**Aims**

* use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
* develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
* develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
* engage with text from different historical periods and a variety of cultures
* explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
* explore language through a variety of media and modes
* develop a lifelong interest in reading
* apply linguistic and literary concepts and skills in a variety of authentic contexts.

**Key Concept:**

**Statement of Inquiry:**

**Questions:**

Factual:

Conceptual:

Debatable:

**Global Context:** Identities and Relationships

* Personal attitudes and motivations
* Roles and role models

**ATL’s:**

**Communication**

Communication Skills

* Give and receive meaningful feedback (peer share of project)
* Read critically and for comprehension (evidence and question to answer)

**Social**

Collaboration Skills

* Listen actively to others perspectives and ideas (Notes & Discussion for each presentation)
* Give and receive meaningful feedback (peer share of project)

**Self-management**

Organization skills

* Select and use technology effectively and productively (Presentation App)

**Formative Assessments**

**Task #1: Connection Letter**

**Aims**

* use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
* explore language through a variety of media and modes

**Instructions:** As an author, connect positively with yourself at the end of the year. Write a letter to yourself making a connection between your current self and the one you want to be when school is over.

**Criterion C: Producing Text**

i. **produce** texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

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| --- | --- | --- |
| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas |
| 3-4 | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas |
| 5-6 | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination  and **substantial** exploration of new perspectives and ideas |
| 7-8 | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas |

Self-Assessment:

Reason for Self-Assessment:

Teacher Feedback:

**Criterion B: Organizing**

i. employ organizational structures that serve the context and intention

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| --- | --- | --- |
| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. makes **minimal** use of organizational structures, though these may **not always** serve the context and intention |
| 3-4 | i. makes **adequate** use of organizational structures that serve the context and intention |
| 5-6 | i. makes **competent** use of organizational structures that serve the context and intention |
| 7-8 | i. makes **sophisticated** use of organizational structures that serve the context and intention effectively |

Self-Assessment:

Reason for Self-Assessment:

Teacher Feedback:

**Criterion D: Using Language**

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

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| --- | --- | --- |
| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. | iii  iv |
| 1-2 | iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often** hinder communication  iv. spells/writes and pronounces with **limited** accuracy; errors **often** hinder communication |
| 3-4 | iii. uses grammar, syntax and punctuation with **some** degree of accuracy; errors **sometimes** hinder communication  iv. spells/writes and pronounces with **some** degree of accuracy; errors **sometimes** hinder communication |
| 5-6 | iii. uses grammar, syntax and punctuation with a **considerable** degree of accuracy; errors do not hinder effective communication  iv. spells/writes and pronounces with a **considerable** degree of accuracy; errors do not hinder effective communication |
| 7-8 | iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are **minor** and communication is effective  iv. spells/writes and pronounces with a **high degree** of accuracy; errors are **minor** and communication is effective |

Self-Assessment: iii iv

Reason for Self-Assessment:

Teacher Feedback:

**Task #2: Discussion Reflection**

**Reflect on positive and negative connections in the text.**

**Aims**

* develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
* explore language through a variety of media and modes
* apply linguistic and literary concepts and skills in a variety of authentic contexts

**Criterion A: Analyzing**

i. identify and comment on significant aspects of the text

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| --- | --- | --- |
| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. provides **minimal** identification and comment upon significant aspects of  texts |
| 3-4 | i. provides **adequate** identification and comment upon significant aspects  of texts |
| 5-6 | i. provides **substantial** identification and comment upon significant aspects  of texts |
| 7-8 | i. provides **perceptive** identification and comment upon significant aspects  of texts |

Self-Assessment:

Reason for Self-Assessment:

Teacher Feedback:

**Summative Assessment**

Personal Goal:

Key Concept: Connections

Statement of Inquiry: Authors create connections between characters.

Directions: You will become the teacher of the class. Using presentation technology, you will create a speech and lead an activity for the class. You will analyze **one positive connection** as a role model and **one negative connection** with its consequences between two or more characters in the text and teach that to the class.

Your presentation should include:

* A hook to capture the attention of the class
* A statement of understanding (what you learned) about connections, the author’s choices, and characters from the text (Aii). This should be a key idea that you learned about connections, which you want to teach everyone and using the terminology we discussed.
* Identify and comment on one **positive** connection from the text and the author’s choices (Aii)
* Identify and comment on one **negative** connection from the text and the author’s choice (Aii)
* Justify your ideas with corroborating detailed examples from the text, including at least one quotation with proper quotation marks and page number including a thoughtful comment (Aiii, Ciii)
* Transfer your ideas to your life or the world around you. How do you see these kinds of connections in your daily life or in the world today? How does this change the way you look at connecting with other people?

In your speech use: (Dv)

* Proper body language and gesturing
* Proper eye contact without reading your slides
* Proper vocal quality

Your presentation should include: (Biii)

* Appropriate, sharable presentation app and its features (theme, animations, etc.)
* Appropriate images, titles, and content slides with a simple presentation
* Terminology appropriate to language and literature as well as this unit

Your activity should help everyone remember the key idea in your statement of understanding, a take away from your presentation. You can use your creativity to create a fun learning experience for your class. Consider creating:

* a Jeopardy game
* a crossword
* a worksheet
* a Kahoot
* role playing
* facilitate a small group discussion

**Criterion A: Analyzing**

ii. **identify** and **comment** upon the creator’s choices

iii. **justify** opinions and ideas, using examples, explanations and terminology

**Command Terms**

**Identify:** Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

**Justify:** Give valid reasons or evidence to support your conclusions.

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. | ii  iii |
| 1-2 | ii. provides **minimal** identification and comment upon the creator’s choices  iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology |
| 3-4 | ii. provides **adequate** identification and comment upon the creator’s choices  iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology |
| 5-6 | ii. provides **substantial** identification and comment upon the creator’s choices  iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology |
| 7-8 | ii. provides **perceptive** identification and comment upon the creator’s choices  iii. gives **detailed** justification of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology |

Self-Assessment: ii iii

Reason for Self-Assessment:

Teacher Assessment: ii iii

**Criterion B: Organizing**

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

**Command Terms**

**Use:** Apply knowledge or rules to put a theory into practice.

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. makes **minimal** use of referencing and formatting tools to create a  presentation style that may **not always** be suitable to the context and  intention. |
| 3-4 | iii. makes **adequate** use of referencing and formatting tools to create a  presentation style suitable to the context and intention. |
| 5-6 | iii. makes **competent** use of referencing and formatting tools to create a  presentation style suitable to the context and intention. |
| 7-8 | iii. makes **excellent** use of referencing and formatting tools to create an  effective presentation style. |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment:

**Criterion C: Producing Text**

iii. select relevant details and examples to support ideas.

**Command Terms**

**Select:** Choose from a list or group.

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. selects **few** relevant details and examples to support ideas. |
| 3-4 | iii. selects **some** relevant details and examples to support ideas. |
| 5-6 | iii. selects **sufficient** relevant details and examples to support ideas. |
| 7-8 | iii. selects **extensive** relevant details and examples to support ideas. |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment:

**Criterion D: Using Language**

v. use appropriate non-verbal communication techniques.

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | v. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3-4 | v. makes **some** use of appropriate non-verbal communication techniques. |
| 5-6 | v. makes **sufficient** use of appropriate non-verbal communication techniques. |
| 7-8 | v. makes **effective** use of appropriate non-verbal communication techniques. |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment: