

# Change: The Long & Short of It

---

## **Key Question: How do we handle change?**

### Overview:

Change is part of everyday life. Sometimes it is simple as changing our socks. However, there are types of change that alter the course of our lives. Change can have short-term or long-term implications. Change can be slow and it can creep up on us or change can be abrupt and in an instant, our lives are different. The aim of this unit is to help you recognize how change affects you as well as others.

### **Content:**

#### **Elements of Short Stories:**

- Character, plot, setting, theme and point of view.

#### **Mini-Lessons:**

There will be a series of mini-teaches that concentrate on different methods of note taking. The goal of these mini-lessons is to provide you with different options on how to take notes and allow you to decide which method is most effective for your learning style. The styles that will be presented are:

- Cornell, Outline, Mapping, Charting and Sentence

#### **Short Stories:**

The short stories that will be covered in this unit are (this is a partial list that will be added to as the unit progresses):

“Jury of Her Peers” by Susan Glaspell

“A Secret Lost in the Water” by RochCarrier

“Cipher in the Snow” by Jean Mizer

“Look At it This Way” by Amy Bright

**Assessments:**

<b>Title</b>	<b>Description</b>	<b>Due Date *these dates are subject to change – but verbal and written notice will be given for any necessary changes of summative assignments</b>	<b>% of Unit Grading</b>
“RepresentN”	Students will represent an element of the story, using playdoh, which was important to them. They must be able to explain what and why they have represented	Wednesday March 20	Formative
The Sound Track of Change	Students will choose a theme song that goes with their SS1* <b>class time will not be given to search for a song</b>	Tuesday March 26	Formative
Note Taking Questionnaire	A short quiz to provide feedback on the Note Taking mini-lessons	Wednesday March27	Formative
Come Together	Group work explaining the elements of Short Stories	Monday April 8	Formative
SS: The Short of It	Students will create a poster with using Glogster, focusing on a particular SS element	Tuesday & Wednesday April 9 & 10	Summative 30% (please see rubric)
You Said What?	Students will be given instruction on constructive peer editing – then given opportunity to provide feedback for classmates	Friday April 12	Formative

SS1	Short Story 1 – with the theme of change	Monday April 15	Summative 25% ( please see rubric)
Shake, Rattle and Roll	Students will construct SS Cubes that will assist with review for the SS Terms quiz	Tuesday April 16th	Formative
SS Terms Quiz	A Quiz on Short Story Terms	Wednesday April 17th	Summative 10%
SS2	Short Story 2 – using Storybird students will create a SS	Monday April 22	Summative 25% (please see rubric)
Literacy Circle	Students will be placed into groups to orally share their stories with their peers	Tuesday & Wednesday April 23 <sup>rd</sup> & 24 <sup>th</sup>	Formative
I am good at... You are good at...	Students will self assess their work and they will evaluate two peers during the Literacy Circles	Tuesday & Wednesday April 23 <sup>rd</sup> & 24 <sup>th</sup>	Summative: Self Evaluation: 5% Peer Evaluation: 5% (please see rubric)

### Criteria for handing in assignments:

Pride of ownership: All assignments will display pride of ownership.

This looks like: - clean, wrinkle free paper

- Name, date, and class clearly visible at the top of the page
- If work is handed in on binder paper – the binder holes are **not** ripped (if they are inadvertently ripped you may use your own reinforcements to fix the page)
- If the work has multiple pages you have “inserted” your name and page number on the work
- If work is multiple pages it is stapled together

**RUBRICS: Short Story 1:**

<b>Criteria/Level</b>	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Adequate</b>	<b>1 Limited</b>
<p><i>2.3 Understand Forms, Elements and Techniques</i>  <b>Generate Ideas</b>  <i>I can create a short story related to change</i></p>	Creates a comprehensive story related to change	Creates a through story related to change	Creates a simplistic story related to change	Creates an undeveloped story related to change.
<p><i>2.3 Understand Forms, Elements and Techniques</i>  <b>Structure Texts</b>  <i>I can create a short story with a main character and minor characters</i></p>	Creates a main and minor characters who are vivid	Creates main and minor characters who are interesting	Creates main and minor characters who are straightforward	Creates main and minor characters who lack appeal
<p><i>4.1 Enhance and Improve</i>  <b>Enhance Artistry</b>  <i>I can create a short story with figurative language and varied sentence patterns that enhances the story</i></p>	Creates a short story with skillful language and sentences	Creates a short story with systematic language and sentences	Creates a short story with simplistic language and sentences	Creates a short story with predictable language and sentences
<p><i>3.2 Select and Process</i>  <b>Organize information</b>  <i>I can organize ideas creatively to develop a cause and effect relationship</i></p>	Creates a short story with an insightful cause an effect relationship	Creates a short story with a thoughtful cause and effect relationship	Creates a short story with a predictable cause and effect relationship	Creates a short story with an unsubstantiated cause and effect relationship

- Please note all other rubrics will be provided when we begin the assignment.