

Schedule—It is the student’s responsibility to keep up to date, all sections available to change.	
Day 1	<p>Obj: Define values and determine values of students. Starter: Get a values packet from the desk. Read through every piece (including the schedule). Write down one question, one thing you are excited about, and one fear/problem you find with the project. Debrief/Answer Questions/Review Project Overview Complete Scenarios Individually and Discuss HW: Complete “Preliminary Journal Prompts Pt. 1”</p>
Day 2	<p>Obj: Define values and determine values of students. Starter: Review “Preliminary Journal Prompts Pt. 1” While Reading: Teacher check “Prelim Journal Prompts Pt. 1” Review: “Prelim Journal Prompts Pt. 1” Complete: “What are values?” Individually Review: What are Values? Who do you want to come in for a staff interview? HW: Complete “Preliminary Journal Prompts Pt. 2” Complete Unit __ Grammar Activity</p>
Day 3	<p>Obj: Define values and determine values of students. Starter: Define yourself in groups of 1-3. You will receive words from Unit __ Vocabulary. You must present the definition, how they are used in sentences, and an easy way to remember them. Check Journal Prompts and Debrief Vocabulary Presentations and Grammar Mini-Lesson Review: “What are values?” Who do you want to come in for a staff interview? Complete: Checklist for Personal Values HW: Unit __ Vocabulary Sentences or Flashcards (Student choice) Complete Journal Responses #1: Who am I?</p>
Day 4	<p>Obj: Define values and determine values of students. Assess vocabulary/grammar. Starter: You have 5-10 minutes to study for Unit __ Vocabulary. Write any questions on the board. Unit __ Vocab/Grammar Quiz Once Complete: Silent Reading/Work on Journals until all complete. Review: Checklist for Personal Values journal questions and Journal Responses #1 Create and mini-lesson: At least ten interview questions for classmates. If Time: Complete at least one interview. You must complete a journal entry for EACH interview.</p>
Day 5	<p>Obj: Define values and determine values of students. Starter: On the board, write three Peer Interviews—Mini-Lesson on Interview skills and execution of at least four total interviews. Once Complete: Debrief then complete Journal Response #3—Peer Interviews HW: Create list of Parent/Adult Questions and Schedule Interview by _____ Complete Unit __ Grammar and Vocabulary Sentences/Flashcards. NOTE: We will have our staff interviews during one of the days in this section. That will move our schedule accordingly. At the completion of each Staff Interview: Complete Journal Entry #2</p>

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Day 6	Film Study— <i>The Breakfast Club</i> Character Identification and Actor Instructor will stop to identify points of emphasis At end of class: Debrief. Which values do each At completion of film: Complete Journal Entry #5
Day 7	Unit __ Grammar/Vocabulary Quiz For Level One: Finish reading Autobiography/Memoir For Level Two: Article Search, Completion of Activity, and Debrief
Day 8	At End of Unit: Work Days (as needed) to create composition. In this section: 1 Rough Draft, PeerMark Session (3 edits), Final Draft Submission

The Values Paper

Background: The Oxford English Dictionary defines the term “values” as it pertains to this assignment as: “A person’s principles or standards of behavior; one’s judgment of what is important in life.” These values, or the standards you hold for yourself, are one of your defining characteristics.

In this composition, you will write a 5+ page MLA formatted essay about your own values, while using the values of a character in your (auto)biography, the values of your peers and parents, the values of the school administration/staff, and the values of the characters in film and the media as reference points of comparison and analysis.

This essay is set in parts, which are outlined below:

I: “Introduction of Self”—Introduce yourself and discuss your values. Discuss what makes you feel the way you do about certain issues (example: parental/peer influences, media influences, the influences of school/work) and how you react to people who do not hold the same values as you. End this section with a thesis statement that clearly states the point you will prove through analysis and comparison of yourself and your values to the characters in your reading, to your classmates, parents, school administration/staff, and to the characters in film.

Sample Thesis: “Through the analysis of real and fictional characters, as well as my classmates, I have found that I share the value of integrity but differ in my valuation of hard work and loyalty.”

So in this paper the writer would argue that while they share the value of integrity, they either do/do not hold value in loyalty or hard work the same way others do.

II: “Comparison of Yourself to Others”

A. Your classmates

Discuss the values of your classmates provided by material taken from your group interviews and an analysis of the survey completed in class. Provide the reader with types of questions you asked and what you were hoping to learn from them. Compare/Contrast your similarities and differences to the interview subjects. Include as many direct quotes as possible.

B. Fictional Characters

Discuss the values of the main characters from film. Compare and contrast your similarities and differences in values to at least two characters.

C. Your Parents/Guardians/Other Adults in your lives

Discuss the values of your parents, guardians, and/or other adults in your lives. Provide the reader with types of questions you asked and what you were hoping to learn from them. Compare and contrast your similarities and differences to the interview subjects. Include as many direct quotes as possible.

D. Interviews of School Administration/Staff

Discuss the values of staff/administration taken from your live interviews. Provide the reader with types of questions you asked and what you were hoping to learn from them. Compare and contrast your similarities and differences in values to the interview subjects. Include as many direct quotes as possible.

F. (Auto)Biography/Memoir (Level One)

Discuss the values of the character(s) in the (auto)biography you read. Introduce the main subject by giving a brief life summary, and then compare/contrast your similarities and differences in **values** to the person you have read about. Provide specific examples (quotes and paraphrase) and details from the text.

F. Nonfiction Articles/Survey (Level Two)

Use any of the articles given or discussed in class to support your thesis. Be sure to quote them directly and discuss the similarities and differences to your own values.

III. Conclusion

This is the place where you tie everything together. Go back to your thesis and show that and how you have proven it in this section. Discuss what you have learned about yourself, about others, and about society. Include your reactions to what you have learned.

Values Unit Rubrics

Common Core Grades 11-12 Informative Essay Rubric (on turnitin.com) (100 points)

Values Paper Rubric	(100 Points)
Introduction	/20
Classmate Interview Section	/10
Film Section	/10
Parent/Adult Interview Section	/10
School Staff Interview Section	/10
Novel/Non-Fiction Article Section	/10
MLA Set-Up	/10
Rough Drafts/PeerMarks	/20

To earn full points: Your section must be complete, organized, and feature appropriate and explained direct quotes .

Common Core Rubric:	/100
Values Paper Rubric:	/100
Total:	/200 point

Late Penalty: 10 points per school day (Time extensions must be discussed with me at least one week before due date)

Respond to each prompt in your journal. It is expected that you will complete at least one page.

1. Who am I?

- Explain your values system. How do you make choices to do the things that you do?
- Where did your value system come from? Who influenced it? Explain with examples.
- Do you see your values changing at any point in your life? Why/why not?
- How do your values affect what you do on a daily basis? Be specific.
- Explain a time when you had to use your value system to make a difficult choice.

2. Staff/Administration interviews (complete after each interview):

- What was the most surprising thing about the guest you interviewed today?
- Which values do they have that are similar to yours? Explain.
- Which values do they have that are most different than yours? Explain.
- Include at least 2 direct quotes for support.

3. Peer interview(s):

- What was the most surprising thing you learned about the student(s) you interviewed today?
- Which values do they have that are similar to yours? What are they? How are their values different? Include at least two direct quotes for support.

4. Parent interview:

- Did anything surprise you about this interview? Explain.
- Which values do you share with your parents and why? Explain.
- Which values are different and why? Explain

5. Film Response:

- Which character(s) were you most similar to in terms of their values?
- Which character(s) were you most different than in terms of values?
- Explain with details from the film.

6. Reflect on the process of writing your Values Paper.

- Did you use the writing process?
- What were your strengths and weaknesses in writing?
- Did you use editing comments from your peers?
- Is there anything you would do differently?
- What would you change about the assignment/rubric?
- What did you learn about yourself during this unit that most surprised you?

Name _____ Date _____

Senior English

Scenarios to help discover values: Write your responses.

1. If you knew a woman who had 8 kids already, 3 who were deaf, 2 who were blind and 1 mentally challenged, she also has syphilis and was now pregnant. What would you recommend that she do? Why?

2. A woman walks down the street and drops her wallet. You pick it up and see that it contains \$1000 dollars. You can see her walking off in the distance. What would you do next? Why?

3. It's time to elect a new world leader, and ONLY your vote counts. You only know the following facts about the candidates:

Candidate A: He associates with crooked politicians, and consults with an astrologist. He's had 2 mistresses. He also chain smokes and drinks 8 – 10 martinis a day. Very full of his own vision and ideas. An action man who can be cynical of others.

Candidate B: He is a decorated war hero. He's a vegetarian, doesn't smoke, drinks an occasional beer, is passionate about his beliefs, and never cheated on his wife. Cares deeply for his country but tends to be dictatorial. Likes running the show and can be ruthless.

Candidate C: He as kicked out of office twice, sleeps until noon, used opium in college and drinks a quart of whiskey every evening. He is regarded as arrogant, irritable and uncharitable. Peers used to regard him as more bravado than brawn.

Which of these candidates is your choice? Why?

4. You see someone who shoplifts an expensive item. You would love to own that item yourself. The salesman seems to be occupied with another customer. What would you do next? Why?

Preliminary Journal Prompts Pt. 1 – Values Clarification Scenarios

Directions: 1. Pick 3 of the prompts below & write your responses in your journal
2. Explain what value(s) or lack of values are being examined in each scenario

Answer thoughtfully and in detail. (1/2 page each entry)

1. Your best friend got into an argument with another one of your good friends. She/he tells you not to hang out with your other friend anymore. What would you do?
2. If your friends have boyfriends/girlfriends and your parents said that you're not allowed to have one, would you disobey? What would you do?
3. Explain why you think that some parents smoke cigarettes & drink alcohol in front of their kids when they know it is not healthy for them or you.
4. What would you do if your crush was of a different race/religion and your parents told you not to get involved with him or her?
5. Would you cheat if you knew you wouldn't get caught? (In school, in relationships, or in competition)
6. If you knew that someone was doing something illegal, would you turn that person in?
7. Who is more important to you, your family or your friends?

Preliminary Journal Prompts Pt. 2—Values Clarification Scenarios

Directions: 1. Pick 6 of the prompts below & write your responses in your journal
2. Explain what value(s) or lack of values are being examined in each scenario

Answer thoughtfully and in detail. (1/2 page each entry)

1. If you could ask someone any questions and they couldn't lie to you, who and what would you ask?
2. If you had to choose between being rich and not happy or poor but happy, what would you choose?
3. You notice that your mom/dad has a lot of money in her/his purse. Would you take some of it if you knew that she/he couldn't know that a few dollars were missing?
4. If you overheard students talking about plans to graffiti your school, would you tell someone? Why? Why not?
5. If you got bad grades on your report card would you show it to your parents?
6. If you knew your best friend's boyfriend/girlfriend was cheating on her/him would you tell your best friend? Why?

7. Have you ever looked on the Internet at something your parents would disapprove of?
Why?

Name: _____

Senior English / Mr. Martin

What are values?

Values are a system of beliefs which help us to make choices and decisions about how we live our lives.

Directions: Listed below are common terms which describe ideas we refer to as values.

1. Write your own definition of each term
2. Feel free to add any values you do not see listed
3. Rank them accordingly by putting a number "1" against your most important value and higher numbers for lesser values.

Freedom

Success

Money

Marriage

Health

Career

Material Items

Time

Religion

Love

Natural Resources

Friends

Family

Integrity

Education

Add any other values of your own

Questions to answer thoughtfully in your journal (Entry #2):

1. What are your top four values? Explain why in detail
2. Who do you think you get your values from? Explain in detail
3. Do you see your values changing at any point in your life? Explain when or why not in detail
4. Do you share similar values to your peers? Parents? Friends? Other? Explain why/why not in detail
5. What real live person(s) that you could read about have values that are similar to yours? Different? Explain

Name:
Date:

Senior English / Mr. Martin

Overview: Now that you have identified some of your most important values, you will now create ten questions surrounding your values to use in the interviews with WHS staff. Remember, you will be comparing and contrasting your values to theirs, so be sure to create questions that you can use in your Values Paper. Avoid asking yes/no questions, focus more on open-ended questions.

Example: Honesty is a strong value for me. My question would be: On what occasion do you lie?

1.

2.

3.

4.

5.

6.

7.



8.

9.



10.

The Breakfast Club Film Study Character Analysis




Directions: You will now analyze the VALUES of the characters in *The Breakfast Club* through what the characters SAY (direct quotes) and what they DO (describe the scene, body language, expression, etc.). Be concise and detailed.

Character	Space for Description (DIRECT QUOTES or DESCRIPTIONS)
<p data-bbox="1198 201 1224 373">Andrew Clark</p> 	
<p data-bbox="695 201 721 384">Brian Johnson</p> 	

Mr. Martin – Values Unit

Character	Space for Description (DIRECT QUOTES or DESCRIPTIONS)
<p data-bbox="1323 199 1364 367">John Bender</p> 	
<p data-bbox="755 199 795 399">Claire Standish</p> 	

Mr. Martin – Values Unit

Character	Space for Description (DIRECT QUOTES or DESCRIPTIONS)
<p data-bbox="1323 199 1364 357">Ally Sheedy</p> 	
<p data-bbox="917 199 958 409">Richard Vernon</p> 	
<p data-bbox="511 199 552 546">Carl (no last name...unfair)</p>  <p data-bbox="300 283 341 472">Let's imagine a life with of the politician, my friends</p>	