

Stage 1 – Desired Results	
Established Goals	Transfer
Students will be able to create connections between classroom ideas and their real word lives.	Students will be able to independently use their learning to research complex ideas to influence their answers on hard-to-understand questions and concepts while integrating others' experiences into their own responses.
Meaning	
UNDERSTANDINGS <i>Students will understand that...</i> • Individual experiences affect one's views on issues • Some ideas do not have a right or wrong answer; sometimes there are only opinions • Everything a person does has a ripple effect into the future	ESSENTIAL QUESTIONS • What does it mean for something to be ethical? • Which is more important—individual or society? • What determines a person's legacy?
Acquisition	
<i>Students will know...</i> • How different people view different concepts relies on their personal experiences	<i>Students will be skilled at...</i> • Using polling software programs • Analyzing the experiences of others into their own ideas
Stage 2—Evidence and Assessment	
Evaluative Criteria	Assessment Evidence

• ease of understanding from the audience when viewing graphic • understanding of essential question/thought put into the response is reasonable and demonstrates an understanding of the unit • research is used effectively to further understanding of complex ideas	PERFORMANCE TASK(S): Students will be graded on the following: • collaboration • effective use of outside sources to further expand ideas and answers • development and defense of answers to complex and open-ended questions Other Evidence: Student reflections will help establish students' true understanding of their concepts and digital tools as they will have to reflect on what they could improve upon.
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Stage 3—Learning Plan

Summary of Key Learning Events and Instruction

1. Groups will be assigned or the class will choose their own groups (depending on the class)
2. Groups will choose one of our unit's essential questions to do further research on:
 - a. What does it mean for something to be ethical?
 - b. Which is more important—individual or society?
 - c. What determines a person's legacy?
3. Once a question has been chosen, groups will set a rough answer before doing any further research. Those answers will be posted to a class Padlet. As answers change through research, groups are to update their answer with a comment beneath the original post.
4. After setting a baseline answer, groups will begin to gather information to update their answer. They may choose how to do this but will be required to include the following:
 - a. A poll of real people in their school (this can include adults and students)
 - b. A source from the internet that supports their group's claim

c. A video that explains their concept

5. Students will then synthesize this information into some form of graphic representation of their research along with their now updated answer to the essential question their group chose. This could be:

a. A slide deck presentation (Google Slides, Prezi, Powerpoint, etc.)

b. An infographic

c. A video (VideoScribe, etc.)

6. We will host a gallery walk day where groups look at other groups' works, give feedback on what the group did well as well as what is still a bit confusing.

a. Students will need to create some way for others to offer feedback. This can be the same format as their original tools used to poll for input or they may use a new technique (Google Forms, Direct Poll, Survey Monkey). Students should post a QR on their graphic so classmates can easily access the feedback section.

7. Finally, groups will look at the feedback offered by peers and write a short narrative reflection on what they could have done better to engage and educate their audience.

Standards

ISTE Student Standards:

- 1.1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.4d: Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

Louisiana Student Standards for English Language Arts, Grades 9-10:

- W.1: write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2: write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Learning Design 1–*The Immortal Life of Henrietta Lacks*

- W.6: use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.7: conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Rubric for Grading					
Areas of Evaluation	0	1	2	3	4
Revision of initial essential question answer	No revision is made of initial answer	Revision offers some changes to the original answer, but seems to be revised only as a means to an end with little to no real growth in knowledge or understanding	Revision made is thoughtful and well written, showing true growth in mindset even if the answer has remained the same in majority		
Effective Research	Research is either not conducted or is conducted in such a way that no real information is gained on the topic	Research uses 1-2 of the required sources to some degree of relevance and importance	Research is conducted using all 3 required media (poll, internet source, video); however, they fail to all support the same idea or lack relevance	Research is conducted using all 3 required media (poll, internet source, video); all of which effectively communicate ideas about the topic	Research goes above and beyond the expectation offering a new insight into the question at hand
Graphic	Graphic is no submitted or is not appropriate to the task	Graphic is sometimes accurate but often has errors that hinder meaning	Graphic is mostly factually accurate with a few errors in execution that occasionally hinder understanding	Graphic is factually correct, but not visually appealing and/or user friendly	Graphic is both factually correct, visually pleasing, and shows a great deal of attention to detail
Class Collaboration	Feedback is given to less than 25% of	Generic feedback is given to 26-75% of	Feedback is given to all classmates	Generic feedback is given to most	Feedback is given to 100% of

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	classmates	classmates	but is generic in nature	classmates while 50% of classmates receive meaningful feedback	classmates and is specific with statements of meaning for each group
Narrative Reflection	No reflection is submitted or reflection submitted is less than 200 words in total	Reflection frequently has grammatical errors that hinder meaning while showing only generic reflection on the project	Reflection has few grammatical errors that may occasionally impede meaning while showing basic reflection on the project	Reflection has some grammatical errors that do not hinder meaning and shows real reflection on the project; however, the narrative is not written with any real style as an author	Narrative reflection shows few grammatical errors, is well written with true linguistic style, and shows genuine reflection on the project as a whole