

Year in Review: A Voices Remix

PBL @ a Glance

Name of Project: Year in Review: A Voices Remix		Duration: 9 wks
Subject/Course: Language Arts/SDAL	Teachers: Howell, Eaton, Koplitz, Hufnagl (SDAL) Heiser Kareis (Special Education) Grieb, Mays, Land, Madrigal, Grolemund-Swackhammer, Wimsett, Allen, Stine (Language Arts)	Grade Level: 8th
Driving Question:	How do artists recycle the literary elements of stories to create new narratives?	
Learning Goals:		
Skills for Digital Age Learners	CYDAL.1.8.1 Apply existing knowledge to generate new ideas, products, or processes CYDAL.1.8.2 Create original works as a means of personal or group expression CYDAL.4.8.2 Plan and manage activities to develop a solution or complete a project	
Language Arts	CYCCLA.1.4.8.M NARRATIVE WRITING: Write narratives to develop real or imagined experiences or events. CYCCLA.1.4.8.N NARRATIVE WRITING: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CYCCLA.1.4.8.O NARRATIVE WRITING: Use narrative techniques such as dialogue, description, REFLECTION, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CYCCLA.1.4.8.P NARRATIVE WRITING: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another AND SHOW THE RELATIONSHIPS AMONG EXPERIENCES AND EVENTS; provide a conclusion that follows from and reflects on the narrated experiences or events. CYCCLA.1.4.8.Q NARRATIVE WRITING: Write with an awareness of the stylistic aspects of writing. CYCCLA.1.4.8.Q.03 NARRATIVE WRITING: CREATE TONE AND VOICE through precise language	

Learning Goals: (Continued)

Language Arts

CYCCLA.1.4.8.R NARRATIVE WRITING: demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CYCCLA.1.4.8.S RESPONSE TO LITERATURE: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

CYCCLA.1.4.8.T WRITING PROCESS: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CYCCLA.1.4.8.U TECHNOLOGY AND PUBLICATION: Use technology, including the Internet, to produce and publish writing and PRESENT THE RELATIONSHIPS BETWEEN INFORMATION AND IDEAS EFFICIENTLY AS WELL AS TO INTERACT AND COLLABORATE WITH OTHERS

CYCCLA.1.3.8.G ANALYZE THE EXTENT TO WHICH A FILMED OR LIVE PRODUCTION OF A STORY OR DRAMA STAYS FAITHFUL TO OR DEPARTS FROM THE TEXT OR SCRIPT, EVALUATING THE CHOICES MADE BY DIRECTORS OR ACTORS.

Timeline

Use the following link to access the calendar, where you will learn more about due dates and content to be explored.

https://docs.google.com/spreadsheets/d/1zX8uzcK9gUIE2hvjEDSGN80D3YMwroi-TPUpjDM_YLQ/edit?usp=sharing

How Will I Be Graded?

(Student learning will be monitored *throughout* and *at the end of* the unit using the following criteria.)

Research & Information Fluency

Expectation: Student applies digital tools to gather, evaluate, and use information.

	Exceeds Expectation <i>Student excels in applying skills.</i>	Meets Expectation <i>Student has shown competency.</i>	Below Expectation <i>Student is just getting started.</i>
Inquire & Gain Knowledge	-30- Student <i>uses THREE or MORE sources to gather and evaluate</i> information. <i>Example: Searching multiple online sites and offline books to locate and evaluate the accuracy of information.</i>	-25.5- Student <i>uses TWO sources to gather and evaluate</i> information. <i>Example: Comparing two sources of information to confirm accuracy.</i>	-22.5- Student <i>uses ONE source to gather</i> information. <i>Example: Searching one website to locate information.</i>

Quality & Accuracy of Information

Expectation: Student will find adequate and accurate online information.

	Exceeds Expectation <i>Student excels in applying skills.</i>	Meets Expectation <i>Student has shown competency.</i>	Below Expectation <i>Student is just getting started.</i>
Inquire and Gain Knowledge	-5- <ul style="list-style-type: none"> * Students correctly and completely define the problem. * Students identify several possible causes and effects of the issue. * Students find several proposed solutions to the problem. 	-4- <ul style="list-style-type: none"> * Students correctly define problem * Students identify one or two possible causes and effects of the issue. * Students find one or two proposed solutions to the problem. 	-3- <ul style="list-style-type: none"> * Students incorrectly defined the problem. * Students identified one possible cause or effect, -OR- incorrectly identifies more than one cause/effect. * Students identify an incorrect/impossible solution to the problem.

(Continued)

How Will I Be Graded?

(Student learning will be monitored *throughout* and *at the end of* the unit using the following criteria.)

Critical Thinking & Creativity

Expectation: Use digital tools to collaboratively create projects and solve problems.

	Exceeds Expectation <i>Student excels in applying skills.</i>	Meets Expectation <i>Student has shown competency.</i>	Below Expectation <i>Student is just getting started.</i>
Content	Presents a strong argument that appeals to ethos, logos, and pathos -AND- Presents a clear, specific action step that audience can take.	Presents a good argument that appeals to at least two of ethos, logos, and pathos. -AND/OR- Presents a clear, specific action step.	The argument is unclear and does not appeal to ethos, logos, and pathos -OR- May not present the idea that people should do something, but is unclear about what that is.
Style	Demonstrated planning for visuals and/or sound (very little background noise and scenes/images are easy to see) The PSA creates a highly appropriate tone that effectively communicates the message. Music, color, layout, etc. enhanced the message.	There is an attempt to plan for visuals and/or sound, but there are some technical issues that detract from the PSA. The PSA creates an appropriate tone. The music, color, layout, etc. doesn't particularly enhance or detract from the message.	Many scenes were very difficult to see and background noise was distracting. The tone of the PSA was highly inappropriate. The music, color, layout contradicts the tone of the message.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Little evidence of original thinking.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.

