

Finding My Voice | Telling My Story

Unit Introduction

Student Demographics:

- This curriculum is designed for 10th grade ELA students in a virtual classroom setting. The unit assumes student prior knowledge on most standards and objectives from their 9th grade instruction. After a review on the important elements of narration and storytelling, the unit pushes students to think critically about text to life connections and answers the essential question: why it is important to read and entertain stories from a diverse array of authors.
- Students in this course are likely somewhat familiar with the learning management system and some of the platforms like Youtube but may be new to others like Anchor. The unit provides guidance along the way, support from the teacher throughout, and enough time for students to engage in productive struggle with the material.
- While students are likely to be familiar with the technology, they may not be as familiar with the collaborating in the way the modules require. This unit is designed to introduce students to different ways of writing, designing, and presenting in collaboration- a skill that will be critical for them in college and career.

Unit Overview:

- The unit consists of two three-week modules. The modules do build off one another, use the same learning management system (Google Classroom), and utilize many of the same resources to ensure consistency for students. Throughout the unit students will be challenged to connect the content with their everyday lived experiences and see themselves as creators of important creative content.
- Module One focuses on narrative storytelling in the traditional sense. Students will read three short stories (and engage with supporting digital media) about different childhood experiences in America. “Two Kinds” is a story by Amy Tan that speaks to her experience as a child of Chinese immigrants and failing to meet her mother’s expectations. “The First Day” by Edward P Jones is a story about child whose mother is embarrassed on his first day of school for being illiterate and struggling to navigate the registration process. “Indian Education” by Sherman Alexie is a series of vignettes that speak to life growing up on a Native American Reservation. Digital media content that includes, author biographies, important historical context, responses to the texts, and visual representations of themes will supplement the readings. At the end of this module, students will use their knowledge of the craft of writing short stories to write their own 3-4 short story based on an important life event.
- Module Two focuses on storytelling through digital media. Instead of engaging with traditional short stories, students will engage with media like magazines, TED Talks, and podcasts. Students will consider the ways different mediums address the same story in unique ways, and reflect on some of the stories they see about themselves and their communities in the media. This module is heavily based on research and exploration with a final project that is student directed. At the end of this module, students will decide on a story of self or community they would like to share and choose the best media platform for sharing their story with the world. They will draft, edit, and refine their work so that it can be presented to their peers as their practice with storytelling through a non-traditional medium.

21st Century Learning/Tech Components:

- This unit is created for a virtual learning environment which means all activities can be completed outside of a traditional classroom. The unit uses Google Classroom as its LMS and includes other digital media tools that can be connected with G Suite.

Modified LDC Module Template

Finding My Voice | Telling My Story (Module 1 of 2)

Section 1: Information Sheet for Module 1

Module title:	Story of Self
Module description (overview):	Module One focuses on narrative storytelling in the traditional sense. Students will read three short stories (and engage with supporting digital media) about different childhood experiences in America. “Two Kinds” is a story by Amy Tan that speaks to her experience as a child of Chinese immigrants and failing to meet her mother’s expectations. “The First Day” by Edward P Jones is a story about child whose mother is embarrassed on his first day of school for being illiterate and struggling to navigate the registration process. “Indian Education” by Sherman Alexie is a series of vignettes that speak to life growing up on a Native American Reservation. Digital media content that includes, author biographies, important historical context, responses to the texts, and visual representations of themes will supplement the readings. At the end of this module, students will use their knowledge of the craft of writing short stories to write their own 3-4 short story based on an important life event.
Final Project(s):	3-4 page Narrative Story based on important life event
Resources:	Google Classroom ; G Suite; * Screencastify ; Quizlet ; Short Story Texts (Indian Education, Two Kinds, The First Day); Class Wiki ; Nearpod ; Anchor
Subject:	10 th Grade ELA
Unit Outcomes:	Identify the main elements of a short story. Research informational text and media to provide a full historical context for a literary work. Provide an opinion on why it is important to read stories from a diverse array of authors. See self as a critical voice with relevant stories to tell at a critical time in human history. Tell a personally significant story using two different artistic mediums. Use a variety of technological tools with proficiency.
Timeline:	3-week module in a 6-week unit.
Author(s):	Donnalie Nelson

Section 1: What Standards?

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Arkansas English Language Arts Standards
NUMBER	READING
RL10.1	(Key Ideas and Details): 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.
RL10.2	(Key Ideas and Details): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL10.6	(Craft and Structure): Assess how point of view, perspective, and/or purpose shapes the content and style of a text.
RL10.7	(Integration of knowledge and ideas): Integrate and evaluate content presented in diverse media and formats.
RL10.10	(Range of Reading and Level): Read and comprehend complex literary and informational texts independently and proficiently
NUMBER	WRITING
W10.3	(Text Types and Purpose): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W10.4	(Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10.6	(Production and Distribution of Writing): Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W10.9	(Research to Build and Present Knowledge): Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
NUMBER	SPEAKING & LISTENING
SL10.1	(Comprehension and Collaboration): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL10.2	(Comprehension and Collaboration): Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.

TECHNOLOGY STANDARDS

Standards source:	International Society for Technology Education Standards
NUMBER	CONTENT STANDARDS
1c	(Empowered Learner) Use Technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
1d	(Empowered Learner) Understand the fundamental concept of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
2b	(Digital Citizen) Engage in positive, safe, legal, and ethical behavior when using technology including social interactions online or when using networked devices.
3a	(Knowledge Constructor) Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
6b	(Creative Communicator) Create original works or responsibly repurpose or remix digital resources into new creations
6d	(Creative Communicator) Publish or present content that customizes the message and medium for intended audiences.
7b	(Global Collaborator) Use collaborative technologies to work with others, including peers, experts or community members to examine issues and problems from multiple viewpoints.

Section 2: What Objectives?

LEARNING OBJECTIVES

SKILLS CLUSTER 1: DEFINING KEY TERMINOLOGY

All students will be able to define historical context as the political, social, cultural, and economic environment surrounding an author and/or their work.

SKILLS CLUSTER 2: CLOSE READING & CRITICAL THINKING

All students will be able to explain how an author's historical context influences their writing with proficiency.

All students will be able to distinguish between different types of conflict in a literary work with proficiency.

All students will close read and draw inferences to comprehend grade level appropriate texts with proficiency.

SKILLS CLUSTER 3: RESEARCH & TECH LITERACY

All students will successfully navigate the class blog and g suite to access and complete their assignments and assessments for this unit.

All students will conduct research with academic integrity to inform their ideas and writing.

All students will use technology to work in collaboration and share learning with one another.

All students will practice creating original audio and visual media for learning.

SKILLS CLUSTER 4: WRITING & CREATING

All students will write a 2-3 page short story with a complete plot based on a meaningful event in their own life.

All students will consistently practice writing short answer responses that include a claim, evidence to support the claim, an analysis of their evidence, and a strong conclusion.

Section 3: What Learning?

PACING	STUDENT LEARNING TARGET	ASSIGNMENTS & ASSESSMENTS	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT...)	RESOURCES & STRATEGIES
WEEK ONE				
<p>Day 1: What are short stories?</p>	<p>-I will use my active listening skills to gather important directions from an instructional screencast.</p> <p>-I will demonstrate my understanding of the short story elements of theme & plot by satisfactorily completing the review worksheet.</p> <p>- I will create a table using google sheets to track my close reading of the short stories in this module.</p>	<ol style="list-style-type: none"> 1. Watch Final Project Overview Screencast 2. Practice with class tools: Assignment Overview Survey 3. Theme & Plot review worksheet 4. Practice with class tools: Create and share a tracker in sheets that will house your notes about different authors/stories as we go along. 	<p>Assignment Survey meets expectations when student responds to all questions successfully.</p> <p>Review complete when all questions are responded to successfully</p> <p>Tracker meets expectations once submitted with all required categories</p>	<p>-Teacher will create a screencast giving an overview of expectations and requirements for the short story project at the end of the module and upload it to the <u>Week 1 folder</u>.</p> <p>-Students will complete the "<u>Assignment Overview Survey</u>" to demonstrate understanding of the information presented in the screencast and practice using the google quiz tool on classroom.</p> <p>-Teacher will create and assign a worksheet to review the elements of plot and theme for students to complete as a review assignment.</p> <p>-Students will create a table in google sheets where they will track information about the stories we read in this module. Requirements for the table will be shared in the Week 1 folder. The sheet must then be shared directly with the teacher to practice using the google docs/email interface.</p>

<p>Days 2-3: “Indian Education” Close Read</p>	<p>- I will demonstrate my comprehension of the text, “Indian Education” through meaningful annotation and strong short answer responses to the reflection questions.</p> <p>-I will identify key short story elements in “Indian Education” and add them to my story tracker.</p> <p>-I will use my active listening skills to gather important directions from an instructional screencast.</p> <p>- I will work with my classmates to author our class wiki page on the historical context within each “Indian Education” Vignette</p>	<ol style="list-style-type: none"> 1. Read Author Bio & Update tracker 2. Read & Annotate Text 3. Read & respond to reflection questions 4. Wiki Project Instructions Screencast & Survey 5. Wiki Project Contribution 	<p>Short Story Tracker meets expectations once submitted with all categories updated</p> <p>Text Annotation meets expectations with at least 6 meaningful annotations and labels.</p> <p>Assignment Survey meets expectations when student responds to all questions successfully.</p> <p>Wiki meets expectations when all students have completed their assigned section and cited sources.</p>	<p>-Teacher will upload a <u>biography of Sherman Alexie</u> to the Week 1 Folder and create an assignment to use information from the biography to update student trackers.</p> <p>-Teacher will upload classroom annotation guide to Week 1 folder. Students will use the guide to annotate the text for their first close read of the text.</p> <p>-Students will update their short story tracker with the themes and plot lines from IE.</p> <p>-Teacher will create a screencast giving an overview of expectations and requirements for the class wiki assignment defining today’s historical context and upload it to the <u>Week 1 folder</u>.</p> <p>-Students will complete the “<u>Assignment Overview Survey</u>” to demonstrate understanding of the information presented in the screencast and expectations for assignment.</p> <p>-Students will work together to complete a class wiki related to the text.</p>
<p>Days 4-5: Putting Short Stories in Context</p>	<p>-I will engage in discussion with my classmates using the Flipgrid platform as we consider if and how having additional context about Alexie’s problematic actions influence our relationship to the text.</p> <p>- I will be able to demonstrate my understanding of historical context by taking the lesson quiz/cfu.</p> <p>- I will be able to communicate in writing my opinion on how the way we interact with literature should or should not be influenced by our own historical context.</p>	<ol style="list-style-type: none"> 1. Britannica Extended Bio 2. Class Flipgrid Discussion 3. Multiple Choice Comprehension Quiz 4. Open Response Prompt 	<p>Discussion meets expectations if students present at least two original ideas.</p> <p>Quiz meets expectations when questions are answered with 90 % accuracy.</p>	<p>- Teacher will upload second (extended) biography of Sherman Alexie to the week 1 folder and create an assignment to read closely</p> <p>-Teacher will share Flipgrid link so that students can engage in class discussion about Alexie’s problematic actions</p> <p>-Teacher will create a multiple choice quiz using google forms and add the assignment to the work stream</p> <p>-Students will complete MC quiz and the open response prompt for assessment.</p>

WEEK TWO

<p>Days 6-7: "Two Kinds" Close Read</p>	<p>- I will understand that there are different types of conflict in literature and successfully distinguish between them in a review game.</p> <p>- I will close read and annotate types of conflicts in the short story, "Two Kinds" by Amy Tan.</p> <p>- I will demonstrate my comprehension of the text, "Two Kinds" through strong short answer responses to the reflection questions.</p> <p>-I will identify key short story elements in "Two Kinds" and add them to my story tracker.</p>	<ol style="list-style-type: none"> 1. Read Author Bio & Update tracker 2. Types of Conflict Game 3. Read & Annotate Text 4. Reflection Questions 5. Tracker updates: theme & plot 	<p>Short Story Tracker meets expectations once submitted with all categories updated</p> <p>Quizlet activity meets expectations when student achieves 90% mastery</p> <p>Text Annotation meets expectations with at least 6 meaningful annotations and labels.</p> <p>Short answer questions meet expectations when submitted with all parts identified in module objectives.</p>	<p>-Teacher will upload a <u>biography of Amy Tan</u> to the Week 2 Folder and create an assignment to use information from the biography to update student trackers.</p> <p>-Teacher will create a set of <u>Quizlet</u> cards on types of literary conflict for students to review through games. Assignment and link to <u>Quizlet</u> deck will be on the classroom assignments page.</p> <p>-Teacher will upload classroom annotation guide to Week 2 folder. Students will use the guide to annotate the text for their first close read of the text.</p> <p>-Students will reread the text and respond to the guided questions in a google doc updating in real time.</p> <p>-Students will update their short story tracker with the themes and plot lines from TK</p>
<p>Days 8: "The First Day" Close Read</p>	<p>- I will close read and annotate the short story, "The First Day" by Edward P. Jones.</p> <p>- I will demonstrate my comprehension of the text, "The First Day" through strong short answer responses to the guided questions.</p> <p>-I will identify key short story elements in "The First Day" and add them to my story tracker.</p>	<ol style="list-style-type: none"> 1. Read Author Bio & Update tracker 2. Read & Annotate Text 3. Guided Questions Worksheet 4. Tracker updates: theme & plot 	<p>Short Story Tracker meets expectations once submitted with all categories updated</p> <p>Text Annotation meets expectations with at least 6 meaningful annotations and labels.</p> <p>Short answer questions meet expectations when submitted with all parts identified in module objectives.</p>	<p>-Teacher will upload a <u>biography of Edward P Jones</u> to the Week 2 Folder and create an assignment to use information from the biography to update student trackers.</p> <p>-Teacher will upload classroom annotation guide to Week 2 folder. Students will use the guide to annotate the text for their first close read of the text.</p> <p>-Students will reread the text and respond to the guided questions in a google doc updating in real time.</p> <p>-Students will update their short story tracker with the themes and plot lines from TFD</p>

<p>Days 9-10: Oral Storytelling Tradition</p>	<p>-I will use my speaking and listening skills to participate in a class hangout on the subject of oral storytelling.</p> <p>- I will write a script where I explain a recent conflict in my life and offer solutions to an audience.</p> <p>-I will use the Anchor platform to record myself reading my script and submit the recording to be an episode on to the class podcast.</p> <p>-I will use our classroom forum to give feedback to at two assigned classmates about their podcast episode.</p>	<ol style="list-style-type: none"> 1. Class Hangout- Oral Storytelling notes 2. Podcast Project instructions & survey 3. Podcast Project Submission 4. Podcast Peer Feedback 	<p>Assignment Survey meets expectations when student responds to all questions successfully.</p> <p>Podcast Project meets expectations when episode is submitted along with project outline and meaningful peer feedback.</p>	<p>-Teacher will send out calendar invites for a classroom Google Hangout. During the hangout, the teacher will give a brief lecture on Oral Storytelling as a tradition, and introduce the podcast assignment.</p> <p>-Students will practice active listening and note-taking while on the classroom hangout.</p> <p>-Students will complete the “<u>Assignment Overview Survey</u>” to demonstrate understanding of the information presented in the Podcast Project Guidelines.</p> <p>-Teacher will create a class podcast on <u>Anchor</u> so that each student story can serve as one episode. Students will not use any PII in their story telling.</p> <p>-Students will outline a story they want to tell, record their spoken audio on <u>Anchor</u> and use the editing tools the correct intro and outro transitions, before saving/submitting their episode.</p> <p>-Students will use the google classroom discussion forum to respond to each other’s podcast episodes as the class does a live broadcast.</p>
<p>WEEK THREE</p>				
<p>Day 11: Writing Process Overview</p>	<p>-I will demonstrate understanding of the rubric being used to evaluate my final project for the module by creating a checklist for myself that covers all steps in the process.</p> <p>-I will brainstorm about an important event in my life I can turn into a 3-4 page story with an introduction, rising action, climax, falling action, and resolution.</p>	<ol style="list-style-type: none"> 1. Rubric Overview 2. Student created checklist 3. Brainstorming 	<p>Student checklist meets expectations if it covers all steps needed to successfully accomplish task.</p> <p>Brainstorming activity graded for completion.</p>	<p>-Teacher will create a rubric for scoring student narrative stories and upload the rubric to the <u>Week 3 folder</u>.</p> <p>-Students will create a checklist for this project in google docs and share their checklist with their teacher and one accountability partner</p> <p>-Teacher will upload 2-3 tools for brainstorming writing to the Week 3 folder and students will choose one or create their own for the brainstorming process.</p>

Days 12-13: Drafting	-I will use google docs to complete a rough draft of my narrative short story making sure it aligns to the scoring rubric.	<ol style="list-style-type: none"> 1. Drafting in Google Docs 2. Updating Checklist 	Draft meets expectations if submitted with a completed story and updated student checklist.	<p>-Students will begin drafting their stories in google drive and be sure to update their check list as they progress</p> <p>-Teacher will monitor student progress as they work, assist students as needed, and include suggestions for editing day</p>
Day 14: Editing	-I will use feedback from my teacher to satisfactorily edit my narrative story.	<ol style="list-style-type: none"> 1. Updating & responding to teacher edits & feedback 		-Students will resolve all teacher suggestions to their documents and make any additional edits of their own.
Day 15: Reading	-I will use my speaking and listening skills to participate in a class reading day for our short stories.	<ol style="list-style-type: none"> 1. Active listening during peer reads 2. Story read/performance 	<p>Story meets expectations when successfully aligned to grading rubric.</p> <p>Performing and Listening component grade for participation and completion.</p>	<p>-Students will submit their final drafts in the <u>Week 3 folder</u>.</p> <p>-Teacher will send out a <u>Google Hangout</u> invitation for the story reading time.</p> <p>-Students will take turns reading their stories (or excerpts from their stories if they are uncomfortable reading the whole thing) to the class. They will be able to use the present screen feature on hangouts if they choose.</p>

Section 4: What Results? (Sample Student work – Sample Activities)

Supporting Information (Teacher Thoughts and Appendix)

Finding My Voice | Telling My Story

Module 2 of 2

Section 1: Information Sheet for Module 2

Module title:	Story of Community
Module description (overview):	Module Two focuses on storytelling through digital media. Instead of engaging with traditional short stories, students will engage with media like magazines, TED Talks, and podcasts. Students will consider the ways different mediums address the same story in unique ways, and reflect on some of the stories they see about themselves and their communities in the media. This module is heavily based on research and exploration with a final project that is student directed. At the end of this module, students will decide on a story of self or community they would like to share and choose the best media platform for sharing their story with the world. They will draft, edit, and refine their work so that it can be presented to their peers as their practice with storytelling through a non-traditional medium.
Final Project(s):	Digital Media Project (Storytelling with Digital Media Tool)
Resources: *= for teacher	Google Classroom ; G Suite; * Screencastify ; Teen Vogue ; TeenInk ; Seventeen Magazine ; Class Wiki ;
Subject:	10 th Grade ELA
Module Outcomes:	Recognize digital media as a form of storytelling; Read & interpret several examples of informational text and media targeted to teen audiences; Provide an opinion on why it is important to read stories from a diverse array of authors; See themselves as a critical voice with relevant stories to tell at a critical time in human history; Tell a personally significant story using a non-traditional artistic medium; Use a variety of technology tools with proficiency
Timeline:	3-week module in a 6-week unit.
Author(s):	Donnalie Nelson

Section 1: What Standards?

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Arkansas English Language Arts Standards
NUMBER	READING
RI10.1	(Key Ideas and Details): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
RI10.2	(Key Ideas and Details): Examine a grade-appropriate informational text and provide an objective summary of the text.
RI10.6	(Craft and Structure): Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
RI10.7	(Integration of knowledge and ideas): Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI10.10	(Range of Reading and Level): Read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.
NUMBER	WRITING
W10.3	(Text Types and Purpose): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
W10.5	(Production and Distribution of Writing) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W10.6	(Production and Distribution of Writing): Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W10.8	(Research to Build and Present Knowledge): Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NUMBER	SPEAKING & LISTENING
SL10.1	(Comprehension and Collaboration): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL10.2	(Comprehension and Collaboration): Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.

TECHNOLOGY STANDARDS

Standards source:	International Society for Technology Education Standards
NUMBER	CONTENT STANDARDS
1a	(Empowered Learning) Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
1c	(Empowered Learner) Use Technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
2b	(Digital Citizen) Engage in positive, safe, legal, and ethical behavior when using technology including social interactions online or when using networked devices.
3a	(Knowledge Constructor) Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b	(Knowledge Constructor) Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
6a	(Creative Communicator) Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication
6b	(Creative Communicator) Create original works or responsibly repurpose or remix digital resources into new creations
7b	(Global Collaborator) Use collaborative technologies to work with others, including peers, experts or community members to examine issues and problems from multiple viewpoints.

Section 2: What Objectives?

LEARNING OBJECTIVES

SKILLS CLUSTER 1: DEFINING KEY TERMINOLOGY

All students will be able to define point of view as

All students will have a working definition of media that

SKILLS CLUSTER 2: CLOSE READING & CRITICAL THINKING

All students will be able to determine an author's point of view and purpose for writing with proficiency.

All students will be able to compare and contrast the ways in which different mediums discuss the same story or idea.

All students will close read and draw inferences to comprehend grade level appropriate texts with proficiency.

SKILLS CLUSTER 3: RESEARCH & TECH LITERACY

All students will successfully navigate the class blog and g suite to access and complete their assignments and assessments for this unit.

All students will conduct research with academic integrity to inform their ideas and writing.

All students will use technology to work in collaboration and share learning with one another.

All students will practice creating original audio and visual media for learning.

SKILLS CLUSTER 4: WRITING & CREATING

All students will tell a story of self or community using a digital media tool of their choosing.

All students will produce a video containing: a visual representation of their short story and a spoken narration.

Section 3: What Instruction?

PACING	STUDENT LEARNING TARGET	ASSIGNMENTS & ASSESSMENTS	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	RESOURCES & STRATEGIES
WEEK ONE				
Days 1-2: A Different Kind of Storytelling (Introduction to media)	<p>-I will use my active listening skills to gather important directions from an instructional screencast.</p> <p>-I will use my active listening skills to watch and take notes on a relevant TEDx talk.</p> <p>-I will compare and contrast stories told to and about teens from three different magazine sources considering both authors purpose and audience.</p>	<ol style="list-style-type: none"> 1. Watch Media Project Overview Screencast 2. Assignment Overview Survey 3. “Danger of a single story” TED and viewing guide 4. Magazine Compare/Contrast 	<p>Assignment Survey meets expectations when student responds to all questions successfully.</p> <p>TEDx viewing guide graded for completion</p> <p>Magazine compare/contrast meets expectations if short answers include all components mentioned in module objective</p>	<p>-Teacher will create a screencast giving an overview of expectations and requirements for the Media Project at the end of the module and upload it to the <u>Week 1 folder</u>.</p> <p>-Students will complete the “<u>Assignment Overview Survey</u>” to demonstrate understanding of the information presented in the screencast and expectations for the project</p> <p>-Students will watch the “<u>Danger of A Single Story</u>” <u>Tedx</u> talk and complete the viewing guide uploaded to the Week 1 folder by the teacher.</p> <p>-Teacher will create a graphic organizer for students to compare the stories being told to and about their generation from two teen magazines. Teacher will upload this organizer to the Week 1 folder and create an assignment on the classwork page.</p>
Days 3-5: Comparing & Contrasting Types of Media (what stories are being told about us?)	<p>- I will work with my classmates to author our class wiki page on different types of digital media commonly used to share stories and experiences.</p> <p>- I will prepare for and participate in a student run socratic seminar with my classmates using the google hangouts platform.</p>	<ol style="list-style-type: none"> 1. Types of Media Jigsaw Project (TV Broadcasts, articles and journals, infographics, educational videos, etc) 2. Class Wiki 3. Socratic Seminar 	<p>Wiki meets expectations when all students have completed their assigned section and cited sources.</p> <p>Seminar grade includes prep materials, participation during discussion, and reflection sheet all completed with proficiency</p>	<p>-Teacher will create guidelines and instructions for group jigsaw project and upload them to the Week 1 folder. Teacher will assign student partners in a google sheet shared with students.</p> <p>-Students will work with their partners to research their assigned “type” of media, find relevant examples, and update the class wiki with their information.</p> <p>-Students will complete the seminar prep worksheets provided in the Week 1 folder and use the calendar invite sent by teacher to join the google hangout for the class socratic seminar on how the media influences the stories we tell about ourselves and about one another.</p>

WEEK TWO				
Days 6: What is a story you would like to tell?	-I will demonstrate understanding of the rubric being used to evaluate my final project for the module by creating a project proposal that covers all steps in the process. -I will brainstorm about the best digital media tool to help me share the story I want to tell.	<ol style="list-style-type: none"> 1. Review Media Project instructions 2. Project Proposal & timeline 	Project proposal meets expectations when submitted with all required components and a timeline that allows for successful project completion.	<p>-Teacher will upload a project guide for the student media project to the Week 2 folder.</p> <p>-Teacher will upload a project proposal template for the student media project to the Week 2 folder.</p> <p>-Students will submit a proposal for the project that includes, a brief overview of the story they want to tell, and explanation of which tools/platforms they will be using to tell their story and why, a timeline with the various steps needed to complete their project on time.</p>
Days 7-9: Design	-I will use google docs to complete a project outline and begin my first draft.	<ol style="list-style-type: none"> 1. Project Outline & Design 2. Update Checklist 	Meet expectations by continuously working on project draft	-Students will use their project timeline and instruction guide to begin outlining and designing the story they want to tell
Days 10: Draft	-I will provide meaningful feedback to my assigned peers on their digital media projects	<ol style="list-style-type: none"> 1. Iteration 1 due 2. Peer Feedback 	<p>Draft meet expectations if submitted fully completed with outline and proposal.</p> <p>Peer feedback meets expectations if it is meaningful and specific according to guidelines</p>	<p>-Students will complete a rough draft of their product that they submit to the classroom forum for peer feedback.</p> <p>-Teacher will give students individual feedback on their rough drafts.</p>
WEEK THREE				
Day 11-12: Editing	- I will use feedback from my teacher and my peers to edit and refine my digital media project so that it meets all rubric requirements.	<ol style="list-style-type: none"> 1. Edit and refine projects using peer and teacher feedback 2. Update Checklist 	Meets expectations when completed in alignment with the scoring rubric	-Students will use their project timeline and the feedback on their rough draft to edit and refine their media project.

Days 13-14: “Reading”/ Presentations	-I will use my speaking and listening skills to participate in a class presentation day using the google hangouts platform.	<ol style="list-style-type: none"> 1. Active listening during peer presentations 2. Participation in Media Presentation 	Presentation and listening graded by participation and engagement.	<p>-Students will submit their final drafts in the <u>Week 3 folder</u>.</p> <p>-Teacher will send out a <u>Google Hangout</u> invitation for the project presentation time</p> <p>-Students will use the present screen feature on hangouts to share their media projects with the class and respond to peer questions.</p>
Day 15: Unit Review	- I will reflect on my learning and mastery of unit outcomes and provide feedback to my teacher for the next unit of study.	<ol style="list-style-type: none"> 1. Reflection on Learning 2. Teacher Feedback Survey 	Reflection meets expectation if it includes all four components of a strong short answer as defined by the module objective.	<p>-Students will complete a free write in response to the essential question for the unit.</p> <p>-Students will complete a survey giving feedback to the teacher about the unit content and org.</p>

Section 4: What Results? (Sample Student work – Sample Activities)

Supporting Information (Teacher Thoughts and Appendix)