

# Jay Curriculum: Unit Cover Page

**Unit title:** Journals

**Grade Level:** 8

**Content Area(s):** ELA

**Date Created:**

**Designed By:** Pam McAllister

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- A1 Formulate questions to be answered while reading
- A2 Reflect on what has been discovered and learned while reading, and formulate additional questions
- A3 Identify specific devices an author uses to involve readers
- A4 Use specific strategies (e.g. rereading, consultation) to clear up confusing parts of a text
- A5 Understand stories and expository texts from the perspective of the social and cultural context in which they were created
- A6 Identify accurately both the author's purpose and the author's point of view
- A7 Summarize whole texts by selecting and summarizing important and representative passages
- B1 Demonstrate an understanding that people respond to literature in different and individual ways
- B3 Identify the main and subordinate characters in literary works
- B4 Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience
- B6 Recognize the use of specific literary devices (e.g. foreshadowing, flashback, different time frames such as the future or the past)
- B7 Recognize complex elements of plot (e.g. setting, major events, problems, conflicts, resolutions)

**Unit:** Journals – 8

**Brief Summary of Unit/Topic**

**Summary:**

Journals are used in response to read alouds, shared reading, class discussions, and mini lessons as well as to individual student readings.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

There are many ways to use a journal as well as ways to organize one.

**Students will know:**

How to use a journal for personal learning

**Students will be able to:**

- Respond to their reading
- Use their journal to improve their reading
- Make connections – personal, literary, historical, etc.
- Develop and respond to questions
- Respond to class readings
- Use their journals to think
- Reflect on their own reading process

**Enduring Understanding/s:**

Journals can be a tool to use whenever reading, thinking and learning

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

| Performance Tasks/Products/other assessments<br>Performance tasks should have a <u>scoring guide</u> . | <i>Performance Indicators</i> for this task.* Example:<br><b>ELA: C- 1,2,3</b><br><b>Science: B- 3,5,7</b><br><b>SS His: H- 2</b> | <u>Modalities</u><br><b>K</b> =Kinesthetic<br><b>O</b> =oral<br><b>V</b> =visual<br><b>W</b> =written | Are <u>examples</u> available to students?<br>?<br><b>Y, N, or N/A</b> | Component of Local Assessment System?<br><br><b>Y or N</b><br>(See <a href="#">aligned scoring guide</a> .) |
|--|---|---|--|---|
| OTHER  |   |   |  |   |
| Journal responses  | A1, 2, 3, 4, 5, 6, 7;<br>B1, 3, 4, 6, 7   |   |  |   |
| STUDENT SELF ASSESSMENT  |   |   |  |   |
| Journal responses  |   |   |  |   |
|  |   |   |  |   |
|  |   |   |  |   |
|  |   |   |  |   |

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

1. Class readings and responses
2. Models of journal entries – teacher and student
3. Sharing of journal responses
4. Personal responses to individual reading
5. Mini-lessons
  - a. Reading strategies
  - b. Literary techniques and devices
  - c. Elements of plot
  - d. Writing styles and techniques
  - e. Journal organizational techniques
6. Practice and reflection on mini-lessons
7. Prompts for practice and development of response through a journal.

### **REFERENCES:**