

Ms. Arnal	ELA	Grade 8	Date January 1
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Big Ideas/Key Questions/Essential Understandings

Create a Big Idea to guide the Learning Experience

I do	We do	You do
Teacher looks at outcomes and decides the Big Idea for the Learning Experience.	Teacher and students work together to come up with the Big Idea.	Teacher provides students with outcomes and students come up with the Big Idea.

Big Idea(s)

Are people connected when facing injustice?

Outcomes

I do	We do	You do
Teachers use the Curriculum document to select specific outcomes that address the Learning Experience.	Teachers and students look at the Curriculum outcomes or I can statements together and select specific outcomes that address the Learning Experience.	Teacher shows students the curriculum outcomes or I can statements and students lead the way in deciding the specific outcomes that address the Learning Experience.

(Consider unpacking some of the outcomes with your students.)

Selected Outcomes

CR8.5

Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.

CR8.2

Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.

*CC8.5

Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).

*CC8.8

Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.

Assessment Plan

I do	We do	You do
Teacher creates and/or determines which assessment tools are appropriate for the Learning Experience.	Teachers and students create and/or determine which assessment tools are appropriate for the Learning Experience.	Students create and/or determine which assessment tools are appropriate for the Learning Experience.

Pre-Assessment Plan Sticky note of what they know about refugees, stick on front whiteboard	Formative Assessment Plan Quizzes Discussions FlipGrid Videos Comprehension Questions	Summative Assessment Plan One Pager Activity Examples to show students: https://toocoolformiddleschool.com/2018/05/17/literary-response-one-pager-activity/ https://sites.google.com/a/prescottschools.com/groves/sample-one-pagers
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Instructional Strategies/Activities

Plan learning activities and lessons that align and support Big Ideas and selected outcomes while honouring student learning profiles.

I do	We do	You do
Teacher creates and/or determines learning activities and lessons.	Teachers and students create and/or determine learning activities and lessons.	Students create and/or determine learning activities.

Chosen instructional strategies/activities

- Use of powerpoint for presentations/lessons
- Think, Pair and Share
- Discussions
- Small group
- Whole group

Ways to differentiate to meet individual student's needs

- Copies of novel for students
- Various medias to answer weekly comprehension questions
- Provide weekly study notes
- Go through comprehension answers together
- Do review of previous reading each day

Opportunities for Personalization

Examples:

- Student Voice and Choice
- Technology
- Resources
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Materials/Resources/FNMI

I do	We do	You do
Teacher determines the materials and resources that address the Big Ideas, outcomes, and Learning Experience.	Teacher and students determine the materials and resources that address the Big Ideas, outcomes, and Learning Experience.	Students determine the materials and resources that address the Big Ideas, outcomes, and Learning Experience.

Selected Materials/Resources/FNMI

- Various materials from Global Read Aloud 2019

7 C's**Consider how to incorporate:**

- Creativity, Innovation and Entrepreneurship
- Critical Thinking**
- Collaboration
- Communication
- Character**
- Cultural and Ethical Citizenship**
- Computer and Digital Technologies (Learning Tools)

REORDER**Consider how to incorporate:**

- Relationships
- Environment
- Opportunities
- Resources
- Distribution of Leadership
- Evaluation
- Recognition

Week 1 Lesson 1

Ask students what they know/think of with the word, 'refugee'.

Ask them if they have heard of the Syrian Refugee Crisis, World War 2 and/or the Cuban Refugee Crisis.

- Each student gets a pre reading booklet.
- Do Cuba together with website link: <https://www.miamiherald.com/latest-news/article236811683.html>
- Students do prereading research in booklets to understand historical context.

Print the following articles to make informational booklet:

Syria:

<https://www.vox.com/2015/9/5/9265621/syrian-refugee-charts>

<https://www.worldvision.ca/stories/refugees/syrian-refugee-crisis-facts>

Germany:

Information pdfs on desktop

Week 1 LESSON 2

Review main information from previous lesson gathered for each of the three countries.

- Introduction to Refugee's PowerPoint. Students given PowerPoint notes to work through as class goes through powerpoint.
- Emphasize the vocabulary provided in the powerpoint and staple the vocabulary sheets to the bulletin as discussion happens.
- Explain that the characters different journeys will be tracked on the bulletin board map with string and tacks.
- Provide the students with their resources they will need for the novel study. Resources include the character chart and Refugee Interactive Notebook.

Week 1 LESSON 3**Week 1: 1-55**

The novel progresses by reading the novel three chapters at a time each day (a chapter for each character). For week one (the first three chapters), the students complete week one booklet. The booklet from GRA 2019 for Refugee has comprehension questions, vocabulary definitions and summaries.

- With each week, students answer comprehension questions on FlipGrid, provide students with rubric for outcome CC 8.7. Provide each student with their Flipgrid log in information.

Week 2 LESSON 4**Week 2: 56-92**

Display Week 1 booklet on Smartboard and go through each question with the students. Discuss booklet and ask additional comprehension questions.

Week 2 Lesson 5**SUMMARIZING Lesson:**

Use the "Summarizing Novel Graphic Page Booklet" to do a quick lesson on summarizing.

- Discuss main principles of summarizing. Look through images of Graphic Novel pages.
- Students will do first summarization and rough draft outline of the first chapter of Wizard of Oz.
- Students will be creating a graphic novel page summarizing the first chapter for character Josef. Provide the students with the rubric and directions.

Week 3: 93-146**CONFLICT Lesson:**

Write the different types of conflict and definitions of each, students copy into their notebooks.

- Watch video link in Week 3's booklet and have students take notes on their own document of which conflict each video depicts and why.
- Have a short discussion for each video.

Week 4: 147-196**LESSON 6****TEXT CONNECTIONS Lesson:**

Have students take notes on the different types of text connections one can make.

- In Week 4's booklet do the first example of making a connection together.
- Have students complete booklets independently or in small groups.
- FlipGrid Video: What are some various connections you made during this week's reading?

Lesson 7:**Podcast:**

Students will be given a copy of the Kristallnacht podcast sheet. When the podcast goes over each topic, pause the podcast so students can take notes and answer the questions.

Week 5: 197-252**LESSON 8**

Do a quick review of the different elements of style: Simile, Metaphor, Hyperbole and Irony. Have student complete week 5's booklet.

LESSON 9**Week 6: 253-end**

Explain the One Pager Assignment to the class.

- Provide students with the document explaining the project as well as the rubric.
- After discussions analyze which outcomes will be met through the project.
- When going through the rubric together, display examples of a one pager for each level on the rubric.