POIROT

THE QUEEN OF MYSTERY

Agatha Christie

THE
A.B.C.
MURDERS

A Hercule Poirot Mystery

BY MS. ANNMARIE BYRNES, M.A.

WM
MORROW

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Note to Teachers

The study of Agatha Christie's stories and novels is quite suitable for grades 7 through 12, depending on the abilities of the students and the curriculum of the class. These lessons can easily be adapted to work for different grade and ability levels. The lessons are student-centered, aligned to the common core, and engaging for students to complete.

In middle school (7th -8th grade), the short stories are a fine entry into the world of Mrs. Christie's mysteries. Teachers can use the stories and novels to teach the elements of fiction, literary terminology, research and writing skills, presentation, and vocabulary.

High school students (9th -12th grade) can graduate to the novels. The novels' suspenseful stories, full of rich dialogue and characterization, pull even reluctant readers into the world of mystery fiction. The clues and suspects encourage readers to read closely, searching for evidence to solve the mystery. Informational text is a key corollary to the novel, as the teacher encourages additional research on the part of the students to aid in their understanding of the intricate plot and past settings. Historicism encourages research.

I have successfully used Christie's stories and novels in 9th grade English (both college preparatory and honors) and in 12th grade World Literature (all levels and ESL). Even within a specific class, individual students have different abilities and interests. Christie's books provide many topics, ideas, settings, and characters. Choose the story that will engage your students in reading, so that they read along with your lessons and participate happily in solving the book's mystery.

The ABC Murders is an excellent novel for teens. It is centered on the search for a serial killer (currently popular on TV), has some younger characters in their 20's, presents romantic interests between characters, and incorporates greed, betrayals, friendships, and secrets. It also contains aspects of police procedure, forensics, and criminal justice; these aspects are both popular on TV and as a possible future college/career choice for students. These varied elements combine to make the novel appealing to teen students.

The methods, activities, and projects in this lesson support the common core standards. Choose the work for your students to do which will support the standards you need to emphasize. Select the individual activities which suit your class and its needs, and insert them into your district's lesson plan template. Standards are available online at www.corestandards.org/the-standards.

My students have access to wireless tablet computers and cell phones in class, and therefore I integrate technology into my lessons. Adapt these activities to your class situation. Many students love ebooks for their convenience and privacy. If you can, let students bring their own devices if you don't have school computers. If students don't have computer access, you can play the audio of the book as the students read along in print books in class. The books are available in many formats: print books, ebooks for Kindle and Nook, audio books, radio dramatizations, graphic novels, anime, manga, digital games, and videos.

ESL students can read and/or listen in their own native languages at home or using ear buds in class. That's part of the beauty of Agatha Christie; the books have been translated widely into many languages.

Don't be afraid of cell phones! Students can use them as educational devices to read the book, listen to the audio book, research online, ask questions by email or chat, send work electronically, make projects, etc. As I say, it's a tool, not just a toy. Keep them busy, and the students will have little time to play on their phones.

–AnnMarie Byrnes

AnnMarie Byrnes holds a B.A. in English and Fine Arts from St. Joseph's University in Philadelphia and a M.A. in English from Rutgers University in Camden, NJ. She has taught English since 1980 at Holy Cross Academy, a private high school in New Jersey, and has served as English department chair. Chosen as Teacher of the Year in 2006, she teaches Honors and Advanced Placement English. Her A. P. English classes earn college credit from Rowan College at Burlington County and Seton Hall University.

Introduction

A. FICTION

Review the elements of a story with the class, using a Christie story the students have previously studied with you.

Elements of a Story

- Prologue
- Exposition
- Characters
- Conflicts: external and internal

- Rising action
- Foreshadowing
- Climactic scene
- Falling action
- Epilogue

- Themes
- Symbols
- Irony

Have the students create a plot graph or graphic organizer showing their understanding of a story. This can be done collectively or in a group of 2-5 students to aid in review. If the work is done on paper, hang the samples on the bulletin board for future reference. If the work is completed on computer, show the samples on an interactive white board or a projector.

B. MYSTERY

Introduce mystery as a subgenre of fiction. Have students create a recipe for a mystery, identifying how it differs from the larger category of fiction. The recipe is a good model for adding the elements of the mystery to the already known characteristics of a story. Have the students use their prior knowledge about recipes and mystery movies to help them understand the genre.

Show recipe examples to the class. Hang paper recipes on the classroom's bulletin boards.

Elements of a Mystery

- Detective
- Detective's partner
- Client
- Villain
- Crime

- Motivation
- Police
- Clues
- Red herrings
- Suspects

- Alibis
- Evil plan of the criminal
- Good plan of the detective
- Solution or outcome

Samples of some recipe pre-writing chart templates follow this page. I suggest showing students these templates on the board and having them make their own, using whatever number of rows you think best for your class. These may be used during reading or at the end of the novel, *The ABC Murders.*

RECIPE FOR A MYSTERY	TITLE	
Characters	Name	Comments
Detective		
Detective's Partner		
Clients		
Police		
Prime Suspect		
Villain		
Villain's Partner or Assistant		

CLUES & RED HERRINGS	REAL	NOT REAL
1		
2		
3		
4		
5		
6		

SUSPECT'S NAME	MOTIVE	ALIBI
1		
2		
3		
4		
5		
6		

PLOT	DESCRIPTION	COMMENTS
Crime		
Motive		
Villain		
Alibi		
Clues		
Suspects		
Solution or Outcome		

C. HISTORICAL CONTEXT

Introduce the historical context of the author, Agatha Christie, and her works. Have students research online to discover and share information about the author, her books in general, this book in particular, her famous characters (detective Hercule Poirot, his partner Hastings, and their friend the Scotland Yard Inspector Japp), and the book's settings. These tasks can be divided up between student groups, which will then present their research work to the class.
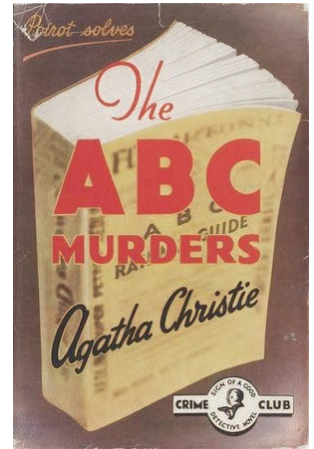
Many students today cannot read maps. Students can use technology to locate the settings and share maps and photographs in class. Have students use paper maps and/or Google Earth to find locations and trace the trips that Poirot takes in the course of the novel. Have students determine the railroad schedules of similar trips in your school locale, for example to a waterfront resort, large city, small town, or elite neighborhood. Have students compare travel by modern car, bus, rail, and air to various destinations.

Have students share their research, publishing it on your class wiki or presenting it in class. Reading informational text broadens the scope of the lesson beyond fiction.

RESEARCH TOPICS

- Life of Agatha Christie
- Books of Agatha Christie
- Geography of the novel
    - United Kingdom and its train transportation system
    - London, Scotland Yard, and Poirot's flat (apartment)
    - Andover (shopping district)
    - Bexhill-on-Sea (seashore resort)
    - Churston in Devon (manor house)
    - Doncaster (race course)
- Hercule Poirot
- Captain Arthur Hastings, O.B.E.
- Scotland Yard

- Life in England in the 1930's between the World Wars
  - ° Travel by car, bus, rail, and air
  - ° Transportation schedules and guides, then and now
  - ° Clothes
  - ° Servants and door-to-door salesmen
  - ° Veterans and refugees of the Great War (World War 1)
  - ° Policing
  - ° Gender roles
  - ° Class structure in England
  - ° Entertainment (especially seaside resorts, dominoes, and horse racing)
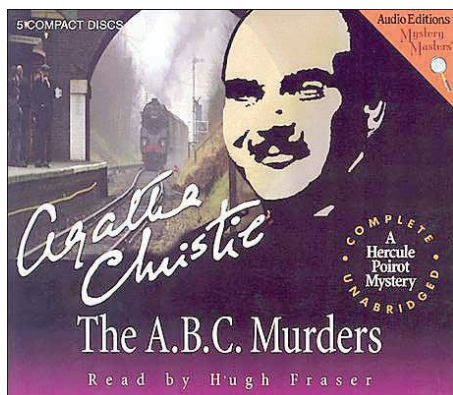
D. ESSENTIAL QUESTIONS

Discuss essential questions in class with the students before, during, and after reading the novel. At first, use examples from history and current events as well as personal experiences and observations. As the class progresses through the novel, use specific examples from the text to help make points. After finishing the book, use these essential questions to guide discussions and focus student attention on activities and projects (both during project creation and presentation).

- What is justice?
- How do we protect the innocent?
- What is the individual's responsibility to the community?
- How do choices and decisions shape character?
- Should people face the consequences of their actions?
- What is friendship?
- Who is a hero?
- What makes a hero?
- Are love and sacrifice two sides of the same coin?
- Is the world a utopia or a dystopia?
- Why is reading valuable?
- Why is writing valuable?
- Why is literature valuable?
- What is reality?
- Does fiction help us discover reality?
- Does evil exist?
- How do we punish the evil amongst us?
- How valuable is grit (or persistence) in life?
- What can we learn about ourselves by reading literature?

Reading the novel *The ABC Murders*

Students will read more if the method of reading is one of their own choice. Some prefer printed books, others ebooks on their Kindle or Nook, and many prefer a reading app on their cell phone. A few prefer an audio book combined with text, especially if English is not their first language, so they can listen as they read along. I also let students read in other languages first (such as Cantonese), before they read again in English. I let students choose for themselves, although I have print books in English available in class.

The audio book read by Hugh Fraser is excellent; teens can easily understand his spoken words and follow along in the text if they wish (in class or at home). This is especially helpful for struggling readers with learning plans and international students who are learning our alphabet. Their listening vocabulary is sometimes far beyond their reading vocabulary. Another option to use with students who struggle with reading is to use the BBC Audio full cast dramatization in class. Some students learn to listen to the book on their cell phone, in lieu of music. Another benefit of audio book versions is that it helps improve students' pronunciation, both of English words and Poirot's foreign expressions.

When there is French in the text, I ask students studying French to help us translate. If there are none, we use a translator app online. I also have a print French-English dictionary in class. Keep a list of Poirot's common phrases on the board for reference. We also look up any new vocabulary, which varies according to the class and individual students. A sample vocabulary chart template will follow this section. I have students differentiate whether the words are British slang, foreign language, or new words in English suitable for SAT prep.
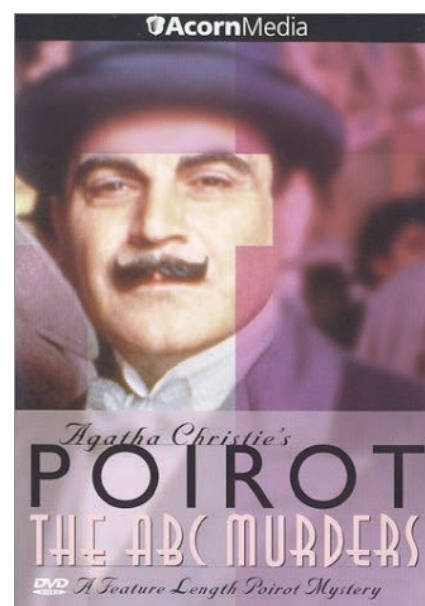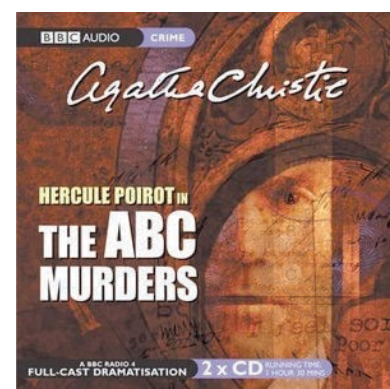
I assign a few chapters at a time, and I vary the length of the reading assignment based on the students and their abilities. We also read daily during class for 10-20 minutes to whet their appetites for reading. The timing is based on their attentiveness and focus. We discuss the current reading daily and examine any student difficulties. There is a due date for each section assigned; on that date, students produce work in class as evidence of their reading.

To engage the students, I usually have them create their own reading check assignments as individuals in class. I vary the assignments and often give a choice of two or three; they must be submitted to me promptly during class to receive full credit. I vary which 2-3 per due date to keep their interest up. Sample templates will follow this section. The templates (used as worksheets) can be useful with younger students or students who struggle academically.

Concurrent with the reading of the novel, I show the class the Acorn Media film *Agatha Christie's Poirot: The ABC Murders* starring David Suchet. American teens struggle with the setting at first; southern England in the 1930's is not familiar to them. They can't visualize Poirot's world between the wars; the film literally sets the scene for them, shows them the characters, clothes, and trains, and excites them about reading "ahead" to find out what happens next. Using the film judiciously helps gets the students reading enthusiastically.

It is always key to test their knowledge on what is the same, different, or altered between the book and film. I often use a Venn diagram or a chart itemizing what is the same, missing, added, or changed from the book. A sample template follows; correctly filled in, it will have a number of blank spaces depending on differences noted between the book and the film.

Students today are not familiar with typewriters as presented in the book. If you can find an actual manual, electric, and/or electronic typewriter to bring into class, your students will be fascinated by it. If you or the school does not have one, ask the parents or alumni. Letting the students see and try out an old-fashioned manual typewriter in class aids

them in understanding the plot intricacies as well as entertains them. My students were fascinated by the old technology, as I left out the manual typewriter throughout our study of the book.

Try not to spoil the surprise of the exciting climax of the book. Teens who are reading devotedly hate spoilers. Be careful until your due date. After that, all's fair in class discussions and activities.

READING CHECK ASSIGNMENTS

One assignment at each reading due date. Give a choice of 2 or 3, or assign a specific choice at each due date.

- Create a Quiz: Write 5-10 questions and answers based on the reading.

- Create a Quiz: Write 5-10 examples of parts that are missing from, added to, or changed in the film. Show what you know about the book.

- Create a Chart: Keep a running tally of clues and suspects.

- Art Design: Create a set and/or costume design for stage or film based on the novel. Draw on paper or digitally.

  - Poirot and his flat (apartment) in London

  - A 1930s English train car

  - Scotland Yard

  - Mrs. Ascher's store in Andover

  - The crime scene at the beach in Bexhill-on-Sea

  - The Clarke estate Combeside in Churston

  - Doncaster, including the train station, race track, and Regal Cinema movie theatre

  - A. B. Cust's room

  - The major and key characters

    - Detectives

    - Police

    - Victims

    - Suspects

    - Villain

- Create a Chart or Graphic Organizer: Identify and describe the members of the Special Legion and their relationships to the crimes and each other

  - Thora Grey

  - Megan Barnard

  - Mary Drower

  - Franklin Clarke

  - Donald Fraser

  - Arthur Hastings

  - Hercule Poirot

"Character Collection"
Agatha Christie's A.B.C. Murders
Nintendo DS

- Write an Article: Write a short news article about the events of the story so far. Have students focus on specific chapters due that day, answering the journalist's questions in their articles. (Who? What? When? Where? Why? How?)
  - Present the article as if it were in a newspaper or magazine. Have students check paper or digital periodicals to ascertain the correct formatting.
  - Be sure to include headlines, bylines, 2 or 3 columns, photographs of pertinent characters and settings, a map, a graphic, etc.
  - Mention the crimes.
  - Include the clue of the ABC railroad guide.
  - Interview characters at a particular time in the story.
    - M. Poirot & Capt. Hastings
    - Police
      - Chief Inspector Japp
      - Inspectors Glen and Crome
      - The police profiler Dr. Thompson
    - Suspects
    - Villain (in an epilogue)
    - Mr. Cust (in an epilogue)

VOCABULARY WORDS & PHRASES	Chapters _____ DEFINITION	IDENTIFICATION: • French • British slang • American English
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

BOOK VS. FILM BOOK ONLY	Chapters _____ CHANGES TO BOOK (similar but different)	FILM ONLY
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

READING COMPREHENSION	CREATE A QUIZ CHAPTERS _____
QUESTION	ANSWER
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Post-reading activities

Students will create and share a variety of activities and projects. Generally, at first we do quick projects meant to help students understand the text. Later, the projects get more creative, lengthy, and innovative. Some activities may be done on paper or in a document; others lend themselves to posters or power points.

Some activities will be done individually, while others may be done in a small group of 2-5. I will give the parameters below for work done alone. Groups must perform the same amount of work as individuals. For example, one student's 2-page newsletter becomes a 4 page document for 2 students or a 6 page document for 3 students. Occasionally I require group work to foster teamwork and encourage new skills. Each teacher knows the goals being sought by the teacher for the students through the assignment.

WRITTEN WORK TO FURTHER UNDERSTANDING (INDIVIDUAL WORK, 1 PAGE EACH)

Offer students several choices; each student completes one.

- Evil Plan: Create a flow chart or list, identifying the step by step process of the villain/antagonist's evil plan in the plot. Alternatively, write a summary of the plan or a flow chart.

- Good Plan: Create a flow chart or list, identifying the step by step process of the detective/protagonist's good plan to thwart the villain and save the innocent. Alternatively, write a summary of the plan or create a graphic organizer.

- POV analysis: Identify which characters' point of view (POV) is used in different parts of the novel. Mrs. Christie experiments with POV and its effects on the reader in many of her books, including this one. The novel shifts POV repeatedly, and shows characters from different angles. A sample POV template follows this section.

    - 1ST person
        - major character
        - key character
        - minor character
        - singular or plural number of characters
        - past or present view of events
    - 3rd person
        - omniscient (god-like)
        - limited omniscient
        - observer (not part of action)
        - observer (part of action)

- Create a Clue Chart: Identify all the pertinent clues, what they suggest, and whether they are true and valid clues or red herrings. You may use the earlier clue template as a guide. Alternatively, create a power point presentation analyzing the clues (10+ slides).

- Create a Suspect Chart: Identify all the suspects and which clues point to each suspect. Clarify which clues are true and valid and which are not (red herrings). You may use the earlier suspect template as a guide. Alternatively, create a power point presentation analyzing the suspects (10+ slides).

- Alibi Analysis: Write alibis for the innocent suspects from their points of view for police.

POINT OF VIEW (POV) CHARACTER'S NAME	CHAPTERS OR SCENES	POV NARRATIVE VOICE PERSPECTIVE
1		
2		
3		
4		
5		
6		
7		

ACTIVITIES (INDIVIDUAL OR GROUP OF 2-5 STUDENTS)

Offer students several choices; each student or group completes one. Essays and stories should be about 2-3 pages per student.

- Write a confession by the villain, including the motivations for the crimes (one student). If you wish to work in a pair, have the second student decide which characters will see/read/hear the confession in a framing story. Combine the story parts into a unified whole for the pair of students.

- Make a crossword puzzle using an online puzzle maker. Use the information you have already learned to write at least 30 clues. Clues could focus on details of the plot, characters, new vocabulary (especially SAT words), and literary terminology applied

to the novel. A group could create a series of related puzzles focusing on the book (one puzzle per student). An example of an excellent free online puzzle maker is at www.armoredpenguin.com.

- Identify the major themes of the novel. Write an essay examining 3-5 themes evident in the novel. Use specific details from the novel to explain how the themes are evident in Mrs. Christie's work. Use the essential questions for ideas (see earlier list) or the theme page that follows.

- Write and format a test for the novel, showing what you know about it. Have at least 25 questions. Include an answer key.

- Identify and explain the 3-5 of the novel's images and symbols in an essay.

- Identify and explain examples of the novel's irony (situational, verbal, and dramatic) in an essay.

- Research meals, food, and drink available to characters in the novel. Create a menu for the book, including recipes, in a power point or document.

  ° For extra credit, make something for the class to eat, using appropriate substitutions for alcohol and costly items.

- Analyze the internal and external conflicts faced by the major and key characters at different times in the plot. A conflicts chart follows this section.

- Create advertisements inspired by the novel, focusing on businesses and objects mentioned in the text. These can each be power point slides, in a document, or on poster paper. Examples may include the following:

  ° The ABC railway guide itself

  ° A train station mentioned in the book (for example, Paddington)

  ° Poirot's apartment building

  ° Scotland Yard

  ° Mrs. Ascher's tobacco shop

  ° The Ginger Cat tea room

  ° Sir Carmichael Clarke's Chinese art collection

  ° The stocking sales business

  ° Poirot's detective business

- Draw (on paper or on the computer) one scene from the novel in the form of anime or manga. There is a computer game and a Japanese cartoon for television in these styles you might look at as visual references.

- Design a new cover for a book (front and back), audio book, digital game, manga version of the book, and/or a theatrical poster for a new play or movie version. Refer to past covers for ideas.

- Watch the Japanese anime cartoon version of The ABC Murders from 2004. It is entitled Great Detectives Poirot and Marple: The ABC Murders, episodes 5 through 8, and it is subtitled in English. You may be able to access it through your library on DVD or online. Compare and contrast the original novel, the live action film, and the cartoon. Consider how media affects the story. Present your conclusions.

THEMES COMMON IN LITERATURE

1: Life is uncertain and often chaotic. Change happens. Death is inevitable.

2: All lives matter. Each individual life has value. We are all similar.

3: Life is short. Seize the day (Carpe diem). Be brave.

4: Negativity, greed, fear, violence, revenge, pride, and jealousy can destroy us.

5: Even painful life lessons can be valuable. Know that choices have consequences. Learn from experience.

6: Everything is connected. All we have is each other. Seek balance and harmony.

7: Even small acts of kindness, sacrifice, friendship, and love can make life rich and worth living.

8: See the truth. Determine what is real or not real. Appearances can be deceiving.

9: Evil exists. Events and people may thwart us. Heroes fight injustice and strive to defeat evil. The battle between good and evil is never-ending.
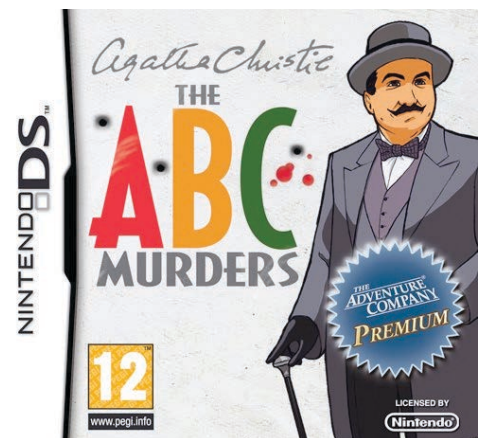
10: The universe is implacable and indifferent to us. Each of us exists alone and may be alienated from others and even ourselves. Be true to yourself.

CONFLICTS	CHARACTER	SCENE
INTERNAL CONFLICT		
Character vs. Self		
EXTERNAL CONFLICT		
Character vs. Character		
Character vs. Authority		
Character vs. Society		
Character vs. Nature		

C. FINAL PROJECTS (GROUP WORK SUGGESTED, 2-5 PER GROUP)

Teachers may need to offer more assistance on some of these projects.

- Create a 1-3 minute movie trailer for the novel, using current actors, novel quotes, images, music, and key scenes. Use a program such as iMovie or Moviemaker. Remember to write opening and closing credits. Don't give away the ending: no spoilers. Post the movie to YouTube; set the privacy to public and email your teacher the link.

- Create social media for the characters.

  ° Using your computer or cell phone, create Twitter accounts for the characters. Then have these characters "tweet" to each other in their characters' voices. Move through the plot using tweets.

  ° Using a document, create a replica of a Facebook account for each of the characters. Add appropriate photos and information. Then have these characters post to each other in their characters' voices as they move through the plot. Email me the documents.

  ° Use Instagram or Pinterest to create appropriate photos and graphics for the characters and/or novel as a whole.

  ° Create a 3-5 page document detailing a series of texts between various characters as they move through the plot of the novel.

  ° Overall, have characters "friend" or "follow" only the appropriate characters. They may "block" or "mute" or "unfollow" certain characters as well. Email the teacher the links or documents. Replica accounts or texts are also good.

- Write "Fan fiction" for the novel. Choose a character, and write an original short story (3-5 pages) in which you continue the story. Be accurate to the details of the novel and true to the characters. Feel free to be imaginative and creative as long as you don't contradict Mrs. Christie and her book.

- Write an original "deleted scene" such as you might see on a DVD. This story should fit seamlessly into the novel; it will probably be a scene mentioned in the novel. Examples follow.

  ° The early meeting between the villain and the prime suspect

  ° The villain setting up the prime suspect

  ° The villain and Mrs. Ascher

  ° Donald Fraser, Betty Barnard, and Megan Barnard

  ° The villain and Miss Barnard

  ° Thora Grey, Sir Carmichael Clarke, and the villain

  ° Cust's interview with the newspaper at the end

- Create an original digital game. Send it to the teacher. Present it to the class and have your peers play it with you as presenter.

- Access the published game online and play it on the classroom's smart board or by using a projector. Practice outside of class so that you can function as the host and guide to the game for the class.

- Create a *Jeopardy*-style trivia game, using an online program such as www.Jeopardylabs.com or www.superteachertools.net/jeopardyx and incorporating what you know about the novel. Play the game during class as student hosts. This is for 2 or 3 students.

- Create a talk show featuring interviews with the characters at the end of the book. Have students use their imaginations without contradicting the author; costumes and props help set the scene. This may be written in a news article or short story or acted out live in class. (On occasion, I have acted as the host of the live talk show if the students are younger or shyer and need assistance.) A show should be 2-3 minutes per student.

- Create a broadcast news program using computers and/or cell phones to film a news show about the events in the book as if they were real. Include both in studio and "live" camera shots if possible; this can be filmed in school. Include information gleaned from the earlier research done on the time period and settings. A show should be 2-3 minutes per student.
  - If students do not wish to act on video or in class, they can create a news website with articles, audio news reports, and graphics.
- Act out a scene (live or on video or as a radio play) from the novel using a script or scenario. A set, costumes, props, cue cards, and a student director will help. A show should be 2-3 minutes per student.

  Beware of students making movies outside of school starring themselves; the temptation to show off can defeat common sense and teacher instructions. Adult supervision is essential. (An eighteen-year-old friend is not an adult supervisor; some parents and guardians are not even good judges of acceptable behavior.) Live performances in class are safer and often earn better grades.

FINAL PROJECT JUDGING

All students should view all final projects and participate as appropriate.

Stories, puzzles, and essays should be copied, emailed, or shared online so all students may enjoy them.

Students should take brief notes (3-5 things they liked) about each project; no negativity is allowed. After all projects have been presented, students should review their notes and vote for their top 3 projects. Students who are absent from class should make an effort to see the work they missed; students may only vote for work they have seen. Students should turn in their notes and 3 votes for the teacher to collate.

Announce the winning projects to the class. Providing a certificate, a sticker, or a piece of candy to the winners entertains the students, encourages healthy competition, and builds rapport with the class.

PS: Encourage students to continue reading Agatha Christie's books. Give students a preview of other Christie detectives (Miss Marple, Tommy and Tuppence, Inspector Battle, etc.), and introduce ("tease") intricate plots (without giving away spoilers). Ask parents and alumni to donate old and new Christie books for your students. Offer these books as gifts to the students. Let them see you reading too.

WRITING RUBRIC	Comments	_____/100
COVER PAGE or MLA HEADING HEADER + page #s TITLE & BYLINE		10
THESIS **INTRODUCTION** Mini-OUTLINE		10
BODY **PARAGRAPHING** creativity development accuracy		20
CONCLUSION THESIS re-stated OPINION		10
MECHANICS: spelling, punctuation, capitalization, usage, number, margins, for-mat, spacing, Standard English, sentences, paragraphs		20
COHERENCE **UNITY** essay matches outline		10
TEXTUAL REFERENCES knowledge of novel specificity		20

ADDITIONAL RESOURCES

You'll find more teaching resources at the official Agatha Christie website as well as at HarperAcademic.

Education Standards

A. ENGLISH LANGUAGE ARTS

Holy Cross High School

Standards, Objectives, and Skills:

LS 1.0 Students will learn to **speak** for a variety of real purposes and audiences and practice speaking in front of their peers, such as giving directions.

LS 2.0 Students will **listen** attentively and actively in a variety of situations to information from a variety of sources (such as lectures, videos, oral presentations, the internet, CD's, Power Point presentations, recordings, etc.)

LS 3.0 Students will learn to **write** in coherent language that varies in content and form for a variety of audiences and purposes.

LS 4.0 Students will learn to **read** various texts with an emphasis on improving their comprehension, vocabulary, and critical analysis skills.

LS 6.0 Students will learn to **research** from a variety of sources (including digital media) and present their results in a variety of formats. Students will learn to document and acknowledge sources conforming to specific MLA standards.

B. NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS

Summary

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

c. use models and simulations to explore complex systems and issues.

d. identify trends and forecast possibilities.

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.

Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

a. identify and define authentic problems and significant questions for investigation.

    b. plan and manage activities to develop a solution or complete a project.

    c. collect and analyze data to identify solutions and/or make informed decisions.

    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

    Students:

    a. advocate and practice safe, legal, and responsible use of information and technology.

    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. demonstrate personal responsibility for lifelong learning.

    d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

    Students:

    a. understand and use technology systems.

    b. select and use applications effectively and productively.

    c. troubleshoot systems and applications.

    d. transfer current knowledge to learning of new technologies.

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

    Students:

    a.   apply existing knowledge to generate new ideas, products, or processes.

    b.   reate original works as a means of personal or group expression.

    c.   use models and simulations to explore complex systems and issues.

    d.   identify trends and forecast possibilities.

2. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

    Students:

    a.   interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

    b.   communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c.   develop cultural understanding and global awareness by engaging with learners of other cultures.

    d.   contribute to project teams to produce original works or solve problems.

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