

Fullerton School District Writers Guild / iPersonalize

Note: Information is color coded as follows:

Engage	This is the storyline
New Knowledge	This is an introduction of concepts/standards
Deepen and Practice	This is implementation and practice of new knowledge
Common Formative Assessment	This is assessment of the information learned
Celebrate Successes	This is acknowledging accomplishments

Table of Contents

Part I

Overarching Questions – Engage	1
Teacher Set-Up	3
Research Standard – Engage	5
Create your Gamer Tag and Avatar – Engage	7
Human Agency in Revolutionary War – New Knowledge	9
Alternate Avatar and Thesis Statement – Deepen and Practice	12
Create Movie Trailer of Agent of Change- Deepen and Practice	13
Create Morfo App – Deepen and Practice	14
Secret Challenge Competition – Engage	15
Heroic Acts – New Knowledge	18
Team Creation – Engage	20
Identify a Hero – Deepen and Practice	21
How Can Groups Create Agency – Deepen and Practice	22
Common Formative Self Assessment	23
Celebrate Successes	24

Part II

Media Integration – Engage
Joseph Campbell’s Hero Archetype – New Knowledge
Real or Fictional Heroes? – Deepen and Practice
Common Formative Assessment
Celebrate Successes

Part III

Levels/Points

Badges

Report/Standards

Notes/Feedback

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This document will be used by teachers to guide progress throughout the game. There are also some basic teacher instructions in another document located at:

<https://docs.google.com/a/myfsd.org/document/d/1qPECZSlqsCjpkS04-v2VRWQRat6zSyxnGqs95JAAtZAQ/edit>

Resource, standards, quests	Type of Resource	Links, instructions and Resources
		Initial Movie Trailer for iPersonalize posted at: https://www.youtube.com/watch?v=eAmQbSLmwfc
Overarching Questions Heroes Journey Quest" 10 XP points no prereqs. This section occurs both inside and outside the game	Engage	<p>Video Instructions for this section are posted at: https://www.youtube.com/watch?v=o71El6jsqhg</p> <p>Written Instructions are below and in a Google Doc at: https://docs.google.com/a/myfsd.org/presentation/d/1CkLZibEjuwU6qmgSAtHBragn1IUOF77AOr_g3z80ro/edit#slide=id.g5f76ed581_110</p> <p>Both are combined in quest called Heroes Journey in 3dgameLab: http://fullertonsd.rezzly.com/quests/317846 (Requires login access to 3d game labs which you will not have at this stage)</p> <p>You are about to begin your own, personal 'Heroes Journey' to overcome adversity and defeat indifference. You will do this by activating your own agency. This means that you will use your own, personal ideas, strengths, or qualities, to change someone or something!</p> <p>Watch these two short video clips on heroes. The first clip is from popular culture. It is about a band of Super Heroes called X-Men (http://m.youtube.com/watch?v=wGYgArIxt9k).</p> <p>The second is about real life youth heroes--just like you! (http://www.kidsareheroes.org/videos.htm). After viewing both videos, think about which of the following questions inspire you, and how you would answer the questions:</p> <p>What do the heroes from the two clips have in common? If you were helping to inspire another person to act heroically what would you tell, write, or do to help them to act heroically? What inspires people to take heroic action? Why do some people become heroes? What causes some people to be apathetic and indifferent? How and what do great writers do to inspire others to take action for a cause or idea?</p>

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What can a mentor or guide do to help others become heroes?
Is there a “perfect time” to start the heroic journey? If yes, how does one decide? If no, why not?
What questions do your students have about heroes?

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Teacher Set-Up

Teachers: With your students, create a KWL chart (What Students Know, What they want to Know, What they Learned). Together, the class can update the chart as they progress through the game. Possible idea: A Google Form that the students will fill out weekly with time/date stamps.

Teachers please setup the progress monitoring bulletin board that we gave you (e.g. pockets and Avatar for Each Level, Level Up Chart, Standards Chart, Informative Hall Poster, Agents of Change Logo) Each students will have an Avatar on a popsicle stick. As your students level up, please have them move their Avatar popsicle stick to the next pocket level (could use velcro instead). They can enhance their Avatar as they level up. Students need to gain enough points and demonstrate mastery of that coupled standard. The pictures below is a concept for the progress monitoring bulletin board. Each team of students start at the Recruit level. As students level up, their popsicle stick moves to the next level. Individuals may move up to the next level before their teammates, however, students get bonus points when every member of their team levels up to the next level.



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Level	Requirement	Prize
Agent of Change 2 Star	<ul style="list-style-type: none"> • 600 Points • Submit Summative Writing Assessment • Complete Secret Mission 	<ul style="list-style-type: none"> • Team Comic Book Printed • 1 Avatar Augmentation
Agent of Change 1 Star	<ul style="list-style-type: none"> • 450 Points 	<ul style="list-style-type: none"> • Ear Buds • 1 Avatar Augmentation • Badge
Secret Agent	<ul style="list-style-type: none"> • 300 Points 	<ul style="list-style-type: none"> • Badge • 1 Avatar Augmentation
Agent	<ul style="list-style-type: none"> • 200 Points 	<ul style="list-style-type: none"> • Badge • 1 Avatar Augmentation
Apprentice Agent	<ul style="list-style-type: none"> • 100 Points 	<ul style="list-style-type: none"> • School Based Ticket/Award • 1 Avatar Augmentation
Trainee	<ul style="list-style-type: none"> • Entry Level 	<ul style="list-style-type: none"> • Avatar with Some Brown

Part 1 (Week 1 -2)

Engage

Video instructions for this section are posted at:
<https://www.youtube.com/watch?v=iZE5s-iODq8>

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Standards and scales -
(Research Standard)

CCSS.ELA-
LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/document/file/scales-for-website-upload-1-30-13-02-221.pdf>

Epic Storyline Quest 10 xp points no prereq occurs inside and outside the game.

Written Instructions are below and posted at:

<https://docs.google.com/document/d/1W9saN-vzFRmFKLqxyEyxOoiDKRYUypslsvcvMzDCYP4/pub>

Both are combined in quest called Epic storyline in 3dgameLab:

<http://fullertonsd.rezzly.com/quests/318471> (requires login access to 3d game labs which you will not have at this stage)

More than two centuries have passed since the Secret Agents of the Secret Committee of Correspondence banded together and stood united against the might of England and King George. These agents were great writers who stirred the hearts of men and women to form a great Army capable of defeating England.

During the Revolutionary War, these Agents of the Secret Committee of Correspondence went undercover and risked their lives as they visited the kings and queens of all the great countries persuading them to join forces with Colonists in America. They took even greater risks when they entered into a pact with two powerful mercenary English Generals, Indifference and Ignorance, who agreed to double cross King George. This alliance led to England's defeat. While the two Generals helped the Colonists, they had their own evil plans to destroy the Secret Committee and the newly formed United States. Following the Revolutionary War, the two Generals were able to steal a time travel device. Undoubtedly, the two Generals and their Armies disappeared from America right after the Revolutionary War. The Committee feared what the two Generals and their evil Armies might do with a time travel device where travel to any time or place could put the future of America in jeopardy.

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Because the Secret Committee wanted to protect America, they put plans in place to continue their existence into the future in case a day came when the Generals reappeared. Current Secret Agents from the Secret Committee of Correspondence have learned the Generals and their Armies of Despair have been able to breach the time space continuum into the present. But, the Secret Committee of Correspondence is very small, and they need a greater number of agents to defeat the powerful evil forces.

The Secret Committee has learned that you are a powerful writer and would like to recruit you into their organization. The drums of war thunder beat once again! Some have suggested that the two Generals are in Fullerton California!. The Secret Committee of Correspondence needs your help. Like the Revolutionaries of the Secret Committee of Correspondence such as Benjamin Franklin, you can be today's young Hero!

If you choose to accept this mission, you will start as a trainee and you will be trained at a place called Informative Hall. Mentors will train you in the writing skills necessary to become Secret Agents capable of defeating General Indifference and General Ignorance. This is your mission if you choose to accept it.

Students Hear – (Very similar to line from World of Warcraft) A voice say

[Imprisoned for over two hundred years... banished from my own homeland... and now you want to be an agent? You dare to stand against me? You are not prepared... You are not prepared! This video trailer is posted at :https://www.youtube.com/watch?v=eAmQbSLmwfc\) and added at the end of the epic storyline quest.](https://www.youtube.com/watch?v=eAmQbSLmwfc)

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1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Engage

This needs to occur outside the game initially but all info is in quests as well. This Quest is called “Create Your Gamer Tag and Avatar (Review)

10 xp points no pre-req

Google Slide Instructions Posted at:

https://docs.google.com/a/myfsd.org/presentation/d/1LnXwQV2SLfZcGD_cp-wMjv5zksHqC6SYQQvliu8F6QE/edit#slide=id.g57732b1d5_031

Both are combined in quest called :Create your Gamertag and Avatar” in 3dgameLab:

<http://fullertonsd.rezzly.com/quests/318479> (requires login access to 3d game labs this wuest and the ones above are all in 3d game labs and students can and should go back and complete them. From this point on all quests are available in the game to students)

<http://soltreemrls3.s3.amazonaws.com/marzanoresearch.com/media/document/file/scales-for-website-upload-1-30-13-02-5.pdf>

Written Instruction are below:

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Create your Pen Name and Avatar. Both the Pen Name and Avatar will give you access to a possible entry into the network of the Secret Committee of Correspondence. Note: The Continental Congress formed a secret organization in 1775 to correspond with sympathizers in England and greater Europe. Members of this Secret Committee didn't always use their real name because they didn't want to be discovered (<http://history.state.gov/milestones/1776-1783/secret-committee>).

Even today some authors continue to use a Pen Name to reduce their exposure in public. Like the early Revolutionaries, you will need a secret identity; and, like the modern day gamer, you will also need an avatar. To keep from exposing your true identity in the Campus of the Secret Committee of Correspondence, make sure your Pen Name and Avatar remain a secret.

Go to the Marvel website

http://marvel.com/games/play/31/create_your_own_superhero_and_make_your_own_avatar. Your Avatar can't have any accessories (yet) because you are still a Trainee. However, as you develop and score more points and level up you will be able to add accessories. Upload your Avatar to 3d Game Labs

Help Documnet for students with access to 3dgameLab problems:

<https://docs.google.com/a/myfsd.org/document/d/1f1MzC8x-3T6CYMwaGvUijOHHu360uzHzsPu3vqYyASw/edit>

Student Directions for creating gamertags:

<https://docs.google.com/a/myfsd.org/document/d/14WsMIB4GXOOYJc16JanU50ymIzN7UQxwxgmqfk2hO50/edit>

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Quest created: Human Agency in Revolutionary war. Split into two quests. quest 1 stops at review of rev war.

Quest 2 (requires completion of quest 1 and 40xp) called Write Paragraph Identifying Heroic Accomplishments

30xp

Mercy Otis and Thomas Paine were heroes of the American Revolution. These two Revolutionaries helped to ignite the passion of the colonists that changed collective apathy into action. As new recruits see if you can learn from Otis and Paine so that you are capable of inspiring others to change the world as they did.

First watch these two videos; one describing human agency and the other giving a brief overview of the American Revolution

<https://www.youtube.com/watch?v=W95xdCrguhM>

<https://www.youtube.com/watch?v=p8BwWBc571k>

You are about to conduct a short research project to answer a question, drawing on several source in order to help clarify for others misconceptions about the Revolutionary war. The drums of the Revolutionary war were beat by the great writers of the American colonies. Did the writings of writers like Thomas Paine, Benjamin Franklin, Mercy Otis, and Thomas Jefferson sow the seeds of discontent and start the Revolutionary War?

Part Two of Exercise:

Google Slide instructions posted at:

<https://docs.google.com/a/myfsd.org/presentation/d/18qrDf4iXicCjNbQKBJT90bS-YwulACVGfzabjG5P0pk/edit#slide=id.p>

Both are combined in quest called "Write Paragraph Identifying Heroic Accomplishments" in 3dgameLab:

<http://fullertonsd.rezzly.com/quests/314905> (requires login access to 3d game labs) This is the second part of two quests.

Written Instructions are below:

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Before answering this question visit this website and read the first 8 slides about conducting research. Use the information at <https://docs.google.com/presentation/d/1VU8p6MJEWclqG-t3z4RNYCllwJ6QYqIRpMdJXmAz1vl/edit#slide=id.p18> to help you conduct your research.

Next go to these websites and write a paragraph that identifies at least 2 accomplishments that made them heroes in the Revolutionary War. Please make sure you include a thesis statement. If you need help designing a thesis statement, please go to this website

<https://www.youtube.com/watch?v=wCzuAMVmIZ8>

Also, in your paragraph, please identify accomplishments as it relates to how their writing affected the colonists collective desire to become independent from England. Did their writings help stir colonists to act to become independent from England?

Mercy Otis

<http://www.americanrevolution.org/women/women6.php>

Mercy Otis <http://www.historytube.org/2014/03/mercy-otis-warren/>

Thomas Paine <https://www.youtube.com/watch?v=ZfkBy4HV0IM>

Thomas Paine

<http://historysheroes.e2bn.org/hero/whowerethey/81>

<http://www.biography.com/people/thomas-paine-9431951#government-appointment>

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<p>Created optional quest called: Create Alternate Avatar & Thesis Statement 20xp (70 req xp)</p>	<p>Deepen and Practice</p>	<p>Video Instructions are posted at: https://www.youtube.com/watch?v=hYmyKsd8uQ0</p> <p>Google Slide Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/1FlqdKNv_6Eo627b4ruKiQ3obrx_Z0EwV7O2Y4pwehb4/edit</p> <p>Both are combined in quest called "Create Alternate Avatar & Thesis Statement" in 3dgameLab: http://fullertonsd.rezzly.com/quests/314910 (requires login access to 3d game labs)</p> <p>Written Instructions are Below:</p> <p>Create an Avatar that Represents Mercy Otis, Benjamin Franklin, or Thomas Paine. "Write a new thesis statement (different than the one you wrote in the previous quest) that addresses the ONE revolutionary's contributions and/or achievements. Write this new caption/thesis statement above or below the graphic of the Avatar." The thesis statement should communicate the impact that the Avatar (Franklin, Paine or Otis) had on the colonists http://marvel.com/games/play/31/create_your_own_superhero (Need to find App that is free and writes text on graphic like Logo Creator)</p>
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<p>Created optional quest called: Create Movie Trailer of Agent of Change 20xp with an additional possible 25 for youtube likes (70 Prereqs)</p>	<p>Deepen and Practice</p>	<p>Video Instructions are posted at: https://www.youtube.com/watch?v=tNMMDUpjKQo</p> <p>Google Slide Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/12RVvJKRmmX9fw3cboy_ybLRMFoycHf4AFmkH7FKeGyY/edit</p> <p>Both are combined in quest called "Create Movie Trailer of Agent of Change" in 3dgameLab: http://fullertonsd.rezzly.com/quests/314912 (requires login access to 3d game labs)</p> <p>Written Instructions are Below:</p>
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		<p>Create a movie or movie trailer about Mercy Otis, Benjamin Franklin or Thomas Paine. Make sure your movie focuses on their accomplishments in the American Revolution in the area of writing. Ensure the movie trailer includes a strong thesis statement at the beginning and three main points/examples supporting your thesis that come directly from the websites in the earlier quests you completed. Try to cite your sources in the credits section of the trailer. You will get one bonus point for every 'like' in youtube (up to 25 points). To gain initial credit take a screenshot of your trailer and upload it to 3d GameLab in the completion section. Once this quest is complete show classroom teacher or Ms. Kozma completed video on device. Teacher or Ms. Kozma will upload video to iPersonalize Youtube Video Upon approval and upload your movie to the the iPersonalized Youtube Channel.</p> <p>https://www.youtube.com/channel/UC6gKFfmu59933qzyof4DFow</p> <p>Steps are: Create trailer that includes strong thesis statement, three main examples and cite sources Complete this quest by submitting a screenshot of your trailer and submit Show your teacher your trailer for approval to upload to iPersonalize channel It is your responsibility to notify teacher of additional "like" points (maximum 25 points)</p>
<p>Created quest called: Create Morfo App Video of Agent of Change 20 xp points additional 25 possible (pre-reqs 70)</p>	<h3>Deepen and Practice</h3>	<p>Google Slide Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/1IRigPlwksLuZXxZMapVIA1sp8b7BDpNNJsHArN8cPg4/edit</p> <p>Both are combined in quest called "Create Morfo App Video of Agent of Change" in 3dgameLab: http://fullertonsd.rezzly.com/quests/314914 (requires login access to 3d game labs)</p> <p>Written Instructions are Below:</p> <hr/> <p>Use Morpho to Record two accomplishments for Mercy Otis or Thomas Paine. Upload your movie to the Youtube iPersonalize Youtube Channel. You will get bonus points for every 'like' up to 25 points. (Student Choice)</p>

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<p>Created quest part 1 quest called "Secret Challenge Competition" Quest is a 20 xp with pre-req of 110. This quest is to find the QR code, get a secret code and submit it. It requires approval and once approved opens part 2 below.</p> <p>Created part 2 quest called "Secret Challenge Competition: Project Completion" 50 xp points and requires completion of quest 1 and 130 xp</p>	<h3>Engage</h3>	<p>Google Doc Instructions are posted at: https://docs.google.com/a/myfsd.org/document/d/1G_71tKADrJkZuysljqRG86ycj0ahvOfX1aabuF9abg/edit</p> <p>Both are combined in quest called "Secret Challenge Competition" in 3dgameLab: http://fullertonsd.rezzly.com/quests/319894 (requires login access to 3d game labs) This is part one of two sections. Students complete and submit quest to unlock next quest below.</p> <p>Written Instructions below:</p>
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The Secret Committee has a secret challenge to identify promising new recruits. If you want to gain bonus points, you will need to find a sign of the Secret Committee hidden somewhere in and/or around your classroom or library/media center. The sign will contain both a logo of the Secret Committee of Correspondence and a Quick Response Code (QR Code). Use your QR code app to decipher the code and to get your mission. Only the first five trainees to find *and* complete the mission will be chosen. Use your breaks (nutrition and lunch) wisely to achieve the goal of finding the sign.

Do you have the skills needed to find it? Are you observant? Pay attention to the details in and around your school--at some point, you may be one of the 5 chosen.

To complete this quest and receive the secret instructions to gain access to your mission you will locate the QR code and enter the information provided as you complete this quest. Type or paste your secret code into the text box and then click submit. The committee will contact you with information what you need to do next.

If you have looked and have not been able to find your clue you can also complete this quest by typing in "Activate Agency" into the textbox when you submit. The Committee will contact you with more information on how to locate your clue but beware! If the Committee feels you have been lazy or simply not made the effort you will not be selected as one of our five trainees!

Part Two of This exercise

Google Doc Instructions are posted at:

<https://docs.google.com/a/myfsd.org/document/d/1nOI4pXScLkqeH7qxevXHi6ivBa6MAJrfqADcOFbuRcY/edit>

Both are combined in quest called "Secret Challenge Competition: Project Completion" in 3dgameLab_

<http://fullertonsd.rezzly.com/quests/319901> (requires login access to 3d game labs) This is part one of two sections. [Students complete and submit quest to unlock next quest below.](#)

Written Instructions below:

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Teachers: The clue will lead them to a sign hidden in or around the school with a QR code on it. The students will read about a real-life Secret Mission on the CIA page:

<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/intelligence/orgintell.html>.

After the student reads the CIA page, they will be instructed to do the following: "Once you are finished reading the page about the Secret Committee of Correspondence, you must assemble and create a cache of goods in a small box with at least 4 items that you think symbolize the actions of the Secret Committee (the items should be based on your reading about the Secret Committee accessed from the QR code on the sign.

Additionally, write a short note to the descendents of the Secret Committee from 1775, and make sure you start your letter with "Dear Secret Committee of Correspondence:" Write a short note (½ page to 1 page) to the Secret Committee about what objects you put in the box and why. Make sure you state your object, why you put it in the box, and any explanation that will clarify your reasoning. What inferences could your audience of your display make about the types of activities the Secret Committee accomplished based on the items you put in your box.

Last, visit [this](https://www.youtube.com/watch?v=iRrhbsZ9BS8) website/youtube link (<https://www.youtube.com/watch?v=iRrhbsZ9BS8>) that teaches people about how to create a QR code because you will need to create a QR code that links to at least one website about the Secret Committee of Correspondence. You can use the website that was given to you previously about the Secret Committee of Correspondence as one of the links. However, you may include other websites as well. Decorate your box in a spy theme and Glue the QR code you created on top of the box. Make sure you glue the note to the Secret Committee of Correspondence (your ½ page to 1 page write-up) on the underside of the box top. Make sure you put your gamer tag name on the box as well as your ELA period number on the side of the box.

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		<p>Give the box to your librarian so that she can display it in the library. The box will serve as a display, teaching all students about the Secret Committee of Correspondence. As the other students on your campus learn about the secret committee, with what might look like a class project, you will know it's true symbol- -your possible membership into the Secret Committee of Correspondence.</p> <p>Students who visit the library will get a chance to comment on your box display. There will be a stack of comment and 'like' cards for students drop in a comment box (would prefer a kiosk with electronic likes and comments if possible). If your display box receives the top number of likes and comments from other students and from the Secret Committee, you will receive a response from the Secret Committee - if you are one of the top 5. You will also receive bonus points for every like and comment that your display box receives.</p>
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<p>CCSS.ELA-LITERACY.W.6.2.B</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations,</p> <p>Conduct Research</p> <p>Created quest called "Heroic Acts" 20 XP points pre-req 180 xp</p>	<p>New Knowledge</p>	<p>Video Intro Posted at: https://www.youtube.com/watch?v=U3MKAPWx37E</p> <p>Google Doc Instructions Posted at: https://docs.google.com/a/myfsd.org/presentation/d/1qwbcXB6X0rycxlln7mSfLsVB4Npva7R97Gsb5tTzjCk/edit#slide=id.g57b68e2ba_036</p> <p>Both are combined in quest called "Heroic Acts" in 3dgame lab: http://fullertonsd.rezzly.com/quests/316285 (requires login access to 3d game labs)</p> <p>Written Instructions below:</p>
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Required Quest

For you to become more than a Trainee in the Secret Committee of Correspondence, you need to learn how to inspire others into action with your writing and deed. Indifference and Ignorance prevent action. Next, you will meet the enemy. Watch this next Video Introducing General Indifference, the enemy of agency and action

<https://www.youtube.com/watch?v=U3MKAPWx37E>

In other situations Ignorance and Indifference can prevent good from happening because some people are paralyzed from doing what is right. Look at these examples where people did or did not make the right choice. Some activated agency and other were indifferent or ignorant.

<https://www.youtube.com/watch?v=92-QkWpacB8>

<https://www.youtube.com/watch?v=z9QJDBxgv4U>

<https://www.youtube.com/watch?v=DNvOck6Uslc>

In a paragraph or essay, you will write on the topic of Why or what causes people in the video to act heroically? You will write a topic sentence and Provide two example of people in the videos (the details on the topic) who acted like heroes and used knowledge to overcome indifference or ignorance.

[To assist you in writing your paragraph, you should watch this video about writing on a topic and using supporting details.](#)

[https://learnzillion.com/lessons/4932-develop-a-topic-using-facts-definitions-and-details.](https://learnzillion.com/lessons/4932-develop-a-topic-using-facts-definitions-and-details)

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	Engage	Video Instructions Posted at: https://www.youtube.com/watch?v=ryOiPgEdA5Y Google Doc Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/1JMsg7qBqbxMZw5omBT3cxVtyzql1VEytGuUGNTEXT_0/edit
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<p>Created Quest called "Team Creation" 20xp 180 xp pre-req</p>		<p>Both are combined in quest called "Team Creation" in 3dgameLab: http://fullertonsd.rezzly.com/quests/316286 (requires login access to 3d game labs)</p> <p>Written Instructions are below:</p> <hr/> <p>Form a team of Secret Agents 3 or 4 to work together and save America from General Ignorance and Indifference- Identify who is on your team. Create a logo or find a photo that represents your team. Create a team name and submit the name and your logo on 3D Gamelabs. You can use Logo Creator or other app to create your symbol.</p>
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<p>Created quest called Team Exercise #1: Identify a Hero</p> <p>20 xp and 180 pre-req</p>	<p>Deepen and Practice</p> <p>Quest Choice?</p>	<p>Google Doc Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/1Uks0pnljx8Ki2We5znt7vUzhmkMANom-YUWCKWU1N5A/edit</p> <p>Both are combined in quest called "Team Exercise #1: Identify a Hero" in 3dgameLab: http://fullertonsd.rezzly.com/quests/316287 (requires login access to 3d game labs)</p>
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		<p>Written Instructions are below:</p> <hr/> <p>In your team, you will need to identify a person who used knowledge to help people or acted to prevent something bad from happening. Next your team will Search and Find a website about that person. Read about that person and then find a picture of that person. On the picture write a caption that contains an example (detail) about how they used their knowledge to overcome ignorance or indifference (Student Choice)</p>
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<p>Created Quest called : Team Exercise #2: How can groups create agency? 50 xp pre-req 60</p>	<p>Deepen and Practice</p>	<p>Google Slides Instructions Posted at: https://docs.google.com/a/myfsd.org/presentation/d/1kQpaDQXA5rum0KCSZKOs8Ary4gKjTzXVAfgqcykRP3o/edit#slide=id.p</p> <p>Both are combined in quest called “Team Exercise #2: How can groups create agency” in 3dgameLab: http://fullertonsd.rezzly.com/quests/316288 (requires login access to 3d game labs)</p> <p>Written Instructions are below:</p>
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		<p>iWatch a movie trailer of a team (Incredibles, Kids Helping Kids) https://www.youtube.com/watch?v=TbQm5doF_Uc https://www.youtube.com/watch?v=8g06HcSeTsl Select one of the videos and write a paragraph on how the team overcame adversity by using knowledge to overcome ignorance and indifference.</p>
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<p>Created quest called "Common Formative Self Assesment 10 xp 100 pre-req</p>	<p>Common Formative Assessment</p>	<p>Google Slide Instructions Posted at: https://docs.google.com/a/myfsd.org/document/d/1VVRPzM_GDzYdzuciOPHHJto5rwt-ejtwyvbHL_Qt8o/edit</p> <p>Quest created called "Common Formative Self Assessment" in 3d game labs http://fullertonsd.rezzly.com/quests/319295</p> <p>Written Instructions below:</p> <p>Students Reflect on the Scale Students were you able to record information as you visited a site to answer the question?</p>
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	Students were you able to conduct your own searches to find information or pictures to answer a question in the quests? (This Common Formative Assessments needs to be further developed)
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	Celebrate Successes	Teachers here is a list of Closing Activities for Part 1
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End of Part 1

These ideas are incorporated into Writers Guild Teacher Instructions (<https://docs.google.com/a/myfsd.org/document/d/1qPECZSlqsCjpkS04-v2VRWQRat6zSyxnGqs95JAtZAQ/edit>)

**5 submit
5-10 likes
submit
3-5
comments
additional
points**

Celebrate Successes: *Acknowledge Students on the Leader Board, * Take Time to Identify outstanding artifacts and acknowledge in class. Have students publically acknowledge other student artifacts and post 3-5 artifacts that were acknowledged on Facebook website. Allow students time to acknowledge, comment, or like other student work (Can be mediated by teacher so that teacher is actually commenting on behalf of the kids). Or instead, you could have students do a gallery walk with stickies. Students would have 5 'like' stickies (yellow) and 3 comment cards for any artifact that helped to answer one of the questions. For each 'like' a student receives he gets 10 XP points and 20 points for any Comment Card. When finished the stickies are placed on the KWL chart next to the question for which the artifact help answered or provided insight. Based on sticky exercise, students select 3-5 artifacts to be put in the Museum of Artifacts on Facebook page *Give time to students to update their Avatar based on the points they have received *any student that reach the next level acknowledge their leveling up in class (pin or certificate)

*Allow students to move their avatar to the next level

* Add to the KWL Chart and refer back to the questions such as Why do some people become heroes?

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Resource, standards,quests	Type of Resource	Links, instructions and Resources
<p style="text-align: center;">Part 2 (week 3-4)</p> <p>Standards and scales - (Integrate Info from Different Media)</p> <p>CCSS.ELA-LITERACY.RI.6.1</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p style="text-align: center;">Engage</p> <p style="color: #17a2b8;">Wes: Can you go into both ben franklin videos and change picture to franklin and read in normal voice the text? need to refine</p>	<p>Once they submit their name, the team will get a hand written card that has been sealed with wax. It will read</p> <p>You will need to go to the library speak the name of Silence Dogood to the librarian/agent. Once you say “Silence Dogood” to the librarian she will hand you something Called the Muon Lantern. You will need to use your QR code reader to access the secret mission.</p> <p>The librarian will say LIBRARIAN SCRIPT:</p> <p>“A man delivered this message for you on behalf of Mrs. Silence Dogood. She needs your help.” *</p> <p>(Students will watch this video in the library) https://www.youtube.com/watch?v=FmoZdp56na8</p> <p>She will hand the student the clue (see below) which will give us 7 days to get the next clue to Part 2 of your script ready and another video from Ben Franklin.</p> <p style="color: #6c757d;">Ann: You will need to coordinate this part. We could also unlock this as part of a quest but?</p> <p style="color: #6f42c1;">AMK: check all links in this document for accuracy</p> <p style="color: #6f42c1;">*be familiar with ALL content here</p> <p style="color: #6f42c1;">*bridge to Silence Dogood, use game to intro clue, push out of game, then bridge back into game for XP</p>

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<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanorresearch.com/media/document/file/scales-for-website-upload-1-30-13-02-93.pdf</p> <p>Quest created called "Joseph Campbell's Hero Archetype" 20xp points pre-req 250xp</p>	<h3>New Knowledge</h3>	<p>Google Slide Instructions Posted at: https://docs.google.com/document/d/1p4dbbYOIO3CWQPixCbISrEIRVVI5P50xCc5mvweQ-50/pub</p> <p>Quest created called "Joseph Campbell's Hero Archetype" in 3d game labs http://fullertonsd.rezzly.com/quests/320528?</p> <p>Written Directions below:</p> <p>You have begun a journey to become heroes to defeat General indifference. You are our young heroes who will help others to take action to change our community and our world with your writing. Joseph Campbell created this archetype or model of what many novels, comic books, and movies use to create stories about how ordinary people become heroes. See the example of the 12 events in the circle of the Heroes Journey.</p> <p>Compare and contrast information from the three sources of information. Identify at least 2 similarities in information in all three websites and identify at least one different piece of information in each of the three websites.</p> <p>Watch the movie about what is the "Heroes Journey". https://www.youtube.com/watch?v=Hhk4N9A0oCA.</p> <p>Read the article http://www.thewritersjourney.com/hero's_journey.htm</p> <p>View the photograph http://www.markwelch.com/whirligig/Whirligig_Unit_Plan_files/image001.jpg</p>
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Draw a Venn Diagram or use this one <http://www.math-aids.com/images/Venn-Diagram-Graphic-02.png>

and in the overlapping circle write the two similarities. In the part of the circle that is unique write at least one difference. When you are finished upload it to 3dGame labs

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<p>Quest created called "Real or Fictional Heroes?" 20xp, pre-req 250xp</p>	<p>Deepen and Practice</p> <p>Quest Choice?</p>	<p><u>Video Instructions posted at:</u> https://www.youtube.com/watch?v=3xjBIHMBx0c</p> <p><u>Google Doc Instructions posed at:</u> https://docs.google.com/document/d/13CH42-UHAsL7DBkbigppBXW005ESGBWY0zgg3wmYJuA/pub</p> <p><u>Quest created called" Real or Fictional Heroes?"</u> http://fullertonsd.rezzly.com/quests/320529?</p> <p>Written Instructions below:</p>
		<p>Now that you know what the Heroes Journey is, you must determine if there are their similarities or differences between how a person becomes a hero in non fiction (real life) vs. how someone becomes a hero in fiction. Read about the biography of Thomas Paine and identify similarities of his life to the parts of a Heroes Journey. On the diagram of the Heroes Journey label major events of</p> <p><u>Thomas Paine's life</u> http://historysheroes.e2bn.org/hero/timeline/81 http://itearooms.blogspot.com/2013/04/archetypes-in-video-games-and-heros.html (Remember it was Benjamin Franklin that reached out to Thomas Paine to convince him come to America and join forces with him.)</p> <p><u>Google Doc Instructions posed at:</u> https://docs.google.com/a/myfsd.org/document/d/1kYyCE617Q6pI58WLOKRF5I8Udnx1G RBp5 csiO5EKM/edit</p> <p><u>Quest created called"Heroes Journey Multi-media Project"</u> http://fullertonsd.rezzly.com/quests/320530</p> <p>Written Instructions below:</p>
<p>Created Quest called "Heroes Journey Multi-media project 20 xp, pre-req 250 xp</p>		<p>Create an essay, movie, or morfo identifying the major parts of the Heroes Journey with examples from different movies or stories. Good writing includes details. Those details often include definitions of terms and examples. In this next quest, you should include both a definition and an example for at least 6 of the 12 steps. Don't forget to use your transition words or phrases between each of the 6 phases.</p>

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Created quest called "Create Movie Trailer of heroes journey" 20 xp, pre-req 250

[Here are the stages](#)

http://www.thewritersjourney.com/hero%27s_journey.htm

Google Doc instructions posted at:

https://docs.google.com/document/d/1Oz7E_VnK6lZe5CqjCExIY7UcN43aUF1pKiLRRq9pXGY/pub

Created Quest called "Create Movie Trailer of Heroes Journey" posted at:

<http://fullertonsd.rezzly.com/quests/323461?>

Written Instructions below:

[Create a Movie Trailer that Identifies the similarities between any superhero in the plot of a Comic Book, Movie, or Story and at least 6 of the 12 parts of the Heroes Journey. The 12 steps of heroes journey are](#)<http://www.movieoutline.com/articles/the-hero-journey-mythic-structure-of-joseph-campbell-monomyth.html>.

Good writing includes details. Those details often include definitions of terms and examples. In this next quest, you should include both a definition and an example for each of the steps. Don't forget to use your transition words or phrases between each of the parts of the journey

[This is an example of how you might do this.](#)

<https://www.youtube.com/watch?v=iUMSfhWlpnc>

Google Doc Instructions Posted at:

https://docs.google.com/document/d/1fq7afqPV9ns8lSdmu_Cza92IT-NipqOwE3z-SkyWujM/pub

Quest called "Create a Comic Strip of the Heroes journey" is posted at:

<http://fullertonsd.rezzly.com/quests/323469?>

Written Instructions below:

[Create your own story about a superhero using the Steps of the Heroes Journey in Comic Life or any other application or web site for comic strip creation - create a short comic strip of your own superhero story.](#)

[Use this diagram as an example of the parts your story must have](#)
<http://www.movieoutline.com/articles/the-hero-journey-mythic-structure-of-joseph-campbell-monomyth.html>

Follow the directions below to complete this quest:

Created quest called "Create a Comic Strip of the Heroes Journey" 20 xp, pre-req 270 xp

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Review the website showing the steps of the Heroes Journey

Create a short Comic strip with a superhero or your avatar showing an example of at least 6 of the 12 steps of the Heroes Journey.

Go to 3d game labs, scroll up and select complete.

Submit a link or a file with your work in the text box and click submit

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<p>Created quest called "Common Formative Self Assessment: Part 2" 20 xp points, pre-req 290xp</p>	<p>Common Formative Assessment</p>	<p>Google doc instructions posted here: https://docs.google.com/document/d/1pvpphbOCMJ0yKxQT7PpokX0eA6Gun8l8bKXOegYdbV0/pub</p> <p>Quest called Common Formative Assessment: Part 2 posted here: http://fullertonsd.rezzly.com/quests/323486?</p> <p>Written Instructions below:</p> <p>Students Reflect on the Scale Students were you able to compare and contrast the similarities between a heroes journey in non fiction to fiction?</p> <p>(This Common Formative Assessment needs to be further developed)</p>
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Celebrate Successes	Teachers here is a list of Closing Activities for Part 2
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End of Part 2

Celebrate Successes: *Acknowledge Students on the Leader Board, * Take Time to Identify outstanding artifacts and acknowledge in class. Have students publically acknowledge other student artifacts and post 3-5 artifacts that were acknowledged on Facebook website. Allow students time to acknowledge, comment, or like other student work (Can be mediated by teacher so that teacher is actually commenting on behalf of the kids). Or instead, you could have students do a gallery walk with stickies. Students would have 5 'like' stickies (yellow) and 3 comment cards for any artifact that helped to answer one of the questions. For each 'like' a student receives he gets 10 XP points and 20 points for any Comment Card. When finished the stickies are placed on the KWL chart next to the question for which the artifact help answered or provided insight. Based on sticky exercise, students select 3-5 artifacts to be put in the Museum of Artifacts on Facebook page *Give time to students to update their Avatar based on the points they have received *any student that reach the next level acknowledge their leveling up in class (pin or certificate)

*Allow students to move their avatar to the next level

2. Add to the KWL Chart and refer back to the questions such as Why do some people become heroes?

**Fullerton School District
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Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
<p>CCSS.ELA-LITERACY.W.6.7 Reading Standard (Research)</p> <p><i>Student Level with what student needs to do to get to next level</i></p> <p>Linked url or file of evidence such as score, or artifact</p>	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</p>	<p>Be able to search and find resources, take notes, answer the question</p>	<p>Uses Multiple Sources to answer question by drawing inferences & refocus the inquiry if necessary</p>	<p>In depth inference & application that goes beyond what was taught</p>	<p><i>Inquiry, question, refocus, research, research project, source</i></p>
<p>CCSS.ELA- LITERACY.RI.6.1 Questioning, Inference, and Interpretation</p>	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</p>	<p>Describe what a grade- appropriate text says explicitly and draw logical inferences</p>	<p>Cite textual evidence to support analysis of what a grade- appropriate text says explicitly, as well as to support inferences drawn from the text</p>	<p>In depth inference & application that goes beyond what was taught</p>	<p><i>Analysis, cite, explicit, inference, logical, support, text, textual evidence</i></p>

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
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Student Level with what student needs to do to get to next level

Linked url or file of evidence such as score, or artifact

**CCSS.ELA-LITERACY.RI.6.7
Visual/Auditory Media and Information Sources**

Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

Identify similarities and differences in a grade-appropriate written text and visual representation of the text • Locate information in different media or formats

Integrate information presented in different media or formats (for example, visually, quantitatively, in words) to develop a coherent understanding of a topic or issue (RI.6.7)

In depth inference & application that goes beyond what was taught

Audio, coherent, compare, contrast, difference, drama, format, information, issue, live, media, poem, quantitative, similarity, story, text, topic, version, video, visual

Student Level with what student needs to do to get to next level

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
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Linked url or file of
evidence such as score, or
artifact

**Fullerton School District
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Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	<ul style="list-style-type: none"> • Identify the characteristics of a model informative/explanatory piece • Generate a list of details from relevant information related to the topic 	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example, headings), graphics (for example, charts, tables), and multimedia when useful to aiding comprehension	In depth inference & application that goes beyond what was taught	<i>Analysis, cause/effect, chart, clarify, classification, comparison/contrast, comprehension, concept, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formal style, formatting, graphic, heading, idea, inform, information, informative/explanatory, introduce, multimedia, organization, organize precise</i>

Student Level with what student needs to do to get to next level

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
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Linked url or file of
evidence such as score, or
artifact

**Develop the topic with
relevant facts, definitions,
concrete details,
quotations, or other
information and examples.**

*Student Level with what
student needs to do to get
to next level*

Linked url or file of
evidence such as score, or
artifact

**Partial success at score
2**

**Sometimes provides
details such as
quotations, definitions,
or examples**

**No Major Ommision or
errors**

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
<p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p><i>Student Level with what student needs to do to get to next level</i></p> <p>Linked url or file of evidence such as score, or artifact</p>	<p>Partial success at score 2</p>	<p>Be able to define 'transitions and give examples' Sometimes effectively uses transitions to clarify relationships among ideas and concepts</p>	<p>No Major Ommision or errors in using transitions to clarify relationships among ideas and concepts</p>		
<p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Partial success at score 2</p>	<p>Be able to define precise language and what it means to have domain-specific vocabulary as well as sometimes apply precise language and domain-specific vocabulary</p>	<p>No Major Ommision or error in applying precise language and domain-specific vocabulary</p>		

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
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Student Level with what student needs to do to get to next level

Linked url or file of evidence such as score, or artifact

CCSS.ELA-LITERACY.W.6.2.E	Partial success at score 2	Be able to define formal style and give examples. Sometimes applies a formal style	No Major ommision or errors in applying a formal style
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Student Level with what student needs to do to get to next level

Linked url or file of evidence such as score, or artifact

**Fullerton School District
Writers Guild / iPersonalize
Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
<p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><i>Student Level with what student needs to do to get to next level</i></p> <p>Linked url or file of evidence such as score, or artifact</p>	<p>Partial success at score 2</p>	<p>Be able to define what a concluding statement is and utilizes a concluding statement.</p>	<p>No Major Ommision or errors in providing a concluding statement and concluding paragraph that follows from the information or explanation</p>		

**Fullerton School District
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Standards**

Standards	Level 1	Level 2	Level 3	Level 4	Plus Vocabulary (comprehend yes)
<p>CCSS.ELA- LITERACY.RL.6.3Story Elements (e.g. Plot, Character traits)</p>		<ul style="list-style-type: none"> • Describe the plot of a grade-appropriate story or drama • Identify character traits of major characters in a grade-appropriate story or drama 	<p>Describe how a particular grade-appropriate story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (RL.6.3)</p>	<p>In depth inference & application that goes beyond what was taught</p>	<p><i>Character, drama, episode, plot, resolution, respond, series, story, trait</i></p>