**L&L 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:

**ATL’s:**

**Self-management**

Reflection Skills

* Focus on the process of creating by imitating the works of others (children’s books)
* Keep a journal to record reflections (reflections to poetry forms)

**Communication**

Communication Skills

* Write for different purposes (poetic expression)

**Thinking**

Creative Thinking Skills

* Generate metaphors and analogies (figurative language)
* Create new works; use existing works and ideas in a new way (children’s book)

**Formative Assessment Rubrics**

**Task: Quotation Slide**

**Aim**

* develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts

**Instructions:** Using Google Slides to the best of your ability, create a shared understanding of creativity through quotations and images.  Be sure to take advantage of as many features of Google Slides as you can for this context with creativity. Choose a quotation from a creative individual, like a musician, artist, designer, film maker, etc. Add your quotation to the shared Google Slides presentation with a FREE image from the Internet that enhances your understanding of the quote. Lastly, in the notes section, describe how the quote added to your understanding of what creativity really means.

**When you add to the collective understanding of creativity, please do not change the theme!**

**Criterion B: Organizing**

iii. **use** referencing and formatting tools to create a presentation style suitable to 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 | 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 Feedback:

**Formative Assessment Rubrics**

**Task: Create a Figurative Language Wiki**

**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

**Instructions:** Add to the class wiki about figurative language. You should justify your understanding of figurative language with detailed examples of each language structure on the wiki pages and give an excellent example of that structure using correct literary terminology to explain or share your example.

**Criterion A: Analyzing**

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

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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. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology |
| 3-4 | iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology |
| 5-6 | iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology |
| 7-8 | iii. gives **detailed** justification of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology |

Self-Assessment:

Reason for Self-Assessment:

Teacher Feedback:

**Summative Assessment**

**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

**Task 1: Write a children’s book to teach a kindergartener a lesson.**

Using what you know about poetry and your exemplar book, create a children’s book in verse. Your book needs figurative language and poetic devices from those learned in class.

**Task 2: Illustrate your children’s book.**

Because kindergarteners learn from pictures and text, illustrate your children’s book to help your reader understand your message.

All images need to be of your own making. Photographs, drawings, or other representations **MAY NOT** come from the Internet. However, art is not the point of the project, so your drawing ability or skill will not affect your grade. Your images are a stylistic choice as well as your language, so design or choose them carefully.

**Task 3: Read Your Book to a Kindergartener**

Share your book with a Kindergartener so that he or she learns about language and reading from your book. Show appropriate nonverbal body language when you share your book.

**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

ii. **make stylistic choices** in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. **select** relevant details and examples to support ideas.

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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. | i.ii.iii. |
| 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 ideasii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audienceiii. selects **few** relevant details and examples to support 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 ideasii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audienceiii. selects **some** relevant details and examples to support 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 ideasii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audienceiii. selects **sufficient** relevant details and examples to support 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 ideasii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audienceiii. selects **extensive** relevant details and examples to support ideas |

Self-Assessment:

Reason for Self-Assessment:

Teacher Assessment: i. ii. iii.

**Criterion D: Using Language**

i. **use** appropriate and varied vocabulary, sentence structures and forms of expression

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

iv. **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. | i.iv.v. |
| 1-2 | i. uses a **limited** range of appropriate vocabulary and forms of expressioniv. spells/writes and pronounces with limited accuracy; errors often hinder communicationv. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3-4 | i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expressioniv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communicationv. makes **some** use of appropriate non-verbal communication techniques. |
| 5-6 | i. uses a **varied** range of appropriate vocabulary, sentence structures and forms of expression competently iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communicationv. makes **sufficient** use of appropriate non-verbal communication techniques. |
| 7-8 | i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expressioniv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effectivev. makes **effective** use of appropriate non-verbal communication techniques. |

Self-Assessment: i. iv. v.

Reason for Self-Assessment:

Teacher Assessment: i. iv. v.