




UNIT PLANNING TEMPLATE

Unit Topic / Guiding Question: Short Story and Writing Unit — How can we use literary works to express ideas? (February 8th to February 17th)					
Rationale: These students are entering New Media 10 and will need to understand the different purposes for writing, and what conventions are necessary for sentence and paragraph writing. This unit will use a collection of different short stories to help students explore how to form ideas when writing persuasive, narrative, and descriptive pieces of writing. This unit will also be used to familiarize students with identifying key themes and elements in story and text, which will help them in later units. This unit will use different short stories to teach students how to identify various themes and elements in different genres of literary texts. This unit will focus on short stories and prepare students to analyze overarching themes in larger bodies of text during our play study and novel study units.					
STAGE 1: Desired Results					
UN DE RST AN D	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Big Ideas</th> <th style="width: 50%; text-align: center; padding: 5px;">Essential Questions</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • Language shapes ideas and influences others. • The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • Texts are socially, culturally, geographically, and historically constructed. </td> <td style="vertical-align: top; padding: 5px;"> <p><i>How can we identify and connect themes through story and text?</i></p> <p><i>How do literary elements contribute to genre and themes and the way we view a text.</i></p> <p><i>What connections can we make between literary texts and the world around us?</i></p> <p><i>How can I use language to express my own perspectives, opinions, and observations.</i></p> </td> </tr> </tbody> </table>	Big Ideas	Essential Questions	<ul style="list-style-type: none"> • Language shapes ideas and influences others. • The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • Texts are socially, culturally, geographically, and historically constructed. 	<p><i>How can we identify and connect themes through story and text?</i></p> <p><i>How do literary elements contribute to genre and themes and the way we view a text.</i></p> <p><i>What connections can we make between literary texts and the world around us?</i></p> <p><i>How can I use language to express my own perspectives, opinions, and observations.</i></p>
Big Ideas	Essential Questions				
<ul style="list-style-type: none"> • Language shapes ideas and influences others. • The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • Texts are socially, culturally, geographically, and historically constructed. 	<p><i>How can we identify and connect themes through story and text?</i></p> <p><i>How do literary elements contribute to genre and themes and the way we view a text.</i></p> <p><i>What connections can we make between literary texts and the world around us?</i></p> <p><i>How can I use language to express my own perspectives, opinions, and observations.</i></p>				
DO	Core Competencies: <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Communication </div> <div style="text-align: center;">  Thinking </div> <div style="text-align: center;">  Personal & Social </div> </div>				

- Communicating
- Collaborating

- Students will learn how to contribute purposefully to discussions and conversations.
- Students will learn how to communicate their ideas through oral and written language.
- Students will learn how to be engaged listeners
- Students will learn how to work with others in small groups to achieve a common goal .
- Students will learn how to be supportive group members by valuing the perspectives of others.

- Creative Thinking
- Critical & Reflective Thinking

- Students can use their imaginations and come up with original ideas.
- Students can ask questions, make judgements, interpretations, and draw conclusions by gathering evidence.
-
- Students can consider different perspectives when exploring information and ideas.
- Students can gather and combine new evidence with what they already know.
- Students can explore and engage with materials and sources.

- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity
- Social Awareness & Responsibility

- Students can be aware of different aspects of self and identity.
- Students can make choices that will help them be successful in their endeavours.
- Students can take responsibility for their own actions and work efforts.
- Students are willing to engage with ideas or information that may be challenging.
- Students are willing participate in activities, and work respectfully with others.
- Students are willing to be a part of a group, and listen to other's ideas.

Learning Standards – Curricular Competencies:

1. Access information for diverse purposes and from a variety of sources to inform writing

- Students will learn how to use information and plot details from short stories to make judgements and decisions about their writing.

2. Apply appropriate [strategies](#) to comprehend written, oral, visual, and [multimodal texts](#)

- Students will learn how to make predictions, ask questions, paraphrase/summarize, make inferences, and identify themes.

3. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts

- Students will learn how to critically think about the texts they interact with, and learn how to come up with ideas, interpret, and identify deeper meanings and messages within a text.

4. Construct meaningful personal connections between self, text, and world

- Students will learn how to make personal connections to a text by accessing background knowledge, and considering aspects of popular culture, their own interests, and what is happening in the world today.

5. Transform ideas and information to create original texts, [Identify bias, contradictions, and distortions](#)

- Students will learn how to write different styles of paragraphs using information and ideas related to their personal interaction with different short stories.

6. Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context

- Students will learn how to edit their work and the work of their peers, and understand how to use appropriate writing conventions.

7. Express and support an opinion with evidence.

- Students will learn how to use language persuasively, and use textual evidence to support their ideas.

8. Use [writing and design processes](#) to plan, develop, and create engaging and meaningful texts for a variety of purposes and [audiences](#).

- Students will learn about different styles of writing, and how to use language for different forms of expression. They will also learn how to edit their work for appropriate writing conventions.

9. Assess and refine texts to improve clarity and impact

- Students will learn editing processes, and how to use feedback.

**KN
O
W**

Learning Standards - Content:

- **Reading Strategies**
 - **Asking questions about text**
 - **making connections**
 - **summarizing**
 - **identifying big ideas and key themes**
 - **making predictions**
- **Oral language strategies**
 - **asking questions**
 - **connecting to listeners**
 - **speaking with expression**
- **Writing Processes**
 - **Determining audience and purpose**
 - **coming up with ideas**
 - **drafting, revising, editing**
 -
- **Elements of Style**
 - **sentence structure**
 - **tone**
 - **stylistic choices**
- **Usage/Conventions**
 - **common practices of standard punctuation, capitalization, quoting, and Canadian spelling**

**Firs
t
Pe
opl
es
Pri
nci
ple
s of
Lea
rni
ng**

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
- *Learning involves recognizing the consequences of one's actions.*
- *Learning involves generational roles and responsibilities.*
- *Learning recognizes the role of indigenous knowledge.*
- *Learning is embedded in memory, history, and story.*
- *Learning involves patience and time.*
- *Learning requires exploration of one's identity.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

Comments on how you will address the FPPL:

Students will frequently work with their peers in small groups to share ideas and work together to achieve a common goal. This unit will also provide students with opportunities to make connections between the class content and the world around them.

This unit will focus on using story to help students understand the importance of identifying key themes, and what we can learn from stories written by others.

Students will be practicing different writing and critical thinking skills during this unit, and will learn that learning involves patience and time as they work through different componenets to build their undersanding.

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

- *Comprehension questions — These questions will be marked up with feedback and handed back to students to help them work on developing ideas that can be turned into summative pieces of writing.*
- *Class brainstorming/discussions*
- *World Cafe Questions*
- *Individual Brainstorming*
- *Argument/Persuasion T-Chart*
- *Descriptive Senses Chart*

Summative Assessment (Assessment of Learning):

This unit will consist of 6 summative pieces over 2 weeks:

- 1. Narrative Paragraph Assignment (2 Paragraphs)*
- 2. Persuasive Paragraph— Moose and Sparrow*
- 3. Descriptive Letter*
- 4. Creative Ending Assignment*
- 5. Thomas King Assignment: Compare and Contrast Writing Assignment*
- 6. Writing Assessment*

Students will receive formative feedback on their comprehension questions and tasks, and part of their summative assessment will be based on how well they utilize that feedback regarding writing conventions and focus when completing these summative projects

Student writing will be assessed on:

- WRITING CONVENTIONS — SPELLING, GRAMMAR, PUNCTUATION, CLARITY*
- WRITING FOCUS - PERSUASIVE, NARRATIVE, DESCRIPTIVE*
- CONTENT FOCUS - is thoughtful, evidently shows analysis of text, on topic.*

Stage 3: Learning Plan

Date/Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
--------------------	----------------------------	--

February 8th

DAY 1

Using the short story the Tell-tale heart by Edgar Allen Poe, students will review their understanding of genre and learn and how to identify elements of specific genres in short stories.

Key Learning Intentions:

- Students will learn how to use reading strategies to identify the genre of a text.
- Students will learn how to make predictions about a text by using the information they are given to make inferential guesses.
- Students will learn how to make connections between literary text and what knowledge they already have. (Making connections and accessing background knowledge)

Introduction to the course (Mr. Cramer/Ms. Hansen)

- Classroom rules/expectations
- Other housekeeping details

Activity 1: Genre

- What is a genre? (Fiction Vs. Non-Fiction)
- Genre Web (Class brainstorm on whiteboard — or using sticky notes)
- How do we identify the genre of literary fiction?
 - Genre Characteristic Activity: Students will have 5-10 minutes to list as many characteristics of each genre as they can. We will do one example on the board before they do this. (Example: Fantasy — Magical powers, talking animals, unrealistic occurrences.
 - Class Brainstorm
- Discussion and Interactive Notes (sub-genres)

Activity 2: Tell-tale Heart

- Who is Edgar Allen Poe?
 - Provide brief background about author.
- Pre-Reading activity:
 - Previewing image related to the text
 - Making predictions based off of title:
 - Prediction about the Story (What do we think will happen in the story based off of the information we know about the author, title, and visual?)
- Reading the short story together:
 - Go over how we will read texts in the class (Sometimes I will read to them. Sometimes I will ask people to read. Sometimes they will read independently).
 - Discussion about Genre related to tell-tale heart.
 - Early Horror and Crime/Killer stories
 - Crime shows? What kind of comparisons can you make? What do we know about crime documentaries or interviews?
 - ****Poe's Death****

Activity 3: Comprehension Questions

- Students will complete the reading comprehension questions for the story in preparation for paragraph writing the following day.

Activity 4 : Pop-Culture Portrayal (New Media aspect)

- Before the end of class (or the following day - time permitting - we will watch the Simpson's clip of Tell-tale Heart)
- Discuss empathy and remorse

***** THINGS TO DISCUSS ABOUT STORY *****

- Tone
- Point of View

Feb 9th

DAY 2

The students will learn what a theme is and how to identify different themes within a literary text. Students will understand why themes are important to reading literary works.

Key Learning Intentions:

Students will learn how to use evidence from texts to make judgments.

Students will learn about different types of paragraphs and the structures that are used when writing.

Students will learn how to communicate with others, share ideas, and develop new ideas with others in small groups.

We will continue with the short story (Tell-tale Heart by Edgar Allen Poe).

Activity 1: Finish-Up

- Students will have some time to finish up their comprehension questions from the previous day.

Activity 2: Identifying Theme

- What is a theme? (Class brainstorm on board)
- How can we identify theme in literary works?
- Identifying themes in popular tales/fairytales (Practice activity)
 - Roundabout activity:
 - world cafe theme identification activity with popular stories
 - Small Groups
 - Each group is given a sheet with a section to fill out for each story.
 - Each group must identify what they believe the main themes of the story. Challenge is to find more than one theme.
 - Each group will share out loud to class at the end.

Activity 3: Themes of Tell-Tale Heart

- Identify a main theme in tell-tale heart
- Individual activity
- This activity will be used to brainstorming for Paragraph writing
- (Handout will be given for students to fill in)
 - What is the main theme of the story?
 - Are there any sub-themes?
 - What events in the story lead you to believe that this is the theme?

Activity 4: Introduction to Paragraph Writing

- Types of Paragraphs
- Today's focus on Narrative Paragraphs
 - Chronological order of events
 - story/event
 - account of one's life
- Parts of paragraph (Topic sentence, body, conclusion)

Activity 5: Introduction to Paragraph Assignment # 1

- Students will start their narrative paragraph assignment.
- Students will write two Narrative Paragraphs about tell-tale heart. The first paragraph will be a chronological telling of events from the story. The second will be about the theme they have identified from the story. In their paragraph they will explain the genre of the story, the theme, and what events in the story have led them to identify the genre and theme.

<p>Feb 10th</p> <p>DAY 3</p>	<p>Key Learning Intentions:</p> <p><i>The students will learn how to use proof reading and editing processes to achieve a final product.</i></p> <p><i>Students will learn how to make predictions about a text.</i></p> <p><i>Students will learn about different parts of sentences, and conventions in punctuation, grammar, and spelling.</i></p> <p><i>Students will learn how to use oral language skills to read out loud to their classmates.</i></p> <p><i>Students will learn how to use listening skills to identify key pieces of information from a story. Students will learn how to view and identify information from a text.</i></p> <p><i>Paragraph Editing — Self Editing</i></p>	<p>Activity 1: Work Period</p> <ul style="list-style-type: none"> - Students will have time to continue their paragraph assignment from the previous day. <p>Mini Lesson on Sentence Structure</p> <ul style="list-style-type: none"> - simple, compound, complex - Comma usage etc... <p>Activity 2: Editing (As students finish their paragraph)</p> <ul style="list-style-type: none"> - Editing Checklist - Students will self-edit their papers (use one colour) <ul style="list-style-type: none"> - Read out loud - circle grammar, punctuation, spelling - Students will find a friend to edit (peer edit) - Complete the editing checklist/’ - * STUDENTS WILL SUBMIT A GOOD COPY* <p>Activity 3: Previewing The Moose and the Sparrow</p> <ul style="list-style-type: none"> - Start the next short story The moose and the sparrow - Students will make predictions about the text based off of the title and complete the pre-reading activities (will have questions about their predictions) - Read story together - Discuss story - Discuss theme and genre (connection to previous learning) - Character Analysis/Comprehension Assignment -- Cecil and Moose <p>Activity 4:</p> <ul style="list-style-type: none"> - Discuss persuasive writing (persuasive paragraphs) - Purposes of persuasive writing - Logic and evidence - Creating an argument - Audience <p>Activity 5:</p> <p>Persuasive writing argument chart: Pair Activity — do one together</p> <ul style="list-style-type: none"> - T-chart on reasons for Sparrow killed moose - Do we think that Cecil killed Moose, or was it a coincidence?
------------------------------	---	--

<p>Feb 11th</p> <p>DAY 4</p>	<p><u>Key Learning Intentions:</u></p> <p><i>The students will learn how to support an argument using evidence from a text.</i></p> <p><i>The students will learn how to come up with a topic/subject, and understand different methods of persuasion for different audience types.</i></p> <p><i>Students will learn how to use language and writing for persuasive purposes.</i></p>	<p><u>Activity 1:</u></p> <ul style="list-style-type: none"> - Continue with Persuasive Writing - Discuss our persuasive writing charts <ul style="list-style-type: none"> - What arguments did people make? <p><u>Activity 2:</u></p> <p>Ask students the question: How did Moose Maddon die?</p> <ul style="list-style-type: none"> - Board brainstorm - Ask students to create an argument for one side of the question. <ul style="list-style-type: none"> - Killed by Cecil? - Killed by drunken foolishness? - Was his death an accident? - Students will fill out a planning chart and have to find evidence from the text to support their argument. <p><u>Activity 3:</u></p> <ul style="list-style-type: none"> - Students will write a persuasive paragraph using their planning chart (this will be handed in) - Students will write a rough draft — (use the same checklist for the narrative) - Students will write a good draft. <p><u>INDEPENDENT WORK: (Once paragraphs are written)</u></p> <ul style="list-style-type: none"> - Students will be given a story to read independently. - Students will be given a set of questions based off of that story relating to genre, theme, narrative writing, and persuasive writing. - Students will also receive a sheet that asks them to identify descriptive elements in the text (relating to the 5 senses). This will help students prepare for our descriptive writing lesson the following day.
------------------------------	---	---

Feb 12th

DAY 5

Key Learning Intentions:

- *Students will learn how to observe, describe, and interpret their interactions into written word.*
- *Students will learn how to share experiences and ideas with others.*
- *Students will learn how to consider different perspectives, and how to use creative thinking to generate ideas using a given prompt.*

Activity 1: Introduce Descriptive Writing

- Moving on from paragraphs
- Descriptive writing.
 - What is imagery?
 - 5 senses (Brainstorm ways we can describe these things on the board)
- Students will receive a sheet divided into 5 sections for their descriptions. We will do 5 different activities together where they will practice using written language to describe different interactions with these different senses.
 1. Viewing — Students will view an image or an object and use this space on their sheet to describe it in 3-5 sentences.
 2. Smelling— I will walk around with a canister that has a small hole cut into the lid. Students will be asked to smell the lid and attempt to describe the scent in 3-5 sentences. (Alternatively. Students will be asked to describe the smell of a popular food item if they do not wish to interact with the mystery smell.)
 3. Touching — I will walk around with a bag or container and ask students to reach inside to feel the object, and in 3-5 sentences they will describe what they felt in the bag. (Covid Depending -- Each student will sanitize after they have felt the object. Alternatively -- Students will each receive their own paper bag with a secret object in it, and be asked to feel the object inside.
 4. Hearing — I will play a series of sounds and ask students to describe each sound in one sentence.
 5. Tasting — Covid Depend -- Each student will receive an individually wrapped chocolate or candy, and be asked to describe the taste in 3-5 sentences. Alternatively students will be asked to describe the taste of a popular food item.

Activity 2: Large Group Discussion about Activity

Activity 3: Introduce Letter Assignment

- The Moose and Sparrow
- As though they were Cecil, Students will write a confession letter to Mr. Anderson Cecil. Students will explain in as much detail as possible what happened in the letter. Students will need to be creative and must use all 5 sense to describe what happened.

<p>16th</p>	<p><u>Key Learning Intentions:</u></p> <p>Students will learn how to write for creative purposes. Students will learn how to break down a text by identifying key events and plot points.</p> <p>Students will learn how to use oral language skills to read aloud in front of others.</p>	<p><u>Activity 1: Discuss Purposes of Writing</u></p> <ul style="list-style-type: none"> - Persuade, inform, express, entertain <ul style="list-style-type: none"> - Another form of expression and entertainment can be writing for creative purposes. - Discussion about elements of plot - Using one of the stories we have already looked at we will use it as an example to break down parts of plot - Writing for entertainment <p>Read the Short Story — The Game — as a class</p> <ul style="list-style-type: none"> - Choose student volunteers (or using another method) to read aloud <p><u>Activity 2:</u></p> <ul style="list-style-type: none"> - students will create a summary of the plot, and fill out a plot diagram. <p><u>Activity 3:</u></p> <ul style="list-style-type: none"> - Students will choose if they want to create a new ending to the story. As a challenge students can also create a prologue and epilogue.
<p>17th</p>	<p><u>Key Learning Intentions:</u></p> <p>Students will learn how to make connections between story and real world conflicts.</p> <p>Students will learn about challenges that some individuals face regarding cultural identity.</p> <p>Students will learn how to identify challenging themes in contemporary literary works.</p>	<p><u>Activity 1: Borders by Thomas King</u></p> <ul style="list-style-type: none"> - Discussion of the author - context of the story - Video about the Blackfoot culture (before or after?) - Read half of the story together, and have students read the second half on their own. <p><u>Discussions of Story -</u></p> <p><u>Identifying Types of Conflict (person versus society?)</u></p> <ul style="list-style-type: none"> - Character types - what kinds of conflicts have we seen so far in the stories we have looked at? - What does this type of conflict suggest about our society? <p><u>Reflection Questions</u></p>

<p>18th</p>	<p><u>Key Learning Intentions:</u></p> <p>Students will learn how stories can be used to represent social and cultural contexts and conflicts.</p> <p>Students will learn how to compare ideas between texts.</p> <p>Students will learn how to make connections between texts.</p> <p>Students will learn the importance of understanding context and background information about a text (in this case the relevance of authorship).</p> <p><i>Students will learn how to communicate their ideas and work with others.</i></p>	<p><u>Activity 1: Traplines by Thomas King</u></p> <ul style="list-style-type: none"> - Refer to Borders from previous day - What do we know about Thomas King? - What to look for while reading the story? POV, Themes, Conflict, Symbolism? - Independent Reading and Questions <p><u>Activity 2: Traplines and Borders</u></p> <p>- Students will work in groups and use chartboard paper to answer in a World cafe-style questions about theme, character, conflict, symbolism, and POV relating to both stories. Each group will have a chance to work on the different questions</p> <p><u>Activity 3:</u></p> <p>- <i>Students will be asked to write an analysis comparing and contrasting the two stories. 2 paragraphs about Traplines and Bordertown -- Similarities/Differences</i></p>
-------------	--	--

<p>19th</p>	<p><u>Key Learning Intentions:</u></p> <p>Students will learn how to use written language to respond to apply their understanding of</p> <p>Students will learn how to view and think critically about text that they interact with.</p> <p>Students understand how respond and apply their learning of different comprehension, writing, and thinking skills.</p> <p>Students will learn how to reflect their actions and interactions with technology and social platforms.</p>	<p><u>Activity 1: Students will complete a writing assessment</u></p> <ul style="list-style-type: none"> - Students will read a short story. - Students will answer questions relating to topics we have covered (conflict, theme, elements of genre etc...) - Students will choose respond to two questions in paragraph form. They will choose from a list of questions. <p><u>Activity 2: Introduction to Digital Citizenship Unit</u></p> <ul style="list-style-type: none"> - What is digital citizenship? <ul style="list-style-type: none"> - Students will come up with definitions — brainstorming in small groups - We will come up with questions on the board as a class about digital literacy/citizenship/social media - We will start watching the documentary "The Social Dilemma" in order to respond to the question -- what is problematic about social media, and respond to other questions we have come up with as a class. - Time permitting the we will conduct an experiment. Students will be asked to pull out their phones and choose any social media platform that they frequent. (Students who do not have access to a cell phone can either ask a friend to join to them, or they can write down a recollection list on a scrap sheet of paper).
<p>Resources needed:</p>		
<ul style="list-style-type: none"> - Short Stories <ul style="list-style-type: none"> - Tell-tale Heart - The Moose and the Sparrow - The Game - Borders - Traplines - Access to Projector - Assignment Sheets - Descriptive Writing Activity Props - Whiteboard/Markers - Chart board paper 		

	Interdisciplinary connections: (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)
	<ul style="list-style-type: none">- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.<ul style="list-style-type: none">- Big ideas and competencies related to the Social Studies curriculum will be interwoven into our discussions of culture and identity when looking at Thomas King's short stories Borders and Traplines.
	Reflection
	How did the unit go? How do I know?
	Where to next? — Digital Citizenship Unit WHAT DOES IT MEAN TO BE A GOOD DIGITAL CITIZEN? <ul style="list-style-type: none">- How to search for information online- Preventing Cyberbullying- Protecting my Information- Reliability of sources- Fake news?