Conceptual Planning Framework

**Big Idea:**

“The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.”

**Key Concepts:**

Identity

**Content:**

Writing Process

* Focus determining audience and purpose, generating or gathering ideas, free-writing. Writers often have very personalized processes when writing. Writing is an iterative process.

Language features, structures, and conventions

* Elements of Style
  + Stylistic choices that make one specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone

**Essential Questions:**

How have texts or stories shaped who you are?

How have texts or stories shaped your view of the world?

How do the stylistic choices of an author affect your connection to a text?

How can stories shape who we are and our views/ perspectives?

**Curricular Competencies:**

Comprehend and connect (reading, listening, viewing)

* Explore how language constructs personal and cultural identities
* Construct meaningful personal connections between self, text and world

Create and communicate (writing, speaking, representing)

* Respond to text in personal, creative, and critical ways
* Express and support an opinion with evidence

**Ideas to promote Inquiry through E-learning:**

**Tools to Build Community & Explore Personal Values:**

[Everyday ValuesThinking Routine](https://pz.harvard.edu/at-home-with-pz) - Sorting and Ranking our beliefs and Values

Can be done Synchronously online or in person

[Dialogue Toolkit](https://pz.harvard.edu/sites/default/files/DigDil%20and%20OOEL%20Dialogue%20Toolkit.pdf) - use to help frame class discussions online and in person

Can also introduce [Speaking Stems](https://toolsforconqueringthecommoncore.com/wp-content/uploads/2015/04/Speak-Up_Stems.pdf) - to help students frame their discussion points

**Summative Performance Assessment:**

Create a Digital Story using Sway.

Use the [RAFT](http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html) Writing Strategy or

Construct a [GRASPS](https://jaymctighe.com/downloads/GRASPS-Design-sheets.pdf) Task

**Learning Plan:**

|  |  |  |
| --- | --- | --- |
| **The Why** | **The What** | **The How** |
| **ENGAGE** | **Face to Face**   1. Introduce the concept & big idea 2. Build community 3. Expose students to different types of story forms and authors’ stylistic choices 4. Explore concept of identity 5. Create online breakout groups (synchronous and asynchronous) based on who is in the face to face groups 6. Construct understanding of we use language to convey ideas of identity, cultures and the world view by comparing the texts with a focus on Purpose, Language Features & Structure 7. Assess prior knowledge of the concept of Identity 8. Unit overview given and posted on Class Notebook in Teams   **Online Synchronous**  (During the 1hour remote time)   1. Review course expectations & course outline      1. Provide a guided tour of and direct instruction for how students will use ICT tools   Items to address:    **In Teams**: microphone and camera rules, etiquette and protocol for using the chat, hand raising feature, how the channels function, rules for breakout groups, digital citizenship.    **In Class Notebook**: opening the book, using the collaborative space, accessing their own folders, explain assignments & course outline.    All other features (ie Forms, Sway, Stream, etc)   1. Provocation: quote or images 2. Collect students’ “I wonder statements” on Class Wonder Wall 3. Assign the task of finding and bringing to class artifacts of stories, songs, poems etc that have shaped their identity. These can be personal, familial or cultural   **Online Asynchronous**  (Group or Individual - During the 1hour remote & or independent time)   1. Assess prior knowledge of identity 2. Introduce focus thinking routines you will be using throughout the unit to reveal student understanding of content and concept   **Independent**   1. Formative Assessment: Students write a baseline writing sample | - [Who Am I? Thinking Routine](http://www.pz.harvard.edu/sites/default/files/Who%20Am%20I%20-%20Exploring%20Complexity.pdf) to learn about one another.  - Students explore selection of excerpts of a variety of types of texts. The theme of these texts should be identity.  -[Affinity Diagram](https://www.interaction-design.org/literature/article/affinity-diagrams-learn-how-to-cluster-and-bundle-ideas-and-facts) or Inductive Learning Routine (McTighe, 2020. *Teaching for Deeper Learning*).  - Graphic organiser McTighe’s Compare and Conclude matrix (2020.*Teaching for Deeper Learning)*    - Students complete a [Concept Definition Map](https://toolsforconqueringthecommoncore.com/wp-content/uploads/2015/04/Concept_Definition_Map.pdf)  -[Microsoft Office 365 suite of apps](https://support.microsoft.com/en-us/training) instructional tutorials  - Powerful quote, video clip, piece of artwork  - [Padlet](https://padlet.com/)  or [Mentimeter](https://www.mentimeter.com/) or in the collaborative space in Teams Notebook or group chat  -MS Teams Class Notebook:  [Frayer Model](https://www.theteachertoolkit.com/index.php/tool/frayer-model)  [Concept Definition Map](https://toolsforconqueringthecommoncore.com/wp-content/uploads/2015/04/Concept_Definition_Map.pdf) [Empty Concept Wheel](https://www.pinterest.ca/pin/295478425532734258/)  [Padlet](https://padlet.com/)  [-Project Zero Thinking Routine Toolbox](http://www.pz.harvard.edu/thinking-routines)  -Possible writing prompt: How do we use style to convey identity? |
| **The Why** | **The What** | **The How** |
| **EXPLORE & EXPLAIN** | **Face to Face**   1. Revisit the “I wonder” statements and the concept maps to determine the present knowledge of the group 2. Pose the essential questions for the unit and let students know they will have to answer them at the end of the unit 3. Direct instruction in the writing process & language features, structures, conventions, and elements of style 4. Students share their personal examples of texts that have influenced their identity with their small group and teacher with the goal of building community and developing student ability to support ideas with evidence from text. 5. Use a variety of instructional strategies for students to develop and share understandings   **Online Synchronous**  (During the 1hour remote time)   1. Introduce choice board/learning menu in ClassNotebook. Students will complete during the online asynchronous and independent times 2. Direct instruction in the writing process & language features, structures, conventions, and elements of style 3. Students break into small break out groups to critique examples of stories from teacher curated collections. After they critique, they share back with the group.   **Online Asynchronous** (Group or Individual - During the 1hour remote & or independent time.)   1. Students begin to work on the activities in the Choice Board/Learning Menu. Students engage in a set number of expected activities and collect evidence of their engagement in a portfolio which they keep in the ClassNotebook   **Independent:**   1. Formative Assessment- Double Entry Journal: Students choose one text from the teacher curated resource and critique the author’s stylistic choices and show how those choices reveal ideas of identity and/or world view | -Possible Essential Questions:  How have texts or stories shaped who you are?  How have texts or stories shaped your view of the world?  How do the stylistic choices of an author affect your connection to a text?  How can stories shape who we are and our views/ perspectives?  - Resource [Expeditionary Learning Appendix: Protocols and Resources](https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf)  [-Catlin Tucker Example of Choice Board](https://catlintucker.com/2016/04/design-your-own-digital-choice-board/)  [-John Spencer Example of Choice Board](http://www.spencerauthor.com/online-teaching/) (Scroll to the bottom of his page for example)  (See unit specific example below this unit overview)  - [The Ultimate Guide to Choice Boards and Learning Menus](http://ajjuliani.com/the-ultimate-guide-to-choice-boards-and-learning-menus/)  - Resource Anita Archer and Charles Hughes' [Explicit Instruction: Effective and Teaching](https://explicitinstruction.org/)  - Fostering rich class discussion - resource Bob Fecho and Jennifer Clifton’s [Dialoguing Across, Identities, and Learning](https://www.routledge.com/Dialoguing-across-Cultures-Identities-and-Learning-Crosscurrents-and/Fecho-Clifton/p/book/9781138998599)  -[Double Entry Journal](http://www.readwritethink.org/files/resources/printouts/DoubleEntry.pdf) The left side should be direct quotes from the text. The left side should be the students’ original thinking of how the quote reveals the concepts of identity and/or world view. |
| **The Why** | **The What** | **The How** |
| **ASSESS** | **Face to Face**   1. Introduce students to **MS Sway** 2. Introduce students to the **RAFT** and **GRASP** summative performance assessment task options you’ve created and the criteria by which the final product will be assessed 3. Meet with each student to ensure understanding   **Online Synchronous**   1. Teacher pops in on channels to listen to breakout groups’ discussions and sharing of their story critiques   **Online Asynchronous**   1. Teacher partners students with a Creative Collaborator or Thinking Buddy to discuss ideas and give peer feedback. Students meet in MS Teams to give feedback   **Independent**   1. Assess personal narrative against class co-created set criteria | - Create in [Sway](https://support.microsoft.com/en-us/office/create-in-sway-db30c63b-6548-456d-b0e2-9fcd68bfa7a0?ui=en-us&rs=en-us&ad=us) Tutorial  -Using the [RAFT](http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html) Writing Strategy  - Constructing a [GRASPS](https://jaymctighe.com/downloads/GRASPS-Design-sheets.pdf) Task  - [Co-constructing Success Criteria](https://www.edcan.ca/articles/co-constructing-success-criteria/) |
| **The Why** | **The What** | **The How** |
| **APPLY** | **Face to Face**   1. Teacher spends time with each student to learn their ideas and monitor progress to date with summative task   **Online Synchronous**   1. Teacher sets students up in breakout groups 2. Each student shares and workshops their ideas with their small group using a **Charrette Protocol** 3. Student engage in peer and self - assessment   **Online Asynchronous**   1. Teacher provides time for individuals to work on their products   **Independent**   1. Students work on their final products. | -One on one interview  **-**[Charrette Protocol](http://schoolreforminitiative.org/doc/charrette.pdf) |
| **The Why** | **The What** | **The How** |
| **SHARE** | **Face to Face**   1. Students share their brainstorm, draft or final product with the small group 2. Students give and receive feedback   **Online Synchronous**   1. Use this time for asynchronous online (below)   **Online Asynchronous**   1. The teacher organizes break out groups for small discussions and invites guests for an authentic audience 2. In front of this small group authentic audience, students share their brainstorm, draft or final product. The guests can be industry professionals, family members, friends, the school principal etc. | -Small group discussions  - Resource [Expeditionary Learning Appendix: Protocols and Resources](https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf)  -Teacher creates break out groups using channels in MS Teams |
| **The Why** | **The What** | **The How** |
| **REFLECT & EXTEND** | **Face to Face or Online Synchronous**   1. Reflect on content/competencies from the unit   **Online Asynchronous**   1. Students answer their choice of essential question   **Independent**   1. Write artist’s statement explaining how your stylistic choices deepen the audience’s understanding 2. Assess personal narrative against class co-created set criteria & Set Goals and Next Steps 3. Revisit the Graphic Organizer first used to access prior knowledge of Identity. Fill it in again adding in new understandings. Students also reflect using the thinking routine  **I used to think, Now I think** | -Possible Essential Questions:  How have texts or stories shaped who you are?  How have texts or stories shaped your view of the world?  How do the stylistic choices of an author affect your connection to a text?  How can stories shape who we are and our views/ perspectives?  - Resource: [Learning Through Reflection with Habits of Mind](http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.aspx)  - Thinking Routine [I used to think, Now I think](http://www.pz.harvard.edu/resources/i-used-to-think-now-i-think) |
| **Additional Resources** | | |
| **Tools to Build Community & Explore Personal Values:**  [Everyday ValuesThinking Routine](https://pz.harvard.edu/at-home-with-pz) - Sorting and Ranking our beliefs and Values  Can be done Synchronously online or in person  [Dialogue Toolkit](https://pz.harvard.edu/sites/default/files/DigDil%20and%20OOEL%20Dialogue%20Toolkit.pdf) - use to help frame class discussions online and in person  Can also introduce [Speaking Stems](https://toolsforconqueringthecommoncore.com/wp-content/uploads/2015/04/Speak-Up_Stems.pdf) - to help students frame their discussion points  **Web Resources:**  [Thinking Routine Matrix](https://pz.harvard.edu/sites/default/files/Thinking%20Routine%20Matrix_3.pdf)  [Tools For Conquering the Common Core Resources](https://toolsforconqueringthecommoncore.com/resource-center/)  [N’we jinan Artists Projects](http://nwejinan.com/) | | |

Questions to Consider:

* *What are the essential questions students need to answer?*
* *How are the essential questions connected to the performance/summative task?*
* *How can the summative task reflect authentic work connected to the areas of study/discipline?*
* *What problem will the students solve?*
* *Will the inquiry allow students to self-direct and have agency in their learning?*
* *How can you augment or redefine the use of technology to enhance student learning?*
* *What will the students be able to transfer to their next inquiry?*

Online Instructional Models:

*Engage, Explore, Explain, Assess, Apply, Share, Reflect & Extend*

Teaching Online Tips:

Units and lessons that provide multiple entry points and are not sequential are best for this schedule.