

ICS HS Summative Task Sheet



Grade: L&L G9

Unit: Stories have the power to shape and change our world

Summative Assessment Title:

Story Exchange for a Better World

Task Description:

Goal Role Audience Situation Product Standards

Students will produce a written, oral recording or video recording of a narrative journalistic response to the G9 Story Exchange process and event.

G – Your goal is to **use** the elements of narrative to make sense of your own and our collective lived experience

R – You are a student that is promoting the story circle experience for learning about intercultural understanding.

A – You audience is administrators, board members, and parent community of the school.

S – You are aiming to **justify** to school leadership, board members, and parent community that this is a useful activity that our school should engage in to nurture our relationships with the wider community.

P – You will **create** a reflective story that captures your experience of learning through the narratives of others.

S – You will be evaluated on criterion C through your capacity to **create** a reflective story that **synthesizes** a story that was shared with you and your story of the story circle experience. You will be evaluated on criterion D through your capacity to **use** the language register, grammatical complexity, and tone necessary to communicate with professional adults.

Sample [guidance doc](#)

Teacher Feedback

Criterion C	Criterion D

Criteria & Strands	CRITERIA & STRANDS (for this task): Criterion C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process iii. select relevant details and examples to develop ideas. Criteria D: i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation
Unit Related Concept(s) (Pertaining to this summative)	Communication, Context, Point of View Global Context: Fairness and development
Unit Statements / Questions (Pertaining to this summative)	Statement of Inquiry: Empathetic communication through story exchanges can encourage understanding, fairness, and justice and forge a path toward a more hopeful and peaceful future. 1) Factual questions:

	a) How can a person capture the experience of another through written or spoken word? b) What are the elements of narrative journalism? c) How can pre-planning, revising and editing processes improve my communication for both and speaking? 2) Conceptual questions: a) How might communicating through story exchanges (or circles) foster a greater understanding of a person's point of view or context? b) How might engaging in story circles improve intercultural competence and deep listening skills? 3) Debatable questions: Can participating in story exchanges lead to peace, justice and greater fairness in the world?
AtLs and Description (Pertaining to this summative)	Communication -I can use intercultural understanding to interpret communication -I can use appropriate forms of writing for different purposes and audiences Social Collaboration -I can Practise empathy -I can Listen actively to other perspectives and ideas How? Communication: Intercultural competence will be defined, described, and explained through 3 videos from Narrative4 and UNESCO. Communication and Social Collaboration: For intercultural competence, empathy and active listening, story exchanges will be modeled by teachers, practiced with peers and reflected upon throughout the process in both formative journaling as well as the final summative written or spoken student-produced work.
Resources (Link to any useful or relevant resources for students)	Jordan & Garcia slides Gilman Slides

Teacher Feedback

Criterion C	Criterion D

Rubric

	Criterion C: The student has...	Criterion D: The student has...
7/8	I can i. produce texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas - lii. selects extensive relevant details and examples to develop ideas with precision.	I can i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective
5-6	I can i. produce texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas iii. selects sufficient relevant details and examples to develop ideas.	The student: - uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication

3-4	I can i. produce texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas iii. selects some relevant details and examples to develop ideas.	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication
1-2	I can i. produce texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas iii. selects few relevant details and examples to develop ideas.	The student: - uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication
ATL	Communication -I can use intercultural understanding to interpret communication -I can use appropriate forms of writing for different purposes and audiences Social Collaboration -I can Practise empathy -I can Listen actively to other perspectives and ideas	Communication -I can use appropriate forms of writing for different purposes and audiences

WHAT?

Describe the unit as you understand it.

Identify what you have done and what ATLs (communication, collaboration)) you have worked on.

Reflect and evaluate your participation, engagement and execution of these ATLs, Learning Explorations and Tasks.

SO WHAT?

Analyze and Interpret your participation in the unit. Also, feel free to comment on the unit itself. What worked well? What learning activities were the most helpful to you to explore the concepts and skills and unit questions.

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NOW WHAT?

What new ways of thinking or approaches to

learning have you developed? What will be your next steps in both thinking and acting?