

Kim Reynolds

Blended Unit Planning Document (blueprint)

Topic Title: Affluenza: An in depth look into consumer culture, its causes and effects (an interdisciplinary unit)

Topic
Standards or
Goals

Common Core ELA, Grade 8: Cross text connections, Theme, Writing for different tasks and purposes

Unit Name Affluenza: Activity 1 (this is just the opening set of activities for this unit called Affluenza. Within the unit we cover several topics including advertising, reading information all text, in depth text analysis, research, etc.)	Learning Objectives <i>What will students be able to do?</i>	<i>Current Teaching Design</i> <i>List every activity that you currently complete in your traditional classroom situation to teach this unit.</i>	Classroom Activities <i>Based on what you have learned so far, what instruction, activities and assessment will you continue to complete in the classroom? Place an X in this column next to that item.</i>	Online Activities <i>Based on what you have learned so far, what instruction, activities and assessment will you now move to the online environment? Place an X in this column next to that item.</i>	TO-DO <i>What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.</i>
	<p><i>Cite textual evidence</i> <u>CCSS.ELA-LITERACY.RL.8.1</u></p> <p><i>Identify themes across text and make connections to their own lives.</i> <u>CCSS.ELA-LITERACY.RL.8.2</u></p> <p><i>Writing practice for different tasks</i></p>	<p>-Journal Writing Prompt: What makes you happy?</p> <p>A beginning writing activity to focus our attention to the theme of the unit.</p>		<p>In the shared folder, "Affluenza", in our classroom Google Drive (Reynolds' Class), open your journal and respond to the writing prompt, What Makes you Happy?</p> <p>Read and respond to at least 3 other student journal responses on the topic, What makes you happy?, using the comments feature and guidelines for online discussions.</p>	

<p><i>and purposes (CCSS.ELA-LIT ERACY.W.8.10)</i></p> <p><i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-LIT ERACY.CCRA. R.9)</i></p> <p><i>Engage effectively in collaborative discussions (in person and online) (ELA-LITERACY.SL.8.1)</i></p>	<p>-Read & Respond to <u>The Giving Tree</u> by Shel Silverstein to the class</p>	<p>X</p>	<p>Personalization: Students can read the book to themselves, in small groups, or they can listen to the story again here: https://vimeo.com/180558307</p> <p>Provide a copy of the text in google docs for students to make a copy and move to their personal folder, then comment and reflect on. Students will interact with the text using the comment and highlight features in google docs using the provided questions/guidance to identify characters, motivations, and theme of the story.</p> <p>https://docs.google.com/document/d/1RawxUFFtr4plawMN5XvlgEfbtbpNnfcFA-jrP6kzx3Y/edit?usp=sharing</p>		
		<p>Journal- What made the boy in The Giving Tree happy in the beginning the of the book, middle, end? How did the boy's desires effect the tree? Use specific examples from the text.</p> <p>Choose two things that make you happy.How does your happiness impact others?</p>		<p>Students will add to their online google doc journal</p>	

		As a class Read "Happiness from within" by Dianna McGill and discuss (pre reading, hypothesize the meaning of the title, identify the theme of the article.	X	<p>Personalization: Personalization: Students can read the article to themselves, in small groups, or they can listen to the story again here: https://drive.google.com/file/d/1ciuKaE4-1Dzcx9c2iMsEwY5nNGkm9qqE/view</p> <p>Practicing active reading by highlighting/underlining key points/examples, making connections, asking questions.</p>	
		<p>Now let's look at what recent science says about happiness. Read: What is happiness anyway? By Acacia Parks</p> <p>https://my.happify.com/hd/what-is-happiness-anyway/</p> <p>https://my.happify.com/hd/science-of-happiness-infographic/</p> <p>Then watch, "The Science of happiness". We will replicate this experiment. How did it make you feel.</p> <p>http://soulpancake.com/portfolio_page/science-of-happiness/</p>			
		Discussion (Think/pair/share) & web creation	Whole class		<p>create an online graphic organizer/discussion tool: https://padlet.com/kimreynolds2/bmkos5nzdqg</p>

Classroom Assessment	Formative: Discussion and classroom participation, after think pair share students share the theme, compare/contrast readings, and practice supporting their ideas with examples.
Online Assessment	<p>Formative: Rubric for engaging in online feedback/discussions</p> <p>Formative: Identify 3 connections/examples in padlet</p> <p>Summative reflection Paper: Choose one quote from the following site, https://www.mcgill.ca/wellness/happiness, and using at least 3 sources (The Giving Tree,, Happiness from Within, What is happiness, anyway?, The science of happiness video) define happiness. Submit your paper to the Google Drive Assignment Submission Folder. (need to create rubric for paper)</p>
Media Objects:	<p>Padlet unit flow organizer: https://padlet.com/kimreynolds2/uhinwxm56ph9 (embedded in this are audio and video files to aid in personalization of the content)</p> <p>Padlet discussion organizer: https://padlet.com/kimreynolds2/bmkos5nzdgtg</p>