

Planning

The Backwards Design Process



- 1) Start with your topic (interest)
- 2) Focus on a related “Big Idea”
- 3) Design your essential questions
- 4) Select your competencies

- 1) Referring to your competencies design the summative assessment
- 2) Create a rubric
- 3) **DO the assignment**

- 1) Referring to the competencies for the unit and the rubric for your summative assessment, design intentional learning activities and formative assessment tasks intended to guide the learning of the competencies to be assessed.

Old vs. “New”

Traditional Units	Skills Assessed	My Units
<ul style="list-style-type: none">- Poetry- Short Stories- Novel Study- Shakespeare- Oral Presentation <p><i>Emphasis is on text types as a planning focus rather than big ideas, essential questions and current day interests/events</i></p>	<ul style="list-style-type: none">- Comprehend and Connect (reading, listening, viewing)- Create and Communicate (writing, speaking, representing) <p><i>The focus of assessment between the “old” and “new” curriculum has not changed</i></p>	<ul style="list-style-type: none">- Themed/ Essential Question driven- Present day interests <p><i>Shifts focus from planning around genera and text type to focusing on big ideas supplemented with a variety of text types.</i></p>

Scope & Sequence

- 1) Weekly Journals
- 2) Memoir Unit
- 3) Podcast: Finding Cleo
- 4) Social Media Unit
- 5) Immigration Unit
- 6) Lit Circle: Indigenous Perspectives
- 7) Speech Unit
- 8) Exit Conference

Other Possible Units of Focus

- 1) Netflix “Umbrella Academy” (Character Study)
- 2) Gender Studies Unit (Synthesis)
- 3) Spoken Word Unit (Writing & Presenting)
- 4) Passion Project (Ted Talk Version)
- 5) Indigenous Perspectives Unit (Synthesis)

12 29 火
 Who or what keeps you going everyday?
 My family is my biggest motivation. I do everything with them in mind. Even time I take for myself is taken so I can be a better wife, a better mother. They are my biggest inspiration, my biggest source of joy, my voices of reason, my comfort in times of sorrow, the rocks that support me in times of stress or despair. My happy moments mean more when I share them with my family, my successes are sweeter when they also benefit my family, my sorrows are easier to bear with them alongside me. They affect many, if not all of my decisions as I strive to be a role model for them. I want them to be proud of me, as proud of me as I am of them. Now that they are growing older, each moment I spend talking, bonding, laughing & sharing with them is that much more precious. I was initially thinking of my boys, but this is also the ease with my parents too. I want to spend more time with them as well, while we can still be together, whole in mind and spirit. The years fly by so quickly, it seems not that long ago that I started this journal, and here I am with only two more pages to go. So I will continue, continue journaling in whatever form makes me happy, continue to live life and document all the little details, continue to live life to its fullest with the ones I love.

わたしが、わたしの人生で見聞してきたもの。
 わたしが、わたしの人生でやってきたこと。
 わたしが、わたしの人生で会ってきた人ひと。
 それを、たしかめようとしている。それを、数えようとしている。
 さいうとは、そういうことだよ。
 「セフティ・マッチ氏の『愛の言葉』より」

12 30 水
 日 十一月二十日

6
 9
 12
 15
 18
 21
 0
 3

人の一生は、
 なにを思ったかでもなく、
 なにを思ったかでもなく、
 なにをしたのか、
 ただそれだけなんじゃないか
 —— 糸井重里が『今日のダ』

Weekly Journals

Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Task: Watch a short video and respond to prompts in a one page journal entry.

Expectations:

- ✓ Write on every other line. (Double Space)
- ✓ Write in first person.
- ✓ Write using detail, voice, personal feelings, and explanations.
- ✓ Strong journals will make connection to self, text and the world.
- ✓ They will also discuss a variety of perspectives to an idea.
- ✓ End with a strong opinion.
- ✓ Be critical and explore perspectives on your topic.
- ✓ Strong journals have strong opinions and are interesting to read.
- ✓ 1 page typed double sided (MAX) – size 12 font
- ✓ 2 pages hand written double sided. (MAX)
 - ✓ Use neat handwriting. Final copy always in pen.
- ✓ MLA Formatting

Weekly Journal: Assessment

Competencies:

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Express and support an opinion with evidence
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context

Video Example: “Hearing Color”

<https://vimeo.com/118166526>

- What are your first impressions of this video? Do you find it interesting, exciting etc.. ? Explain.
- What do you make of the following quote: “I don’t feel like I am using technology, I don’t feel like I am wearing technology, I am technology”. Is this sentiment a statement of innovation? Something to be feared? Something to be weary of? Explain.
- The narrator makes a statement about skin color, he says that people who say they are “Black” they are not, they are a very dark orange; and people who say they are white are actually a very white orange. “We all share the same hue”. Do you think if society were to experience the world through “hearing color” instead of “seeing color” there would be less of a divide between races? Explain.

Theme: Technology

Appearance vs. Reality

1 Inch Margin

Last Name + Page Number

Last Name 1

First Name & Last Name

Ms. Kalsi

English 12: A

28 January 2020

Italics for Video Title

Journal # Indicated

Original Title

Journal 1: Cultural Ties and Health Risk's

Indent for each paragraph with a new point

Attention to detail. Looking at the "whole picture"

Thinking beyond the obvious

Indent for each paragraph with a new point

Analyzing Perspective

Current example/ connection

After watching *Desi vs. Diabetes* what caught my eye was the attention to detail.

There were many close action shots of various individuals and the one that stood out to me was when an elder lady sharply moves her mug out of the way as a cube of sugar was about to be tossed into it; the sharp movement was what caught my attention, it was dramatic and purposeful. **The music behind this scene**, which was both dramatic and catchy, coupled with movement it echoes the message of the video, which is that **fast action against diabetes needs to be taken** and the **dramatization of the video suggests the urgency and risk of not doing so**.

I believe that the message is strong and clear, it shows what the South Asian community has to offer, they are strong, hardworking and determined in the video, so why should or would they risk their health over sugar? This seems like a simple question to answer, and **I believe no one wants to risk their health but when health is at risk it is often due to much more deep rooted problems**, thus the answer to this question is not that simple.

Further, the effectiveness of the video and its message **depends on its audience**. I believe videos like this do need to exist, they show case and bring light to important issues, but I question the demographic that it is targeted for and who is actually going to be watching it. I think it is the "older" generation who currently face's this particular health issue and it is the "older" generation that is being targeted. **Although it can be argued that** this issue can be faced by many age groups, from experience in today's world the younger generation is much more health conscious and aware, granted that this is due to the popularity and appeal towards working out and being fit, which has also become a trend, but in this case with positive effects. However, for the "older" generation I question whether this video, which is being promoted via YouTube, will actually make it to the forefronts of this particular target audience, I think most likely not. I think another way to reach this

Detailed Example

Message of the video is clear

Insightful & critical viewing

Critical analysis begins here

Presents both sides of an argument

Evaluates the effect of the video

audience is perhaps through personal presentations. **I can speak from experience**, as my grandparents do not use technology and although they may enjoy the video and find it empowering, **it would never reach them unless I brought it forward**.

I do believe it can be used as a preventative measure to educate younger individuals and make them aware of their sugar consumption early. It is shocking to know that south Asians are 3 times more likely to have diabetes when the culture is known to consume meals that include high volumes of vegetables. However, it cannot be ignored that this same culture also equally promotes sweets and I think this is the reason why the statistic is so high. **From personal experience** it can be noted that consuming sweets is an every day indulgence in South Asian communities and households, it is not a treat or reserved for special celebrations and this is because this trend of sweets is embedded into cultural practices leading to high risk of diabetes, these practices are **deep rooted** and can be the leading cause of this issue. For example, traditionally if someone is sick or has a cough a small cube of concentrated sugar is given to cure that cough, the culture is also notorious for including sugar in their tea, which is often consumed multiple times in the day, along side eating something sweet with it. When we think about religion, value and culture these things are often extremely hard to break because in many people's eyes they are interconnected and are apart of a greater identity of that community, so in order to change this we not only need awareness to be spread but also, a new food culture needs to be adopted and accepted within the greater community.

Conclusion is strong, provides an evaluation of the problem and an insightful interpretation of the claim

Personal Connection

Critique

Provides an alternative

World Connection- looking at the topic at all angles

Comes back around to the earlier, original claim stated at the start

Assessment:

1) Responds personally, creatively and critically.

- Personal: connects to experience with sugar in their home
- Creatively: provides opinions from multiple perspectives
- Critically: looks at the cause and effect, provides solutions and digs into "root" of the issue/topic = culture

2) Well written, strong word choice and delivery of material, minor grammatical errors

3) Clearly and insightfully written, follows a clear train of thought

4) Provides opinions with perspectives, evidence and examples.

5) Organized and strong build of points all the way through

6) Minimum required length, types and in MLA formatting.

Grade= Extending

Journal Response Rubric

Check assessment type: ☐ Self ☐ Peer ☐ Teacher

Name: _____

Topic: _____



Criteria Category	Emerging	Developing	Proficient	Extending
Engaging & Questioning	<ol style="list-style-type: none"> I can attempt respond to text in personal, creative, or critical ways I can attempt to construct personal connections between self, text or the world 	<ol style="list-style-type: none"> I can respond to text in personal, creative, and critical ways I can construct personal connections between self, text, and world 	<ol style="list-style-type: none"> I can clearly respond to text in personal, creative, and critical ways I can clearly construct meaningful personal connections between self, text, and world 	<ol style="list-style-type: none"> I can insightfully respond to text in personal, creative, and critical ways I can insightfully construct meaningful personal connections between self, text, and world
Constructing & Creating	<ol style="list-style-type: none"> I can attempt to use the conventions of Canadian spelling, grammar, and punctuation I can express an opinion I can maintain some structure when writing 	<ol style="list-style-type: none"> I can use the conventions of Canadian spelling, grammar, and punctuation as appropriate to the context I can adequately express and support an opinion I can maintain structure with clearly defined introduction and conclusion 	<ol style="list-style-type: none"> I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context I can clearly and thoughtfully express and support an opinion with evidence I can write in a well organized manner appropriate to context 	<ol style="list-style-type: none"> I can use the conventions of Canadian spelling, grammar, and punctuation effectively and as appropriate to the context I can clearly and insightfully express and support an opinion with evidence I can write in a well organized manner appropriate to context and with strong development of main idea

Holistic Range