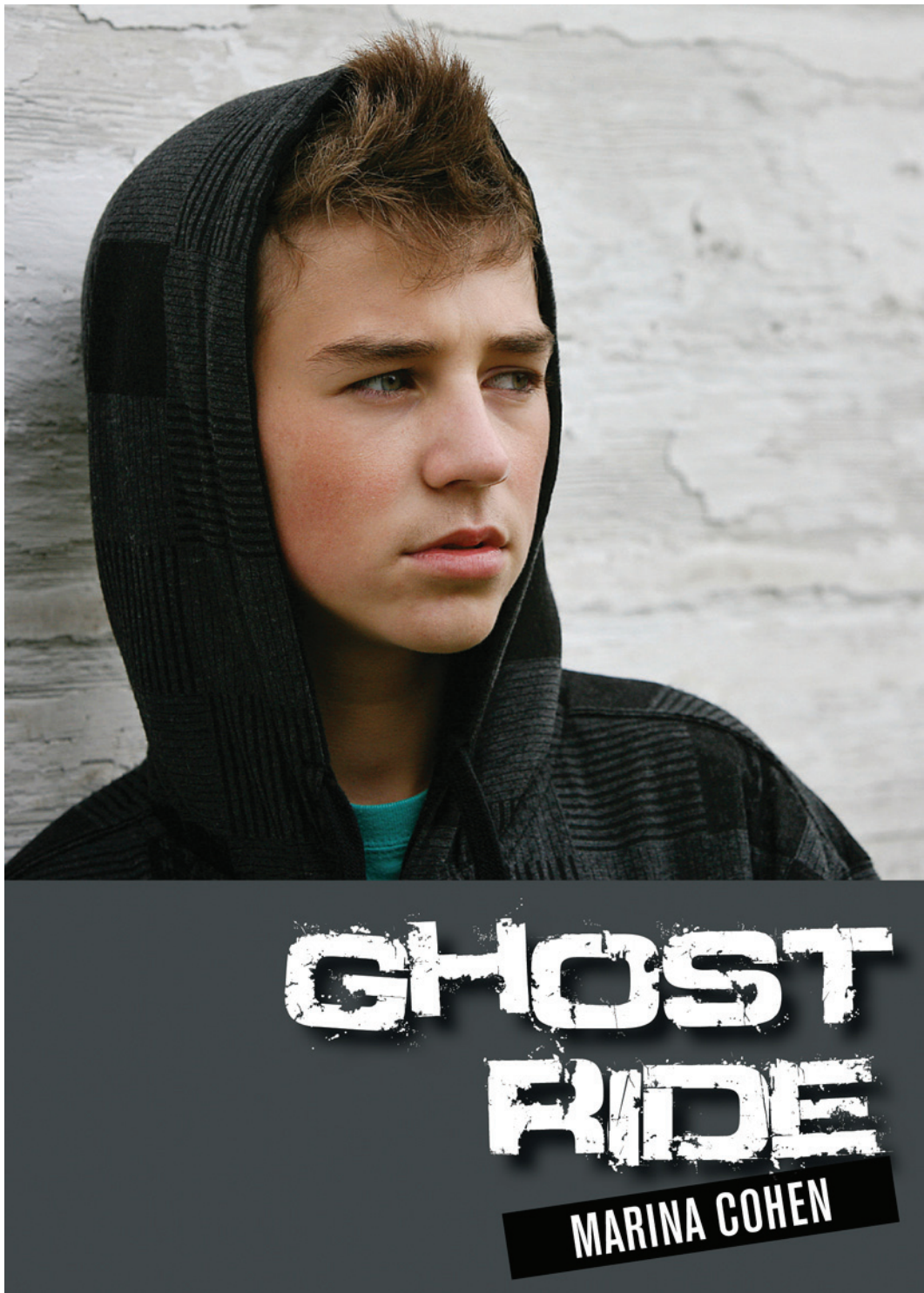


# TEACHER'S GUIDE

Grades 7-9



Marina Cohen 2009



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# INTRODUCTION

I wrote the teacher’s guides for my first two novels (*Shadow of the Moon* and *Trick of the Light*) with the intent to provide my colleagues with useful tools—ones that would allow for differentiated learning should the novels be used as a read-alouds. I also designed them for use in guided reading, lit circles, or to provide an individual study for a student who is gifted, LD, ELL, etc. But truly, my first and foremost reason for writing my guides was to offer teachers a variety of activities whereby they may demonstrate by means of think-alouds how they, as experts readers, use the various comprehension strategies to make sense of a text and develop a deeper understanding and appreciation for it. In this spirit, I have, once again, indicated which comprehension strategy (as outlined in *When Kids Can’t Read, What Teachers Can Do*, Beers 2007) is used for each question/activity. They are as follows:

**Clarifying**  
**Comparing and Contrasting**  
**Summarizing**  
**Visualizing**  
**Predicting**

**Inferencing**  
**Questioning the Text**  
**Making Connections**  
**Recognizing the Author’s Purpose**  
**Seeing Casual Relationships**

For assessment purposes, I further identify each question/activity with one of the following icons:

-  For question/activities requiring **Knowledge and Understanding**
-  For questions/activities requiring **Thinking Skills** or **Processes**
-  For questions/activities requiring **Communication Skills**
-  For questions/activities requiring the **Application of Knowledge** and/or **Making Connections**

This guide is not intended to be reproduced in its entirety for students (though you may feel free to photocopy any or all of the document for use in the classroom), but rather to supplement lessons. Activities can be done individually, in pairs, in small or large groups. They can be done orally, using chart paper or the blackboard. I am willing to provide the document in Word so that it may be used in conjunction with the Smart Board. Please request this via my website at [www.marinacohen.com](http://www.marinacohen.com). Cross-curricular activities as well as assessment tools and links to the Ontario and California State curricula can be found at the end of this guide.

As always, I consider my teacher’s guides to be works-in-progress and would welcome any and all feedback that might improve them.

Marina Cohen

## GHOST RIDE SYNOPSIS

Fourteen-year-old Sam McLean is less than thrilled with the prospect of moving to a collection of old mansions on the northern fringe of a small town called Ringwood. A nobody at his old school, Sam is desperate to get *in* with the cool kids and latches on to Cody Barns, a.k.a. Maniac. Cody's claim to fame is performing wild stunts—the crazier the better—and posting them on his blog. When Sam reluctantly joins Cody and his side-kick, Javon, on their midnight *ghost riding*—a practice in which the driver and passengers climb onto the hood of their moving car and dance—something goes terribly wrong and Cody convinces Sam to flee the scene, leaving Javon for dead. But soon, mysterious messages appear on Cody's blog and anonymous notes are slid into Sam's locker. As Sam struggles with his conscience, a haunting question remains: *Who else knows the truth?*




## THEMES

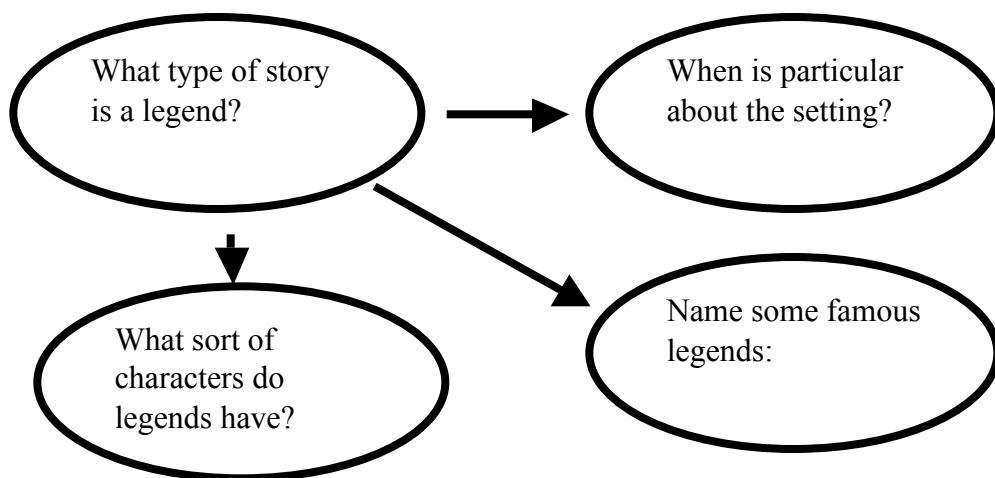
- **Family**
- **Isolation**
- **Appearance versus Reality**
- **Theme of Life and Death**
- **Sacrifice and Redemption**
- **Betrayal**

## TOPICS


- **Peer pressure**
- **Fitting in**
- **Taking responsibility for one's actions**
- **Making good choices**

## PRIOR KNOWLEDGE


1.  **Predicting:** Examine the cover. What can you tell about the character being portrayed? Are there any clues to his background? Interests? Socio-economic situation?
2.  **Inferencing:** Decide what clues the cover may give as to the genre of the book? Establish the novel's intended audience.
3.  **Making Connections:** How do artists use colour to convey the tone of their work? How is colour used to set a tone/mood on the cover of this novel?
4.  **Clarifying:** Discuss:
  - Theme** (the general idea or ideas expressed by a literary text)
  - Symbolism** (when meaning or significance is attributed to objects, events or relationships)
  - Motif** (a reoccurring thematic element)
5.  **Clarifying:** Use the following graphic organizer to demonstrate understanding of the characteristics of legends:

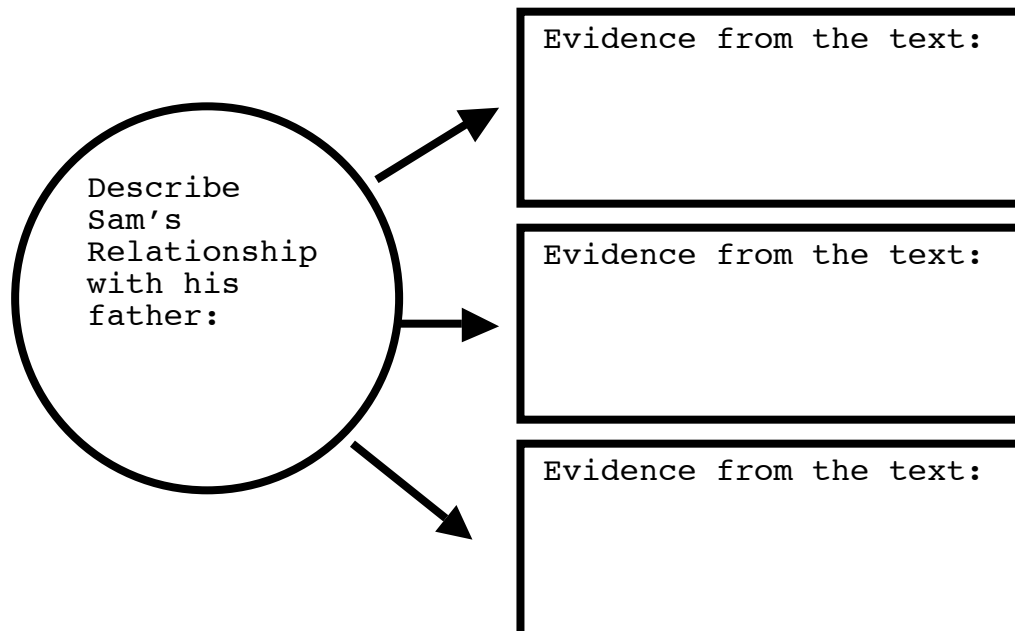



## CHAPTERS 1-3

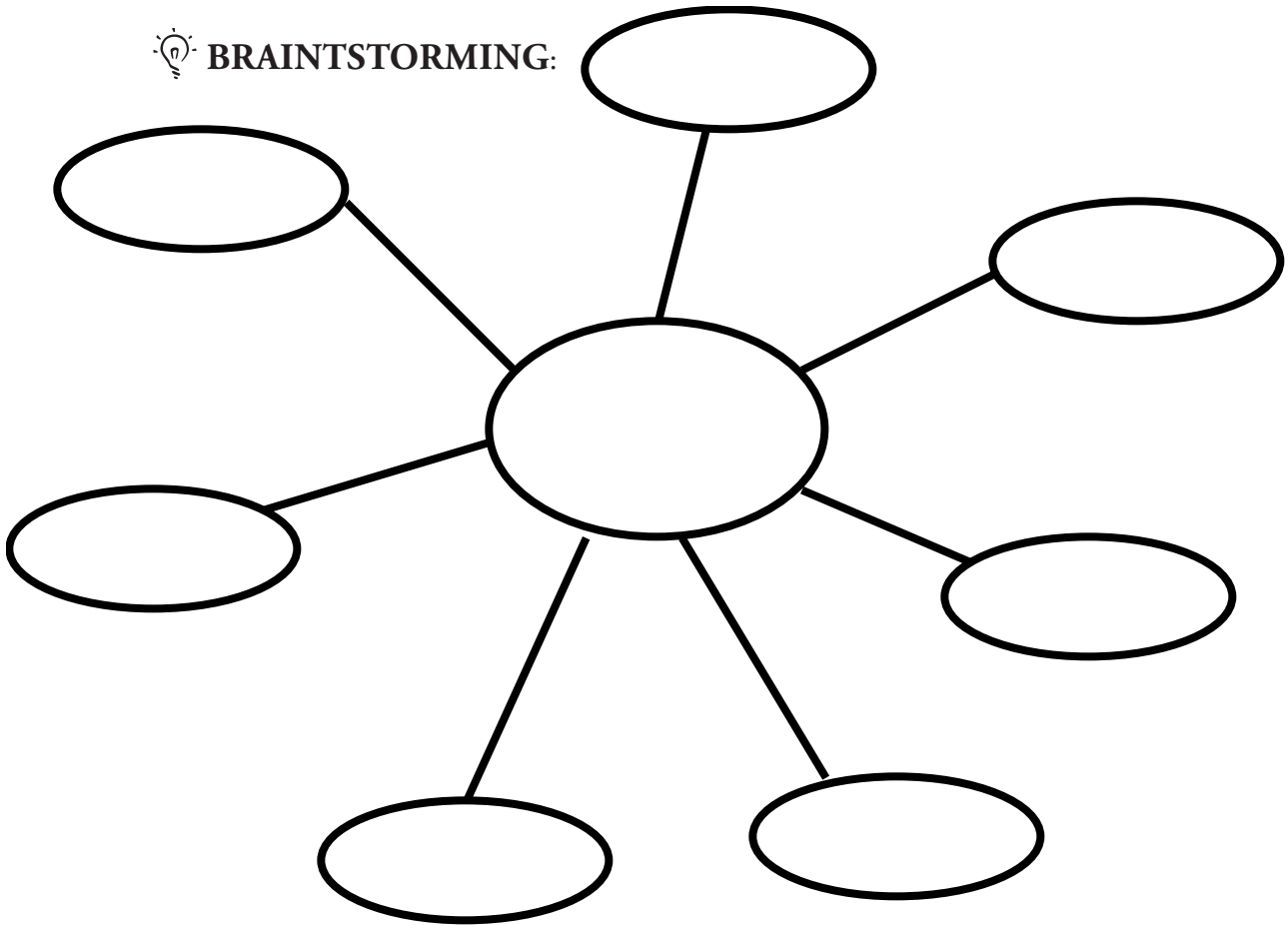
1.  **Recognizing the Author's Purpose:** The novel opens with the words: Sleepy Hollow. Reflect on why the author has done this. How does this set the tone for the novel?
2.  **Clarifying:** Use the following chart to demonstrate your knowledge of the old legend as well as to develop new understanding for it.



What I know about <i>The Legend of Sleepy Hollow</i>	What I want to know about <i>The Legend of Sleepy Hollow</i>	How/where can I find information on <i>The Legend of Sleepy Hollow</i>	What I've learned about <i>The Legend of Sleepy Hollow</i>

3.  **Summarizing:** How does Sam feel about his father? What is their relationship like? List examples from the text to support your thoughts.



4.  **Predicting:** Chapter one ends with a curious and dangerous incident. Predict who do you think may be behind the incident and what is it all about:



5.  **Clarifying:** Define *Ghost Riding* according to Sam's father. How does it work?
6.  **Visualizing:** Describe Sam's new neighbourhood. Would you like to live in Sleepy Hollow? What would be the advantages and disadvantages of living there?

**ADVANTAGES**

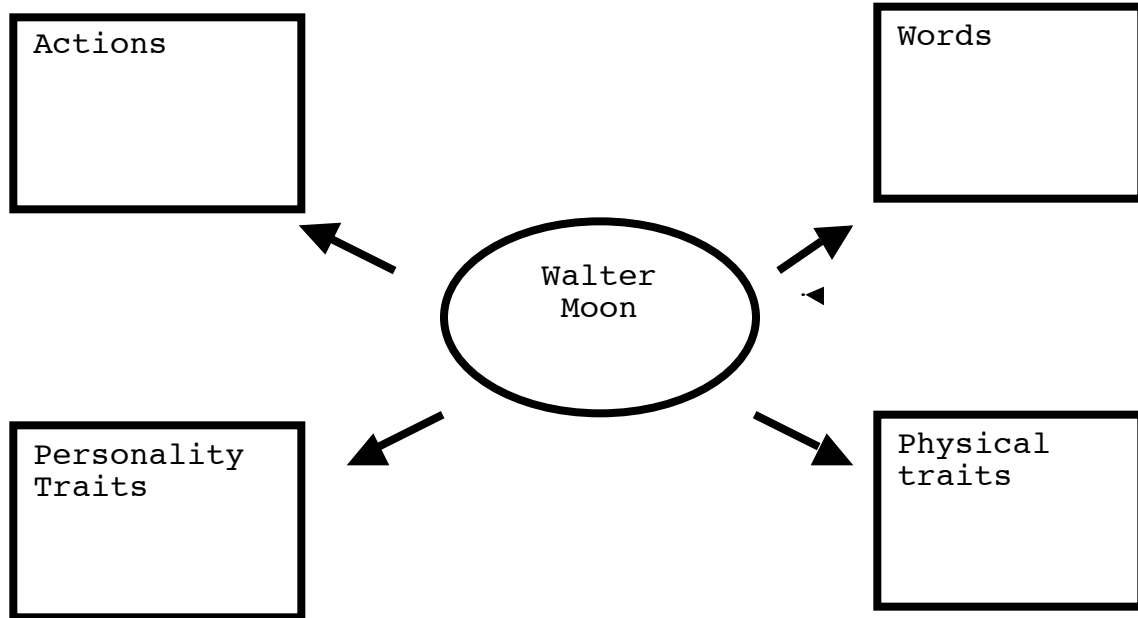
**DISADVANTAGES**


7.  **Making Connections:** Have you ever moved to a new house? A new town? A new country? How did you feel about the move? What was it like the first day at your new school?



## CHAPTERS 4-6


1.  **Visualizing:** Describe Walter Moon in terms of the following:



2.  **Clarifying:** Examine the following passage:

Sam's stomach lurched. It was suddenly clear where this was headed. This was a setup. They had let a Trojan horse into their house.

What is a *Trojan horse*? Why does Sam feel one has entered his house?


3.  **Inferencing:** Examine the following passage:

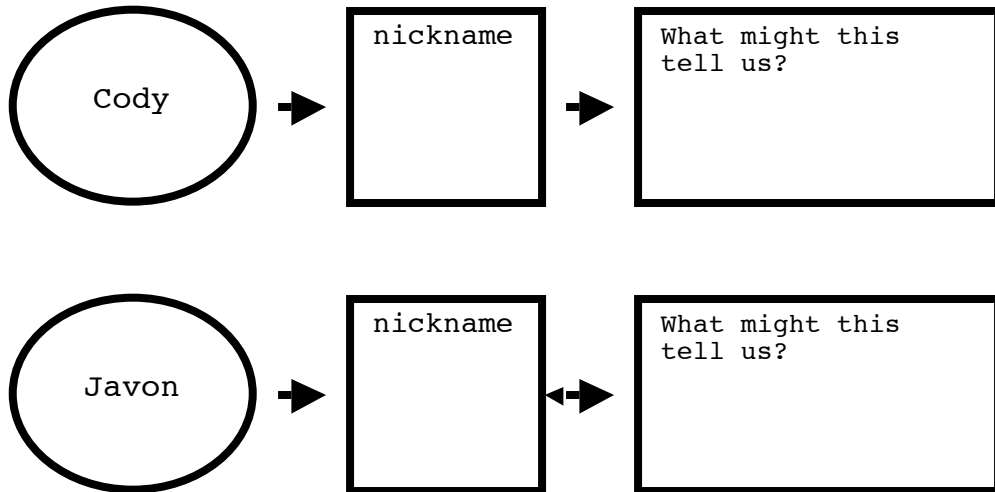
He heard a click in his brain. The vault was opening. He willed it shut. He wasn't going back there. Not now. Not ever.


What is the *vault* in Sam's brain? What type of literary device is this? What do you think Sam keeps locked in the so-called *vault* in his brain?

4. **🔊) Recognizing the Author's Purpose:** Discuss why the author has chosen to put an old Mustang in this story. Who do you think drives the blue Mustang?
  
5. **☑) Making Connections:** Do you own an iPod or MP3 player? What type of music do you listen to on it? What conditions did Robert McLean place on Sam's iPod? Which of these can he control? Which can he not control? What problem does Robert's conditions cause for Sam?
  
6. **🔊) Comparing and Contrasting:** How is the old area of town different from the new housing development? From Sleepy Hollow? How are they the same? Use the following Venn diagram to compare and contrast the three areas:




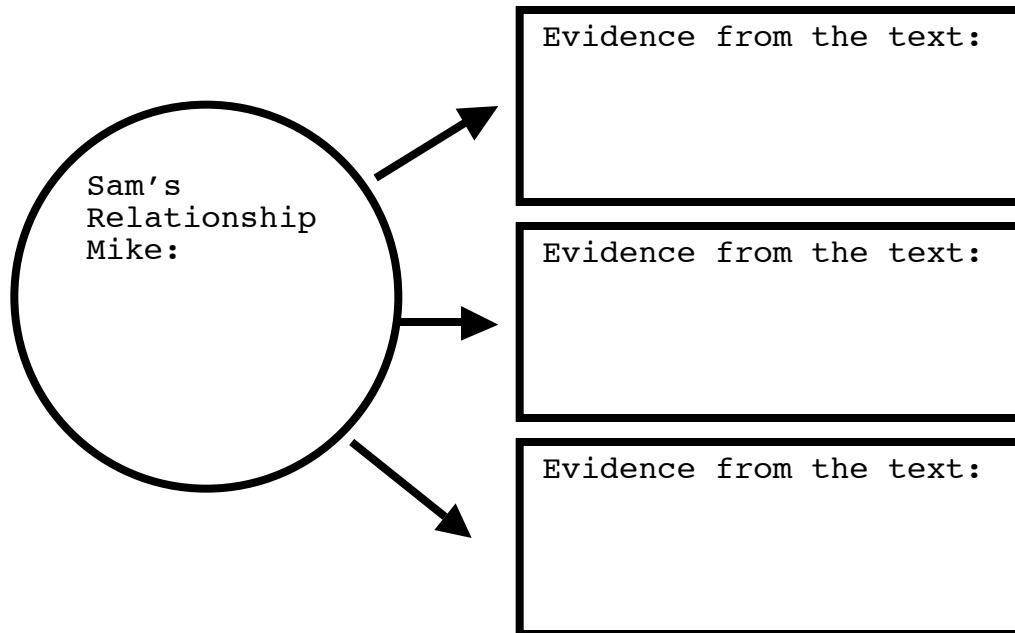
7.  **Inferencing:** What nicknames do the new characters have? Ask yourself what the nicknames tell us about these characters? What nickname do they give Sam? How does he feel about this? Complete the following chart:




8.  **Making Connections:** Do you have a nickname? How did you get it? Who gave it to you? Is it okay to just give someone a nickname? How would you handle it if people began calling you by a nickname you really didn't like?
9.  **Inferencing:** Determine what gives Sam confidence at the end of chapter 6. Explore why Sam thinks the pictures he took with his cell phone will be of interest to Cody.

## CHAPTERS 7-9

1.  **Clarifying:** Establish what Sam's relationship with Mike is like. Justify your thoughts with evidence from the text.



2.  **Making Connections:** Do you have one best friend or several? Describe your relationship with your best friend.
3.  **Clarifying:** Examine the following excerpt from the text:

Sam could feel the anger in him settle like fizz on a freshly poured can of pop.




A *simile* is a comparison using “like” or “as”. Create your own examples:

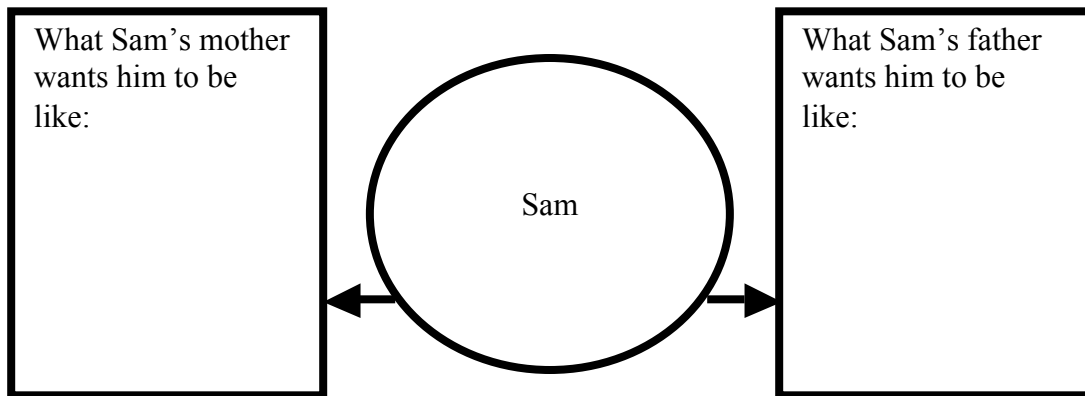
*Sam could feel the anger in him settle like....*



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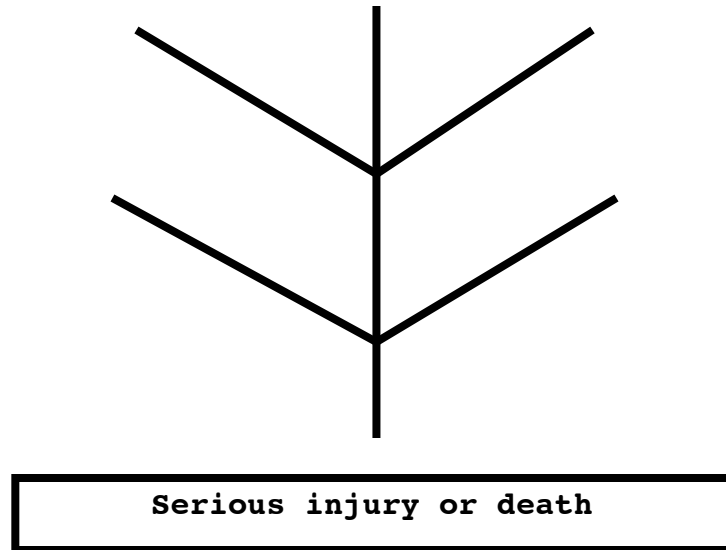
4.  **Predicting:** Who lives at number 2? Question what may be unusual about this character? What role do you think this character might play in the novel?
5.  **Summarizing:** Though Sam tries to keep the *vault* in his mind sealed, his mother manages to pry it open. Outline what the reader finds out in this chapter about Sam's past. What is he trying to hide?
6.  **Clarifying:** The way Sam sees it, his mother wants him to act one way, his father another. Identify each parent's desire:



7.  **Predicting:** In Chapter 8 Sam awakes from a nightmare. Identify the only detail Sam can remember about his dream. Explore why this is symbolic.
8.  **Summarizing:** Describe Cody's blog. Explain what Sam finds interesting about it?

Blog Appearance	Blog Content

9. ] **Making Connections:** Do you have a blog? What do you blog about? Who reads your blog?
10. ] **Summarizing:** After examining Cody's blog, Sam learns there are several causes that could lead to one effect. The effect is death or serious injury. Outline the causes:



11. ] **Clarifying:** Why can't Sam just come right out and ask Cody about his bike? Propose a way Sam could phrase the question so it wouldn't arouse suspicion. Rehearse the conversation with a partner and present it.

## CHAPTERS 10-12



1. **🔊 Summarizing:** What has Sam agreed to do with Cody and Javon? Give reasons why Sam is so worried.
2.  **Visualizing:** Sam begins to notice a change in his father. Use the following chart to demonstrate Robert McLean's transformation:

Chapter	Physical Appearance/Clothing	Words	Actions
Chapter 1-3			
Chapter 4-6			
Chapter 7-9			
Chapter 10-12			

3.  **Making Connections:** Examine the following excerpt from *The Legend of Sleepy Hollow*:

*Another of his sources of fearful pleasure was, to pass long winter evenings with the old Dutch wives, as they sat spinning by the fire, with a row of apples roasting and spluttering along the hearth, and listen to their marvelous tales of ghosts and goblins, and haunted fields, and haunted brooks, and haunted bridges, and haunted houses, and particularly of the headless horseman, or galloping Hessian of the Hollow, as they sometimes called him.*

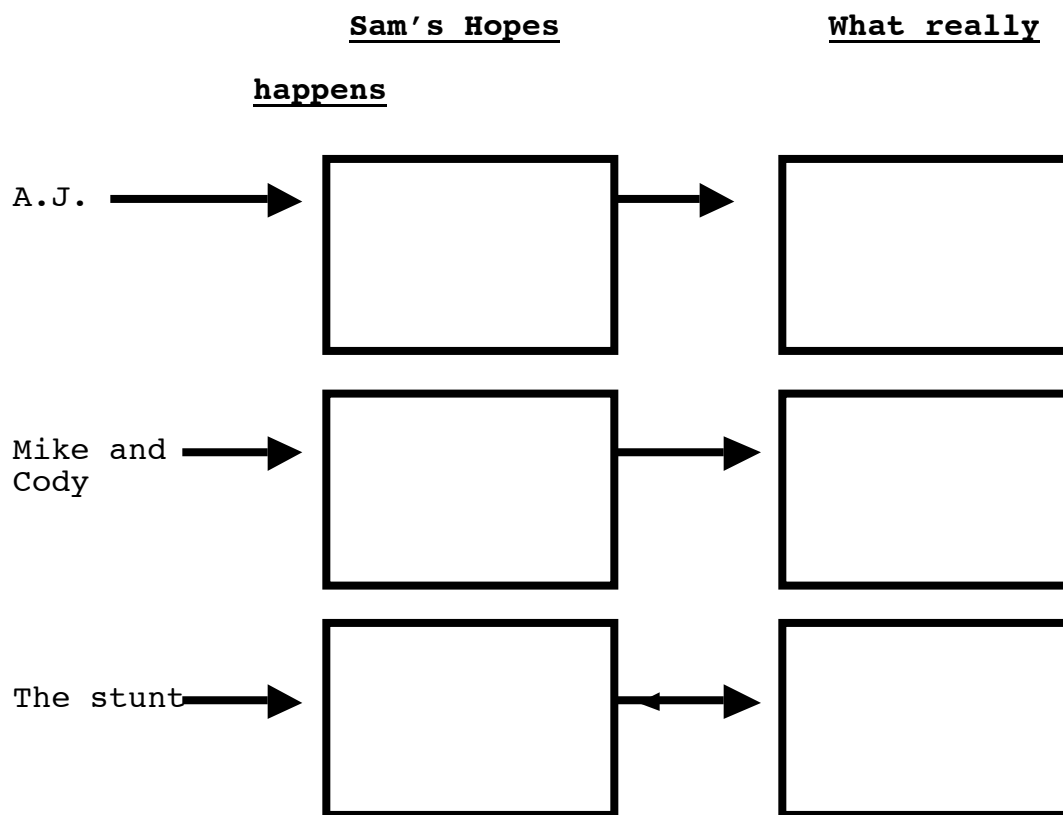
Where else might people sit around a fire and tell ghost stories? Can you retell a ghost story either true or imagined that you have heard?

4.  **Predicting:** At the end of chapter 11, Sam finds himself worried about a comment Javon made on Cody's blog. Infer Javon's meaning.
5.  **Clarifying:** Even though not a lot of time has passed since Sam last saw Mike, when the two friends get together, Sam feels awkward. Explain.
6.  **Making Connections:** Have you ever gotten together with someone you haven't seen for a while? How did you feel when you saw them again?




## CHAPTERS 13-15

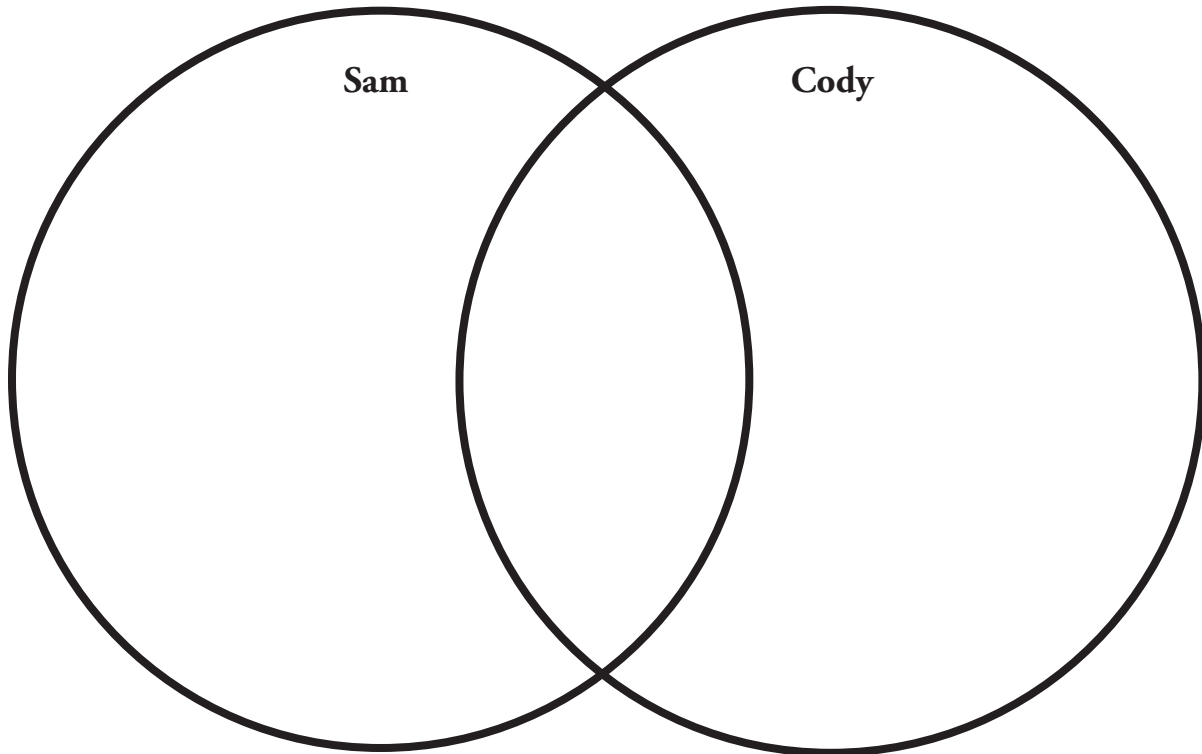
1. **🔊 Questioning the Text:** The author has chosen to weave bits and pieces of *The Legend of Sleepy Hollow* throughout the text. Write three questions—one about the quoted text, the second about its meaning, and the third about its purpose in the story.
2. **🔊 Comparing and Contrasting:** The big night does not go according to Sam's plan. Using the following graphic organizer, demonstrate how Sam's hopes for the evening conflict with what really happens:





3. **🔊 Seeing Casual Relationships:** The rap song playing on the car stereo has an underlying rhythm consisting of two words: *Ghost Ride*. Relate the lyrics to the stunt.
4. **🔊 Recognizing the Author's Purpose:** At the end of the chapter, Sam hears the accent on the words shift to *Ride Ghost*. Discuss the author's purpose in shifting these words.
5. **💡 Summarizing:** What is unusual about chapter 15? Justify your thoughts with evidence from the text.




## CHAPTERS 16-18

1.  **Comparing and Contrasting:** How does Sam handle the news of the accident? How does Cody handle it? Using the following Venn diagram, compare and contrast their responses (include thoughts, words, and actions):



2.  **Clarifying:** Question why Sam's anger might be directed toward Mike.
3.  **Recognizing the Author's Purpose:** Why does the reader only discover now that the old woman is visually impaired? Decide why this information is not given earlier. Explore how this information affects her exchange with Sam.

## CHAPTERS 19-21

1.  **Inferencing:** List possible reasons why there are no news reports of the accident.
2.  **Seeing Casual Relationships:** Identify what has been happening to the members of Sam's family since they moved into the house in Sleepy Hollow. In what way might this compare to Ichabod Crane in *The Legend of Sleepy Hollow*?
3.  **Predicting:** What message appears on Cody's blog and on Sam's email? Who do you think is sending the messages and why? Brainstorm characters and their possible motives.

**Name**


**Possible Motive**

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4.  **Predicting:** Cody claims he received the two photos Sam took, but not the video. Predict what you think happened to the video.
  
5.  **Summarizing:** Sam's assignment is to write a brief summary of The Legend of Sleepy Hollow. His summary isn't very good. Revise his assignment adding in any details you know and changing his words to reflect a higher level of writing.

## CHAPTERS 22-24

1.  **Inferencing:** When Sam pulls the note out from his locker something happens to it. Infer what this might mean.
2.  **Seeing Casual Relationships:** Explain how Robert McLean knows Sam's principal. Propose how the character of Mr. Gordon advances the plot.
3.  **Visualizing:** Robert McLean's physical appearance has gone from bad to bizarre. Describe his appearance.
4.  **Clarifying:** In chapter 24 Sam makes a decision to face what his haunting him. Outline both the exterior and interior forces he must face.

Exterior Forces Sam Must Face	Interior Forces Sam Must Face

## CHAPTERS 25-28

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1.  **Clarifying:** Examine the following line:

The sky was a box of steel wool.

A *metaphor* is a comparison that connects two seemingly unrelated things in order to suggest a similarity between the two. In the above line from the story, what two things are being compared? What quality of each is similar? Create three metaphors beginning with:

The sky was a....

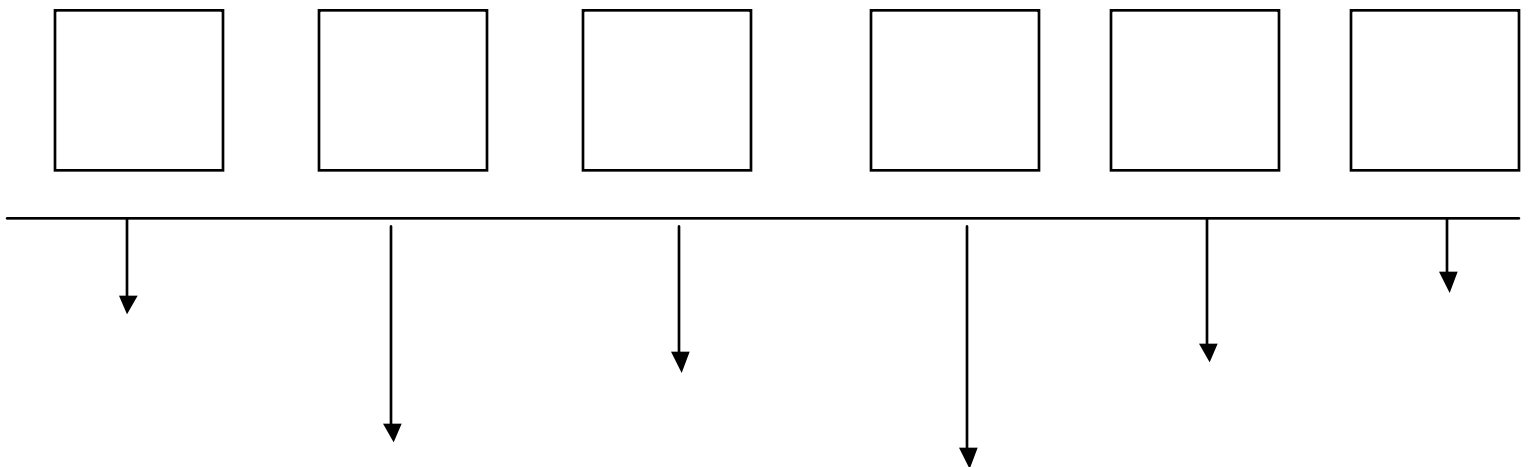
2.  **Summarizing:** In these last chapters, how does Sam overcome both his external and internal struggles? Cite examples from the text to support your responses.

External Struggles		Internal Struggles	
Explanation	Evidence	Explanation	Evidence

3. **Clarifying:** What other character has undergone an internal struggle? How has this internal struggle manifested itself in this character's outward appearance? There are two possible explanations for this character's sudden transformation—one a natural, the other supernatural. Explain both.

Natural Explanation	Supernatural Explanation

4. **Seeing Casual Relationships:** List some of the motifs of this story. (recurring thematic elements)?
5. **Questioning the Text:** State any questions the conclusion of the novel left you with.
6. **Summarizing:** Write a timeline for the major events of the story:



## CROSS-CURRICULAR CONNECTIONS

### Media Literacy:

1. View the trailer for this novel at the following internet address:

<http://www.youtube.com/watch?v=kBeFYtmTvDE>

How have the students who designed the trailer succeeded in piquing interest in the novel? What did they do well? What would you change? What are some of the techniques they used to indicate the genre of the novel? Using a program such as PowerPoint, iMovie or Movie Maker create your own trailer for this novel or another novel you've read. Share it with your class.

### Drama:

2. View the trailer for this novel at the following internet address:

<http://www.youtube.com/watch?v=kBeFYtmTvDE>

The grade 8 students who created this trailer re-enacted several scenes from the novel. In small groups, using tableau, create a presentation re-enacting several scenes showing the main events of the novel.

### Visual Arts:

3. Chose two characters from the novel (e.g., Sam and Cody, or Sam and Walter) Create a collage that exemplifies their differences.

OR

Using the medium of your choice, create a portrait or 3-dimensional depiction of one of the novel's settings (e.g., the dark forest, Sleepy Hollow, Sam's room). Explain how you have used the elements of design (e.g., colour, line and texture) to set the eerie tone of the novel.

### Health:

4. In the novel, Mike does not want to take part in the stunt, but can't convince Sam not to go. Cody makes Sam's decision more difficult. In groups of three,



using drama skills, improvise this scene. The actor playing Mike must convince Sam not to go, while the actor playing Cody must try and convince Sam to go along. Sam must apply refusal skills to get out of the situation with as little confrontation as possible.

**Music:**

5. Rap music figures prominently in this novel. How does it set the tone for the stunt? The narrator speaks of two alternate voices rapping, but only the background lyrics are mentioned. Given the themes of the novel and the idea of the stunt, write the rap lyrics to for the lead voice.

OR

View the trailer for this novel at the following internet address:

<http://www.youtube.com/watch?v=kBeFYtmTvDE>

How is music used to set the tone? This piece of music is titled: Enter the Tomb—is this a good choice for the music? Explain. Using instruments, sound-effects or voice, create a new background track for the trailer.

# ASSESSMENT AND EVALUATION

## ASSESSMENT RUBRICS

Skill	Level 1	Level 2	Level 3	Level 4
Clarifying	Student demonstrates limited understanding of content and is unable to express/explain ideas in own words	Student demonstrates some understanding of content and is able to express/explain ideas in own words with some effectiveness	Student demonstrates considerable understanding of content and is able to express/explain ideas in own words with effectiveness	Student demonstrates thorough understanding of content and is able to express/explain ideas in own words with a high degree of effectiveness
Comparing and Contrasting	Student is able to recognize 1 or 2 similarities and/or differences and responds with limited effectiveness	Student is able to recognize 1 or 2 similarities and 1 or 2 differences and responds with some effectiveness	Student is able to recognize many similarities, many differences and responds with considerable effectiveness	Student is able to recognize most similarities, most differences and responds with a high degree of effectiveness
Connecting to Prior Experiences	Student is unable to connect content to prior and/or personal experiences <b>or</b> makes connections that appear unrelated to the text	Student is able to connect content to prior and/or personal experiences with some effectiveness <b>or</b> makes some connections that are loosely related to the text	Student is able to connect content to prior and/or personal experiences with considerable effectiveness <b>or</b> makes connections that are closely related to the text	Student is able to connect content to prior and/or personal experiences with a high degree of effectiveness <b>or</b> makes thoughtful connections that are coherently related to the text
Inferencing	Student is unable to use or limited in their use of the various types of inferences and therefore demonstrates little or no understanding of important text implications	Student is able to use 1 or 2 of the various types of inferences and therefore understands some important text implications; may include misinterpretations	Student uses the various types of inferences with considerable effectiveness and therefore understands important text implications	Student uses the various types of inferences with a high degree of effectiveness and therefore demonstrates thorough understanding of important text implications

Predicting	Student makes illogical predictions that appear unrelated to the text	Student makes predictions that are somewhat reasonable and loosely related to the text	Student makes predictions that are reasonable and closely related to the text	Student makes thoughtful predictions that follow a logical sequence and are coherently related to the text
Questioning the Text	Student takes the text at face-value and is unable to detect bias and/or subtle manipulation of language even when prompted by the teacher	Student is aware of bias and subtle manipulation of language and questions the text when prompted by the teacher, but is vague or unclear in responses	Student is able to detect bias and/or subtle manipulation of language and questions the text independently; responses are clear and related	Student has a thorough grasp of bias and/or subtle manipulation of language, questions the text independently; responses demonstrate insight
Recognizing the Author's Purpose	Student is unable to connect the use of specific vocabulary, images and/or xxx to the author's specific intentions	Student is able to connect the use of specific vocabulary, imagery, and/or xxx to the author's specific intentions and is able to verbalize such with some effectiveness	Student is able to connect the use of specific vocabulary, imagery, and/or xxx to the author's specific intentions and is able to verbalize such with considerable effectiveness	Student is able to connect the use of specific vocabulary, imagery and/or xxx to the author's specific intentions and is able to verbalize such with a high degree of effectiveness
Visualizing	Student is able to recall/reproduce 1 or 2 details and organizes ideas/information with limited effectiveness	Student is able to recall/reproduce some important details and organizes information with some effectiveness	Student is able to recall/reproduce many important details and organizes information with considerable effectiveness	Student is able to recall/reproduce most important details and organizes information with a high degree of effectiveness

# DESCRIPTIVE FEEDBACK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

<b>Curriculum Expectation(s):</b>	
<b>Success Criteria:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>Achievement Chart Category:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Knowledge and Understanding</li><li><input type="checkbox"/> Thinking skills and Processes</li><li><input type="checkbox"/> Communication skills</li><li><input type="checkbox"/> Application of Knowledge or Making Connections</li></ul>
<b>Descriptive Feedback:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<b>Next Steps:</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>

# CURRICULUM LINKS

## ONTARIO CURRICULUM (GRADE 8)

### READING

#### Overall Expectations:

- read and demonstrate understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning

#### Specific Expectations:

##### Reading For Meaning

- variety of texts: read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (excepts from the legend of sleepy hollow)
- comprehension strategies: identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex or difficult texts
- demonstrating understanding: demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- making inferences/interpreting texts: develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations
- extending understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts and to the world around them
- analysing texts: analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction

##### Understanding Form and Style:

- text patterns: analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the pattern communicate meaning

- elements of style: identify a range of elements of style including symbolism, irony, analogy, metaphor and other rhetorical devices and explain how they communicate meaning and help enhance the effectiveness of texts

## **HEALTH**

- analyse situations that are potentially dangerous to personal safety and determine how to seek assistance
- apply living skills (refusal skills)

## **DRAMA**

- engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships

## **MEDIA LITERACY**

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

## **VISUAL ARTS**

- create art works, using a variety of traditional forms and current media, technologies, that express feelings, ideas, and issues, and that demonstrate an awareness of multiple points of view (e.g., create a collage that demonstrates two points of view or cause and effect relationship)

## **MUSIC**

- create musical compositions in a variety of forms for specific purposes and audiences
- analyse some of the social, political and economic factors that affect the creation of music (e.g., the development of rap music)

# **CALIFORNIA STATE BOARD OF EDUCATION**

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## **CURRICULUM (GRADE 8)**

### **READING**

#### **Word Analysis, Fluency, and Systematic Vocabulary Development:**

- vocabulary and concept development: analyze idioms, analogies, metaphors and similes to infer the literal and figurative meanings of phrases

#### **Reading Comprehension (focus on informational material):**

- comprehension and analysis of grade-level-appropriate text: find similarities and differences between texts in the treatment, scope and organization of ideas
- comprehension and analysis of grade-level-appropriate text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning
- expository critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of a text

#### **Literary Response and Analysis:**

- narrative analysis of grade-level-appropriate text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved
- narrative analysis of grade-level-appropriate text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations of conflicts (e.g. sam mclean vs. ichabod crane)
- narrative analysis of grade-level-appropriate text: analyse the relevance of the setting to the mood, tone, and meaning of the text
- narrative analysis of grade-level-appropriate text: identify and analyse recurring themes (e.g. good vs. evil) across traditional and contemporary works
- narrative analysis of grade-level-appropriate text: identify significant literary devices (e.g. symbolism, metaphor) that define a writer's style and use those elements to interpret a work

## HEALTH

### **Injury Prevention and Safety:**

- decision-making: use a decision-making process to examine risky social and dating situations
- decision-making: apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- goal setting: make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency

## MUSIC

### **Creative Expression:**

- apply vocal and instrumental skills: sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles

## THEATRE

### **Artistic Perception:**

- comprehension and analysis of the elements of theatre: identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- comprehension and analysis of the elements of theatre: analyze the use of figurative language and imagery in dramatic texts.

### **Creative Expression:**

- creating, performing, and participating in theatre: apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.



## VISUAL ARTS

### **Creative Expression:**

- communication and expression through original works of art :create an original work of art, using film, photography, computer graphics, or video.