

Tales By Firelight: Digital Storytelling

Grades 9-10 ELA

Content Area	Grade Level
ELA	9-10

Approximate Time Needed: Four weeks

UNIT OVERVIEW	KEY STANDARDS
<p>The common performance assessment task in this unit asks students to create a narrative podcast. The unit considers the following questions: <i>Why are we using this as our common performance task? What makes it a task worthy of a student's time? How does it prepare them for the real world?</i> Technology used in this unit fostered critical thinking, increased communication, and created platforms for collaboration to come to the forefront of their learning experience (Framework for 21st Century Learning). The use of Google Docs, Vocaroo, Audacity and Google Classroom created conditions for students to develop 21st century skills.</p>	<p>W. 9-10. 3 W. 9-10. 6 RL. 9-10.1 RL. 9-10. 4</p>

COMMON ASSIGNMENTS	LDC TEACHING TASK
<ul style="list-style-type: none"> • LDC On Demand Task • Narrative techniques pre-test • Narrative podcast 	<p>What makes a story powerful? After reading the story, write a commentary in which you analyze how the author/speaker uses narrative techniques to craft a powerful story with a message. Support your discussion with evidence from the text/s.</p> <p>https://drive.google.com/drive/folders/OB2KICiHL8U3jZHVicIVReTA3Y28</p>

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Teacher Reflection: In a society that demands professionals work in teams to produce

solutions to complex problems, our students need the real world skills of working collaboratively and cohesively enough to produce and publish a permanent project. Through my own professional growth as a member of the NGID cohort, I am developing and honing the same 21st century skills that we want to foster in our students. When I grow, my students grow.

Stage 1—Identify Desired Results

Established Goals/ Standards		
Transfer	<i>Students will be able to...</i>	
Meaning	<p>Understandings/Big Ideas</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • There is power in the way we convey messages • Stories convey messages 	<p>Essential Questions</p> <p><i>Students will keep considering ...</i></p> <p>How do authors use narrative technique to enhance or support a message?</p>
Acquisition	<p>Know (Content)</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • The way you convey messages matters • Narrative can convey important messages using story techniques and elements <hr/> <p>Do (Skills)</p> <p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> • Creating Podcasts • Telling stories • Analyzing story elements for effect • Narrative can convey important messages using story techniques and elements 	

Stage 2—Determine Acceptable Evidence

Assessments	Evaluative Criteria
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<p><i>[Key performance tasks, tests, etc., including LDC task]</i></p> <p><i>All links below</i></p>	<p><i>LDC Informative Rubric</i></p> <p><i>Project Based Assessment Rubric</i></p>
<p>Supports/Scaffolding</p> <p><i>Extra time and teacher support as needed</i></p>	

Stage 3—Plan Learning Experiences and Instruction

<p>Unit Texts and Materials</p>	
<p>Assessment Tasks</p>	<p><i>[Measurable mile markers of student growth (tasks that will get evaluated)]</i></p> <p>Formative pre-assessment(s)</p> <p>https://docs.google.com/document/d/1WMGGXHHrcqtLWBhBPEMLadvN3V48c-7fSAiugR5rURk/edit?usp=sharing</p> <p>Formative mid-assessment(s)</p> <p>Summative/unit assessment</p> <p>Podcast</p>
<p>Learning Tasks</p>	<p>Narrative Technique Lessons</p> <p>Shark Tank Assignments</p> <p>Podcast Assignments</p> <p>Style Lessons</p> <p>LDC Task & Mini tasks</p> <p>Foreshadowing Lesson</p>