern Language Association (MLA) format.
- The paper will consist of at least 750-1,000 words, not including Works Cited, Bibliography, or any other required components of the project.
- You will select a topic on your own as it needs to be something you feel strongly about. You can discuss options with me.
- The paper will have at least 5 paragraphs.
 - Introduction, Body, Body, Body, Conclusion.

Writing components.

- Pre-Writing Graphic Organizer.
 - A Graphic Organizer is used to begin to formulate your thoughts. It helps you to begin planning your paper's focus, and allows you to begin the brainstorming process. You can use the provided Graphic Organizer, or you can come up with something similar on your own.
- Thesis Statement and Statement of Purpose (SOP).
 - A Thesis is your claim. It must be specific as it is the overarching subject of your paper. You need to have identified a specific piece of a topic to argue.
 - The Statement of Purpose is the blueprint for the rest of your paper. It spells out how you are going to go about outlining your argument. Generally, the SOP will outline three points, which will be the subject of each of the paper's three body paragraphs.
- Annotated Bibliography.
 - A Bibliography is a listing of all the sources you looked at and considered when gathering data for your. A Bibliography must be written following the proper style of the paper (MLA or APA). For it to be an Annotated Bibliography, you must write a brief description of the source and the type of information it provides (this is the annotation). This description follows each entry in the Bibliography.
- Outline.
 - This one is pretty self-explanatory. An outline is an outline of how the paper will be structured, paragraph by paragraph and point by point. To create this, I suggest you use the Formal Outline template provided. Otherwise, you can come up with something similar on your own.
- Paper.
 - The paper is the paper. It will consist of the 5 paragraphs (1 introduction, 3 body, 1 conclusion). The paper will follow the Thesis you developed, and each paragraph will mimic your SOP. Within the paper you must cite your sources of information using proper formatting, which includes parenthetical citation.
 - Never, never, never plagiarize.
 - The introduction sets up the paper. It should pull the reader in with interested facts or an interesting anecdote. It sets up the **CLAIM** of the paper by including the Thesis and SOP at the end of your introduction.
 - The body paragraphs make up the **PROOF** of your paper and will highlight each of the 3 points you outlined in your SOP. Each body paragraph will consist of 3 parts.
 - It will begin with a **CLAIM**, which will be the sub-point you are making. This should be the one of the pieces of your SOP, and it should contribute to the greater point of the thesis. The second part of the paragraph will be **PROOF**, which is evidence to support the claim. The final part is **ANALYSIS**,

which should draw a conclusion and anticipate rebuttals.

- The conclusion should wrap up your paper and provide some closing thoughts. A final **ANALYSIS** must be included.

- Works Cited.

- The Works Cited page consists of the sources you used. These should match those appearing in the parenthetical citations used within your paper. Only sources used should appear on your works cited. A complete list of all sources you even considered is what the Annotated Bibliography is.

What argumentative writing is.

- A lot of people think of it as simply persuasive writing, but argumentative writing is more than that. It is a form of developed academic discussion and writing.

- Arguments must be debatable.

- It can't be a fact or a question of personal preference or taste.

- Arguments are essentially a combination of persuasion and opinion with evidence.

- Academic arguments:

- Take a stand [CLAIM].

- Presents evidence [PROOF].

- Uses logic to convince an audience to accept (or at least consider) the position [ANALYSIS].

- Never actually proves anything! Otherwise, there wouldn't be an argument. It would be a fact.

- The best an argument can hope to do is convince other people to accept (or at least acknowledge) the validity of its position.

- Academic arguments can:

- Get heated but remain civil.

- Take position with which reasonable people may disagree.

What argumentative writing is not.

- A quarrel or angry exchange.

- Spin, which is putting a positive or biased slant on facts.

- Propaganda, which is information or misinformation spread to support a specific viewpoint.

Rhetorical devices to use.

- Inductive reasoning.

- Starts with facts and draws conclusions via generalizations.

- Allows for conclusion to be false even if premises are true.

- Judged not as valid or invalid but as strong or weak.

- Deductive reasoning.

- Starts general and narrows to specific facts.

- A conclusion is reached by continually narrowing everything down until the conclusion is all that is left.

- Logical appeals (Logos).

- Logic and reason.

- Emotional appeals (Pathos).

- Strong feelings.

- Ethical appeals (Ethos).

- Values and morals.

- Rhetorical question.

- A question that doesn't require a reply.

- Antithesis.

- Contrasting ideas expressed in grammatically balanced statement.

- Repetition.
 - The same word or phrase used more than once for emphasis.
- Parallelism.
 - A form of repetition in which a grammatical pattern is repeated.

Frequently asked questions.

- Can you turn it in early?
 - Yes.
- Can you email it to me or share with me via Google Classroom, Google Drive, or another method?
 - Yes.
- Can you turn it in late?
 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

Research Project

(tools: <https://owl.english.purdue.edu/owl/resource/677/01/>)

Overview.

- This endeavor will fine-tune your writing and arguing skills via an academic essay.
 - 125 points possible.
- You will be using the American Psychological Association (APA) format.
- The paper will consist of at least 5-6 pages, not including Works Cited, Bibliography, or any other required components of the project.
- You will select a topic from the pre-approved list. You can discuss with me alternative options you would like to pursue.
- The paper will have at least 5 paragraphs.
 - Introduction, Body, Body, Body, Conclusion.

Writing components.

- Pre-Writing Graphic Organizer.
 - A Graphic Organizer is used to begin to formulate your thoughts. It helps you to begin planning your paper's focus, and allows you to begin the brainstorming process. You can use the provided Graphic Organizer, or you can come up with something similar on your own.
- Thesis Statement and Statement of Purpose (SOP).
 - A Thesis is your claim. It must be specific as it is the overarching subject of your paper. You need to have identified a specific piece of a topic to argue.
 - The Statement of Purpose is the blueprint for the rest of your paper. It spells out how you are going to go about outlining your argument. Generally, the SOP will outline three points, which will be the subject of each of the paper's three body paragraphs.
- Annotated Bibliography.
 - A Bibliography is a listing of all the sources you looked at and considered when gathering data for your. A Bibliography must be written following the proper style of the paper (MLA or APA). For it to be an Annotated Bibliography, you must write a brief description of the source and the type of information it provides (this is the annotation). This description follows each entry in the Bibliography.
- Outline.
 - This one is pretty self-explanatory. An outline is an outline of how the paper will be structured, paragraph by paragraph and point by point. To create this, I suggest you use the Formal Outline template provided. Otherwise, you can come up with something similar on your own.
- Paper.
 - The paper is the paper. It will consist of the 5 paragraphs (1 introduction, 3 body, 1 conclusion). The paper will follow the Thesis you developed, and each paragraph will mimic your SOP. Within the paper you must cite your sources of information using proper formatting, which includes parenthetical citation.
 - Never, never, never plagiarize.
 - The introduction sets up the paper. It should pull the reader in with interested facts or an interesting anecdote. It sets up the **CLAIM** of the paper by including the Thesis and SOP at the end of your introduction.
 - The body paragraphs make up the **PROOF** of your paper and will highlight each of the 3 points you outlined in your SOP. Each body paragraph will consist of 3 parts.
 - It will begin with a **CLAIM**, which will be the sub-point you are making. This should be the one of the pieces of your SOP, and it should contribute to the greater point of the thesis. The second part of the paragraph will be **PROOF**, which is evidence to support the claim. The final part is **ANALYSIS**,

which should draw a conclusion and anticipate rebuttals.

- The conclusion should wrap up your paper and provide some closing thoughts. A final **ANALYSIS** must be included.

- References.

- The References page consists of the sources you used. These should match those appearing in the parenthetical citations used within your paper. Only sources used should appear on your works cited. A complete list of all sources you even considered is what the Annotated Bibliography is.

What research is.

- A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition.
- It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic.
- Primary and secondary sources are the heart of a research paper and provide its nourishment; without the support of and interaction with these sources, the research paper would morph into a different genre of writing (eg., an encyclopedia article).
- The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase his/her knowledge in that field.

What research is not.

- A research paper is not simply an informed summary of a topic by means of primary and secondary sources.
- It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic.
- The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.

Type of research paper that will be written.

- Analytical research paper.
 - The analytical research paper often begins with the student asking a question (a.k.a. a research question) on which he/she has taken no stance.
 - Such a paper is often an exercise in exploration and evaluation.
 - For example, perhaps one is interested in the Old English poem *Beowulf* ([source](#)).
 - He/she has read the poem intently and desires to offer a fresh reading of the poem to the academic community. His/her question may be as follows:
 - How should one interpret the poem *Beowulf*.
 - His/her research may lead to the following conclusion ([source](#)):
 - *Beowulf* is a poem whose purpose it was to serve as an exemplum of heterodoxy for tenth- and eleventh-century monastic communities.
 - Though his topic may be debatable and controversial, it is not the student's intent to persuade the audience that his/her ideas are right while those of others are wrong. Instead, his/her goal is to offer a critical interpretation of primary and secondary sources throughout the paper — sources that should, ultimately, buttress his/her particular analysis of the topic.
 - The following is an example of what his/her thesis statement may look like once he/she has completed his/her research:
 - Though *Beowulf* is often read as a poem that recounts the heroism and supernatural exploits of the protagonist Beowulf, it may also be read as a poem that served as an exemplum of heterodoxy for

tenth- and eleventh-century monastic communities found in the Danelaw.

- This statement does not negate the traditional readings of *Beowulf*; instead, it offers a fresh and detailed reading of the poem that will be supported by the student's research.

Types of sources you need to include (*at least one of each*).

- Books.
 - You might have to spend some time in the library for this and choose books that actually cover your topic specifically.
- Periodicals.
 - Generally you should be looking at peer-reviewed journals or news articles concerning your topic.
- Electronic.
 - A person's random blog doesn't count. You need to find reputable sources. Sources of authority. If it is a blog, it needs to be from a leader on your topic.

Frequently asked questions.

- Can you turn it in early?
 - Yes.
- Can you email it to me or share with me via Google Classroom, Google Drive, or another method?
 - Yes.
- Can you turn it in late?
 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

Special Topics in Lit Unit

Overview.

- 1 book highlighting a genre of writing currently popular in society.
- Project-based learning completed in groups of 2-3.
- You choose the books you read.
- Limited class time in class to work on this.
- 50 points for this project.
- This project does not take the place of one of your Independent Reading Project books.

6 project options.

- Write a book review and present it orally.
 - You will need to submit your written book review as well.
- Make a diorama of the “world” of your novel.
 - Be detailed.
- Act out a scene from your novel.
 - If you choose this option, you should dress and look the part.
 - You will need to provide a copy of the scene you are acting out.
- Take on the persona of a character and tell the class about yourself and your life as it was in your novel.
 - If you choose this option, you should dress and look the part.
- Make a presentation analyzing the characters, theme, setting, and mood of your novel that makes it popular in current society.
- Make a movie poster for your book.
 - Include taglines, who the actors would be, et cetera
 - Don't copy a movie poster that's already made.

Frequently asked questions.

- Can you turn it in early?
 - Yes.
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 - Yes.
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 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

Portfolio of Work

Overview.

- A record of all your work over the course of the year or your years in high school.
 - Use examples of work from any and all classes and experiences. This isn't intended to be limited to work from this class.
- Project-based learning completed on your own.
- You choose the format and content.
- Limited time in class to work on this.
- 300 points for this project.

2 basic format options.

- Physical.
 - Clipbook.
 - A clipbook is a style of portfolio. For this, you physically combine your examples of work and other components into a 2-inch, 3-ring binder with a front and back that has a plastic sleeve built into it.
 - It must contain appropriate dividers.
 - Organize your work by type, project, class, et cetera.
 - If the work is something that can be easily printed, print it and punch holes in it to insert it into the binder.
 - If the work is something you created by hand, neatly adhere it to a piece of white paper, and then punch holes in that paper to insert it into the binder.
 - If the work is of a digital nature, burn it to a CD. Then place it in a paper CD sleeve. Neatly adhere the sleeve to a piece of white paper, and then punch holes in that paper to insert it into the binder.
 - If the work is something that is too large to fit onto a standard piece of paper, you may carefully fold it so you can adhere it to a piece of white paper. You must adhere it in a way the work can be unfolded and easily viewed.
 - If the work is something you would not wish to adhere to a piece of white paper, you may scan it and print a copy to include in your portfolio.
 - You should make an attractive cover to slip into the front of the binder.
 - The final product should be neat. You do not want messy edges of paper sticking out or anything of that nature.
 - Paginated.
 - A paginated portfolio is one you design and layout using a desktop publishing program and then print out in its entirety, or you can share it via a digital format.
 - It must contain appropriate dividers.
 - Organize your work by type, project, class, et cetera.
 - Written work should be flowed into the pages of the portfolio.
 - Graphic and/or digital work should be placed into the pages of the portfolio as an image.
 - If it is a multimedia piece, it may be able to be embedded into the portfolio, which would allow it to be played in a digital format.
 - If you end up printing your portfolio, this obviously won't work, so you should also host the multimedia online and use a QR code in the portfolio to allow a reader to view your work.
 - Think YouTube for a video.
 - If the work is something you created by hand, scan the work and place it into the pages of the portfolio as an image.
 - You should make an attractive cover as the first page of your portfolio.

- Keep in mind right-hand pages are odd numbered pages, and left-hand pages are even numbered pages.
- The final product should be neat.
 - Be aware of work examples being printed on the page of other examples and how any bleed-through could affect readability.
 - It may be the case that you need to intentionally leave pages blank to prevent this.
- Electronic
 - An electronic portfolio is one that can be viewed online via any device, which you can share with readers by simply providing them with a link.
 - Think in terms of creating a website.
 - It must contain appropriate dividers.
 - Organize your work by type, project, class, et cetera.
 - Written work should be flowed into the pages of the portfolio.
 - Graphic and/or digital work should be placed into the pages of the portfolio as an image.
 - If it is a multimedia piece, it may be able to be embedded into the portfolio, which would allow it to be played directly from the page in which it is placed.
 - For the sake of ease of use, you should host the multimedia via an online service that will allow your work to be embedded into the page.
 - Think YouTube for video.
 - If the work is something you created by hand, scan the work and place it into the pages of the portfolio as an image.
 - You should make an attractive home page as the first page of your portfolio.
 - The final product should be neat and easy to navigate.

Why do you need to make a portfolio?

- You need to be able to document your newfound knowledge, skills, and experiences.
- This is something you could show a potential employer or college that could make you stand out from other applicants, which means you could get the spot, simply because you can actually show what you know and what work you've done.

How do you decide what format to pick?

- Think about what format you would enjoy doing or what you are good at.
 - Do you like to scrapbook?
 - Make a physical portfolio.
 - Think clipbook.
 - Do you enjoy web design?
 - Make an electronic portfolio?
 - Do you have graphic design experience?
 - You could do either one.
 - Physical if you want to paginate it.
 - Electronic if you want to make a website or other digital offering.
 - Is computer programming your strong suite?
 - Make an electronic portfolio.

What needs to be included in the portfolio?

- A welcome letter.
 - Introduce yourself and your portfolio to anyone who reads it.
 - Including a picture of yourself is recommended.

- A resume.
 - This is a quick synopsis of all your experiences.
 - It is the bare minimum of what any employer will want to see.
 - It should be kept to a page in length. You can use the rest of your portfolio to go into greater detail.
- Examples of your work.
 - You need to select a variety of examples.
 - Writing, photography, design, speaking, anything and everything.
 - Show your best work only. Leave the less-than-stellar items out.
 - Show depth and breadth. Pick examples from a variety of tasks and classes you completed over the course of the year and/or your high school career.
- Highlight the products you made.
 - Such as . . .
 - A brochure.
 - A poster.
 - A website.
 - A newspaper.
 - A blog.
 - Et cetera.
- Certifications, licenses, awards.
 - If you earned something extra, promote that. Anything that sets you apart, you need to include it.
- Academic and extracurricular history.
 - Promote what you do outside of this class. Everything you do is important as it makes up who you are.
 - Possible inclusions could be your transcripts, your art project, a playbill announcing you as the lead in the school musical, your certificate saying you are an NHS member, or anything else.
- Work history.
 - You are more than your school life. You have a job. Talk about it. Give examples of what you've done. You've managed to balance school and work. That's no small accomplishment.
- Explanation.
 - For everything, write a brief explanation about it. Describe what all it entailed and what it took for you to accomplish it. Don't be shy. Promote yourself and what you have done. Talk yourself up!

Frequently asked questions.

- Can you turn it in early?
 - Yes.
- Can you email it to me or share with me via Google Classroom, Google Drive, or another method?
 - Yes.
- Can you turn it in late?
 - Yes, but only to a point. If it is late, you lose 50% from the final grade. After 2 weeks, it will be a 0.
- When is each project due?
 - Utilize your Gantt Chart.

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Technologies To Be Used

The following listing of possible technologies to be used is a guide. Actual technologies implemented would be up to availability within a given classroom and building. Also, teacher knowledge and comfort with any given technology should be considered.

It should be noted, many of these technologies have apps that work with them, so, if a given device is deployed in your class (such as iPads), there is an app for that. Please visit your devices app store to see if one is available.

This listing is broken down to include possible uses in each project; however, it is not an exhaustive list. There are many technologies available, and others not listed here might be better suited for any given application.

An Incomplete List Of Possibilities

Google Classroom

- Classroom management & assignment submission

Google Drive

- Overall Project Management
 - Gantt Chart
- Independent Reading Projects
 - Diary
 - Compare Book to Movie
 - Test w/ Answer Key
 - Promotional Campaign
 - Timeline
 - Journal/Blog
 - Persuasive Bulletin Board
 - ABC Book
 - Compare and Contrast Lifestyles
 - Poetic Summary
- Literary Analysis
 - Paper
- Argumentative Writing
 - Pre-Writing Graphic Organizer
 - Thesis Statement and Statement of Purpose
 - Claim, Proof, Analysis
 - Annotated Bibliography
 - Outline
 - Rough Draft
 - Final Draft
- Research Project
 - Pre-Writing Graphic Organizer
 - Thesis Statement and Statement of Purpose
 - Claim, Proof, Analysis
 - Annotated Bibliography
 - Outline
 - Rough Draft
 - Final Draft
- Special Topics in Lit
 - Book Review
 - Analysis Presentation
 - Movie Poster
- Portfolio of Work
 - Descriptions of Examples
 - Pagination
 - Welcome Letter
 - Resume
 - Work History

Online Office

- Overall Project Management
 - Gantt Chart
- Independent Reading Projects
 - Diary
 - Compare Book to Movie
 - Test w/ Answer Key
 - Promotional Campaign
 - Timeline
 - Journal/Blog
 - Persuasive Bulletin Board
 - ABC Book
 - Compare and Contrast Lifestyles
 - Poetic Summary
- Literary Analysis
 - Paper
- Argumentative Writing
 - Pre-Writing Graphic Organizer
 - Thesis Statement and Statement of Purpose
 - Claim, Proof, Analysis
 - Annotated Bibliography
 - Outline
 - Rough Draft
 - Final Draft
- Research Project
 - Pre-Writing Graphic Organizer
 - Thesis Statement and Statement of Purpose
 - Claim, Proof, Analysis
 - Annotated Bibliography
 - Outline
 - Rough Draft
 - Final Draft
- Special Topics in Lit
 - Book Review
 - Analysis Presentation
 - Movie Poster
- Portfolio of Work
 - Descriptions of Examples
 - Pagination
 - Welcome Letter
 - Resume
 - Work History

Adobe Creative Cloud (*InDesign, PhotoShop, Illustrator, Dreamweaver, Premiere, et cetera*)

- Independent Reading Projects
 - Promotional Campaign
 - Timeline of Events
 - Vlog

- ABC Book
- Special Topics in Lit
 - Make a Diorama
- Portfolio of Work
 - Descriptions of Examples
 - Pagination
 - Welcome Letter
 - Resume
 - Work History
 - Photo Editing
 - Audio Editing
 - Video Editing
 - Graphic Production
 - Website Design

iMovie/GarageBand/iTunes

- Independent Reading Projects
 - Promotional Campaign
 - Timeline of Events
 - Vlog
 - Playlist
- Special Topics in Lit
 - Book Review
 - Record yourself presenting it
 - Act Out a Scene
 - Record it and make a movie
 - Analysis Presentation
 - Movie Poster
 - Maybe it is a movie trailer instead
- Portfolio of Work
 - Audio editing & sharing
 - Video editing & sharing

[Wordpress/Weebly/Squarespace/Wix](#)

- Independent Reading Projects
 - Diary of Character
 - Promotional Campaign
 - Timeline of Events
 - Journal/Blog as You Read
 - Vlog
 - Playlist
- Special Topics in Lit
 - Make a Diorama
 - Analysis Presentation
 - Movie Poster
- Portfolio of Work
 - Organization
 - Descriptions of Examples

- Pagination
- Welcome Letter
- Resume
- Work History
- Photo Sharing
- Audio Sharing
- Video Sharing
- Website Design

[Trello.com](#)

- Overall Project Management

[Wunderlist.com](#)

- Overall Project Management

[Any.Do](#)

- Overall Project Management

[Toggl.com](#)

- Overall Project Management

[Google Keep](#)

- Overall Project Management

[HemingwayApp.com](#)

- All Projects
 - Grammar and conventions checker

[DoNothingFor2Minutes.com](#)

- All Projects
 - Give yourself a break

[CiteLighter.com](#)

- Literary Analysis
 - Tracking and recording sources
- Argumentative Writing
 - Tracking and recording sources
- Research Project
 - Tracking and recording sources

[BibMe.org](#)

- Literary Analysis
 - Tracking and recording sources
- Argumentative Writing
 - Tracking and recording sources
- Research Project
 - Tracking and recording sources

EasyBib.com

- Literary Analysis
 - Tracking and recording sources
- Argumentative Writing
 - Tracking and recording sources
- Research Project
 - Tracking and recording sources

CitationMachine.net

- Literary Analysis
 - Tracking and recording sources
- Argumentative Writing
 - Tracking and recording sources
- Research Project
 - Tracking and recording sources

WorksCited4U.com

- Literary Analysis
 - Tracking and recording sources
- Argumentative Writing
 - Tracking and recording sources
- Research Project
 - Tracking and recording sources

MagCloud.com

- Portfolio of Work
 - Printing of Paginated portfolio

Issuu.com

- Portfolio of Work
 - Sharing of Paginated portfolio

Other Programs/Sites To Use For Various Aspects of Project Management (in no particular order)

- [Remind](#)
- [Evernote](#)
- [Microsoft OneNote](#)
- iPhoneSMSGenerator.com
- FakePhoneText.com
- [Prezi](#)
- [Glogster](#)
- [Google+](#)
- [Twitter](#)
- [Instagram](#)
- [Snapchat](#)
- [Facebook](#)
- [Piktochart](#)
- [Capzles](#)
- [ZooBurst](#)
- [PodBean](#)
- [Stop Motion Animator](#)
- [Pixton](#)
- [ThingLink](#)
- [Aurasma](#)
- [Padlet](#)
- [Draw IO](#)
- [Live Binders](#)
- [Scribd](#)
- [Google Sites](#)
- [Dropbox](#)
- [Adobe Spark](#)
- [Timetoast](#)

Contact Information

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PMIEF Workshop Information

Todd Vogts is an instructor and trainer for the Project Management Institute Educational Foundation Workshop. This workshop trains teachers to deliver the project management curriculum. These workshops are held at ESSDACK in Hutchinson, KS.

Resources for the workshop are available on his website. These resources are updated often. The direct access url to this information is:

<http://mrvogts.com/cte/pmief/>

Also, the most up-to-date version of this document can always be found at:

<http://mrvogts.com/cte/>