Unit Overview - Passions in Your Head

1. Learning Objective:

   The objective of this unit is to help students generate ideas to develop a Passion Project presentation. They will be tasked with making connections through writing, connecting personal experiences, cultural perspectives, textual elements, and thematic ideas across different genres, to create a presentation (modality of their choosing with teacher/parent approval). Students will respond to texts and personal experiences through their writing, fostering a deeper understanding of the material and their own perspectives of their "passion."

2. Mastery Check: A brief assessment ("mastery check") the learners will complete to demonstrate mastery of the learning objective above.

   a. Mastery Check

      Students will create a "What's On Your Mind?" graphic representation of their passions (things that excite and inspire them, drive them into action, bring them joy, challenge and motivate them in their lives and/or in the world). Students will "stuff" a representation of their head full of their ideas, hopes, and dreams. They can draw their ideas, clip them from magazines, use stickers, clip art, photographs, words, thoughts, or quotes.

   b. Mastery Criteria for the learning objective

      A learner will generate ideas that show the passions they have in their life. When students have filled their "head" with all the passions they can think of they will then have multiple ideas in which they could use for their Passion Project. Students have mastered the objective when they are effectively able to make

personal connections to their ideas and relate to cultural or text evidence (this piece may be done in later lessons, but they should have an idea on how they will produce it).

These tasks are meant to be fun and creative. Their possibilities are endless, as long as they are producing ideas that they are passionate about.

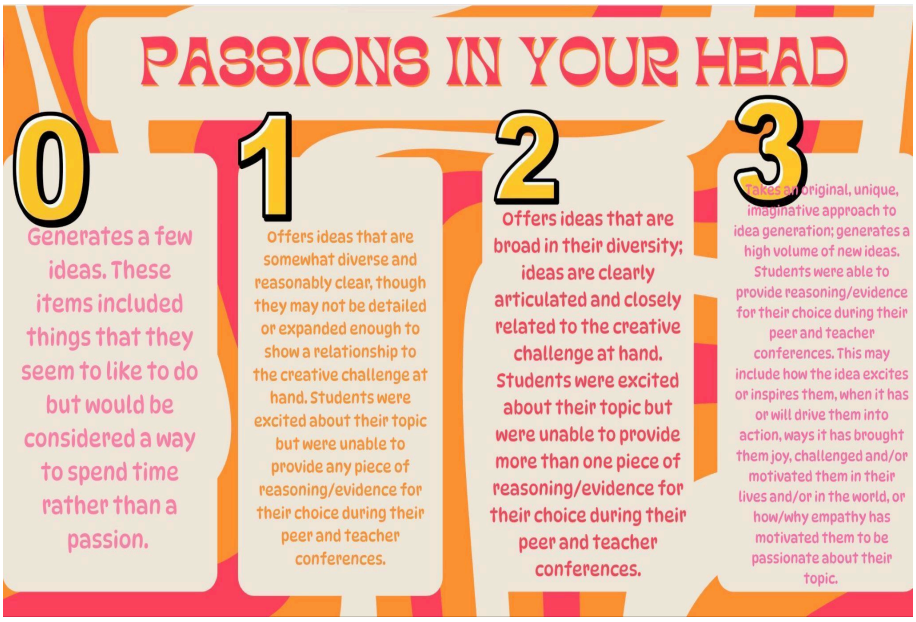
c. Communicating expectations to learners

Before students begin to generate ideas. A few lessons will be taught about what a true passion is and how our passions can have a lasting impact on our life and those around us. The unit of study will start with a lesson on how even the best inventions started out as an idea in someone's head. The second lesson will be on what passions are and how with action they can enhance our lives, the lives of others or even the world. The teacher will model by guiding the students through some of her passions and how she would present them to an audience. (Ex. Photography~ Photo collage presentation, Yoga~ lead a mindful moment with meditation and asanas, Journaling~ bringing in her journals and sharing some entries and where she encountered the information within and why she added it) The teacher will also share some examples of how other young people have used their passion and empathy to make a difference.

Expectations will clearly be stated through the format attached. An example of the passions filled "head" will be provided as well. This will give them a sound understanding of what is expected of them to produce, but their creativity can take hold here.

A rubric would be provided to help students self-reflect on their own work and if they generated true passions.





3. Practice Tasks: Learners develop understanding through practice tasks. These tasks, which are ideally collaborative and hands-on, should prepare learners to master the learning objective above.

   Practice tasks/activities to give your learners to help them master the learning objective.

- Students can draw their ideas, clip them from magazines, use stickers, clip art, photographs, words, thoughts, or quotes.
- Students will use their final graphic representation to discuss their passions with a classmate.
- After each share, the partners will give one another feedback on the passion that they felt their partner had the most passion about as they told their story. This reflection may not influence the writer's final decision, but it may shed some light on how they feel about one thing over all of the rest.
- After this reflection, they will narrow their passion project ideas down to two choices and present those two ideas to the teacher in a one-one conference. This conference will include a discussion on how best to present their information to an audience. At the end of this conference, the students should have made their final decision on which project they will be working on.

4. Revision and Reassessment Opportunities: When learners fail to master the learning objective the first time the following is a plan for revision and reassessment.

    a. Feedback to learners that show mastery and those that do not

    Providing specific feedback to students who master the skill is very important. I will provide specific, affirmative feedback highlighting the parts of their project that met or exceeded expectations. I will give them some prompts that will open the door for them to think deeply about their project, inviting them to reflect and extend their thinking. I will make some suggestions to elevate their projects with some advanced presentation elements (such as a short video, podcast, or blog) or a piece of poetry or cultural connection they could explore.

    For students not yet meeting expectations, I will provide targeted, supportive feedback focused on one or two specific areas for improvement. I will remain encouraging and give them some support such as a question stem or a few online links to explore. I will make my feedback actionable and personalized. I will use conferencing that encourages the next best step such as, "I see you're passionate about horses, but I'd love to hear more about a

personal experience that helped shape that passion. Could you describe a time you helped a horse or learned something new about them?"

My goal is for all my students to feel supported yet challenged.

b. Revision of work

To revise work, it may look different for each student. I will ask learners to reflect on their work by asking questions. We will focus on one goal at a time. Some students may need to refine their ideas, others may need to find some complementary sources, and organization or mode of presentation may be where some students may need to focus. Whether the need is to narrow or expand their thinking, I will help them deepen their thinking, strengthen connections, and enhance clarity in both their writing and presentation.

c. Timeline for learners to reassess and retake mastery checks

It would be appropriate to have students reassess and retake master checks when they have received feedback from the teacher and had ample time to use that feedback to make changes. This will be individual to each scenario; however, it will be important to have specific timelines in place so that the student knows the task should be complete within a reasonable timeframe. They will then be able to take the feedback and reassess to try at mastery again.

d. When a learner fails to demonstrate mastery a second time

Even if a learner fails to demonstrate mastery a second time, I will remain positive and reinforce a growth mindset, mistakes are opportunities for real learning and growth. I will work with this student one on one to break the task down to the area of need. If the student still is not sure what a passion is, we will start there. If they understand what passions are but are unclear what their

passions are, we will start there. If they know what they are passionate about but cannot communicate the ways in which they know it is their passion or their "why," we will start there. As an educator, I will model thinking through the project and the questioning that happens inside my head when answering some of these thinking questions. I will also offer guided practice opportunities in real time with immediate feedback.

5. Revision and Reassessment Policy: A slide or one-pager that explains the revision and reassessment policies to learners, administrators, and caregivers. Included is how learners will get feedback, how learners will revise, and how learners will reassess.



Lesson #1: Passions in Your Head Introduction

1. Learning Objective: A video to teach learners the content and/or skills needed to master the first learning objective.

    a. The learning objective this video will cover:

    I can generate a variety of ideas by reflecting on personal experiences, values, and interests that challenge, inspire, bring me joy and have meaningful storytelling potential.

    b. What will be shown in the video.

    I will show myself and my personal “What’s In My Head” mini poster.

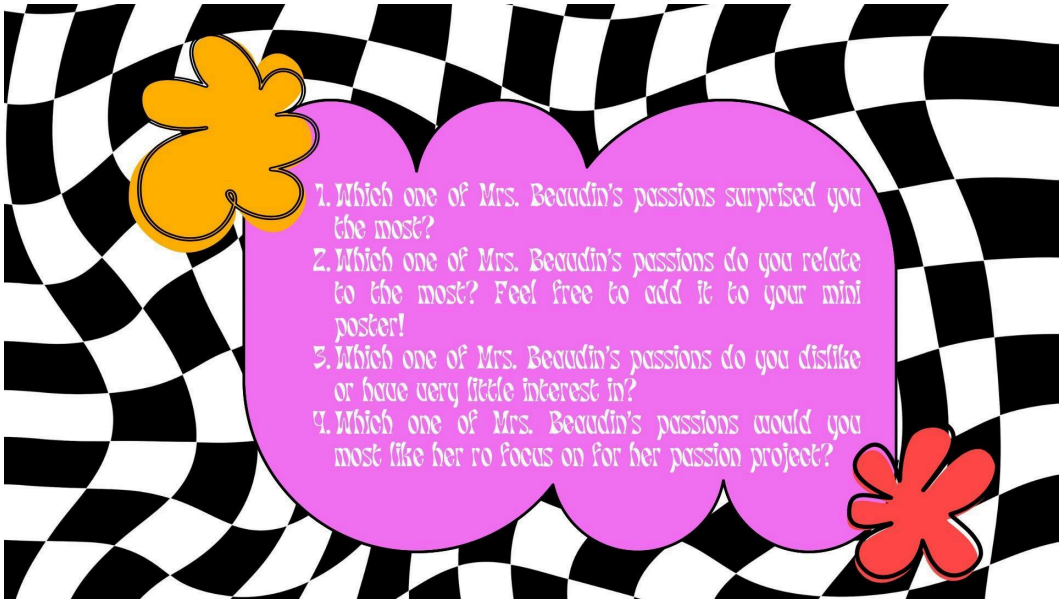


2. Mini-Video Lesson:

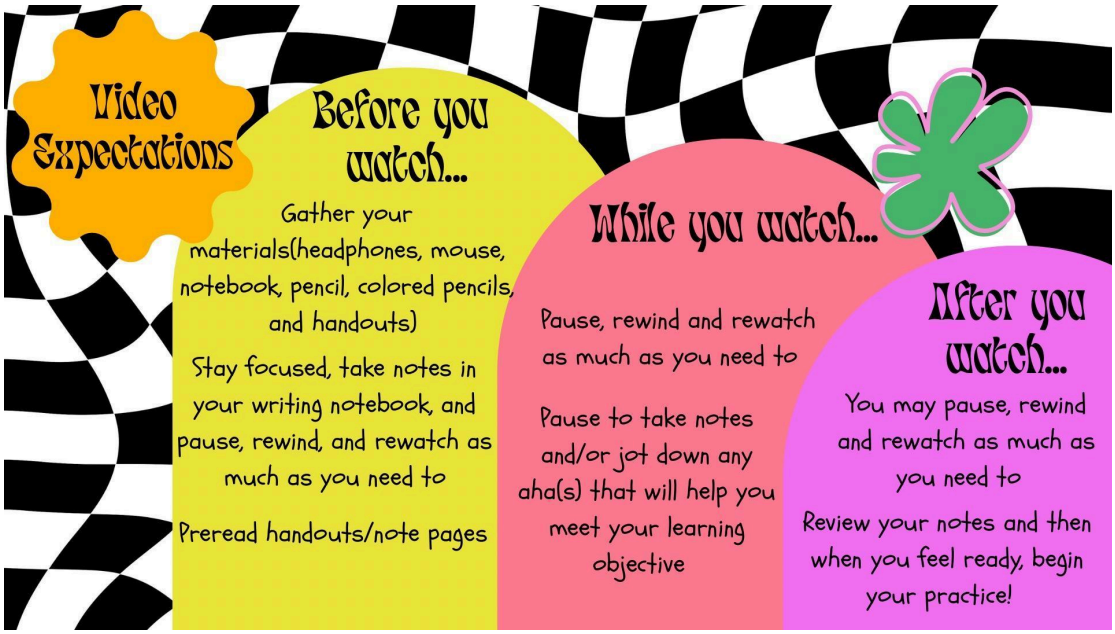
https://go.screenpal.com/watch/cThuFKn6BHC

3. Engagement Tasks/Activities: Activity to keep learners engaged in the video mini-lesson.

    a. Guided Questions



    b. Before, During After Engagement



4. Additional Resources: Lesson's first alternate instructional resource:

[You Get to Have Your Own Genius Hour~ https://youtu.be/COF-bqZuE-I?si=E38ro6aE4DTIKYGf](https://youtu.be/COF-bqZuE-I?si=E38ro6aE4DTIKYGf)

[Discover Your Passion~ https://www.canva.com/design/DAGogWuEWeg/Mvf4w2L1KnOYSN8Dl0SwGQ/view?utm_content=DAGogWuEWeg&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h4b0f28d6b8](https://www.canva.com/design/DAGogWuEWeg/Mvf4w2L1KnOYSN8Dl0SwGQ/view?utm_content=DAGogWuEWeg&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h4b0f28d6b8)

As an alternative, the concept of the passion project using the "You Get to Have Your Own Genius Hour." will be introduced. After this quick video introduction to the idea of choosing a personally meaningful topic to share, "Discover Your Passion," will be used to give students prompts that will help them to generate a variety of ideas by reflecting on personal experiences, values, and interests that challenge, inspire, bring me joy and have meaningful storytelling potential.

a. Lesson's second alternate instructional resource:

[Genius Hour~ https://youtu.be/Yc-6Ec2c44k?si=DTPovWT6rZGMFya_](https://youtu.be/Yc-6Ec2c44k?si=DTPovWT6rZGMFya_)

The second alternate instructional resource is a Youtube video created by students that shares their responses to prompts that will help my

students to think about their own passions and generate a variety of ideas by reflecting on personal experiences, values, and interests that challenge, inspire, bring me joy and have meaningful storytelling potential.

5. 1:1 mini lesson:

The value of one-on-one instruction will become very important and beneficial during the Modern Classroom setup. This time will allow for specific feedback from students and provide them with effective strategies that relate directly to what they are producing, what they may be struggling with, and where they are headed in the project. This will also allow for a better understanding of each student's process and individual needs. Small group settings of skill based or of just one specific need would be useful to use in the Modern Classroom. Also, in terms of writing, conferencing one-on-one could provide students with more clarity.

6. Small-group mini-lesson:

Small-group instruction would be beneficial once students start producing work on the given topic. Once I have gathered some data regarding student production, it could then be that students with similar wants or needs for their project could meet together to gather a small mini lesson from me on one specific skill. These students are likely going to be on the same skill set or level, so collaboration among one another would also help foster their results. Small groups could also help to demonstrate peer editing and demonstrate or guide how that would look for students.

7. Whole-class mini-lessons:

    a. When and how

Whole-class instruction could be beneficial to use at the beginning of units. Students need to have a spark and interest before they begin. The activities that are planned at the beginning of a unit do just that. They allow students to gather information and form curiosity on the topic. With whole-group instruction at the beginning of a unit it would allow students to collaborate and build off of one another's interest and curiosity regarding the topic and hopefully get them excited about what

is to come.

Whole-group instruction would also be good to use at the end of a unit. Students need to celebrate what they have gathered, learned, and produced in their time on the unit. A whole-group instruction would allow them to do just that to celebrate one another. The way in which they celebrate could vary based on subject, age, project, etc.. The possibilities to launch their project are endless!

b. Whole-class time and reinforcing big ideas

The whole class will be used to reinforce big ideas all students are struggling with or are having trouble mastering. If many students are making the same mistake, or asking the same questions, it may call for a pause in the work production so we can all regroup as a class.

Lesson #2: Mind Map

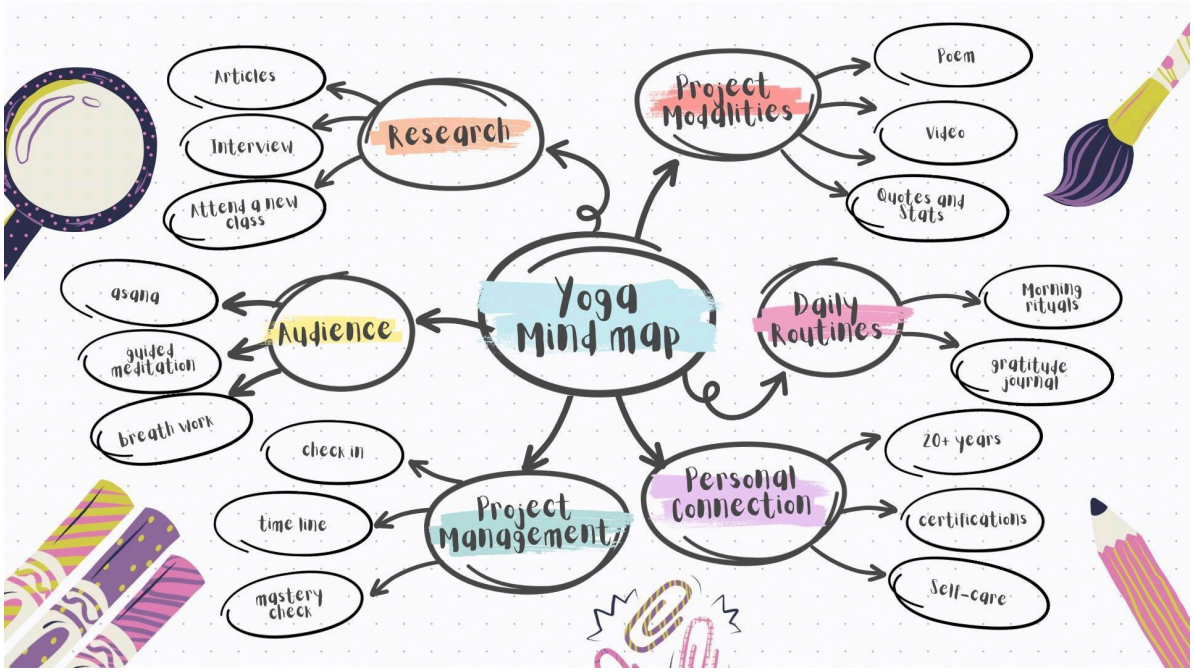
Mind Map

a. Learning Objective:

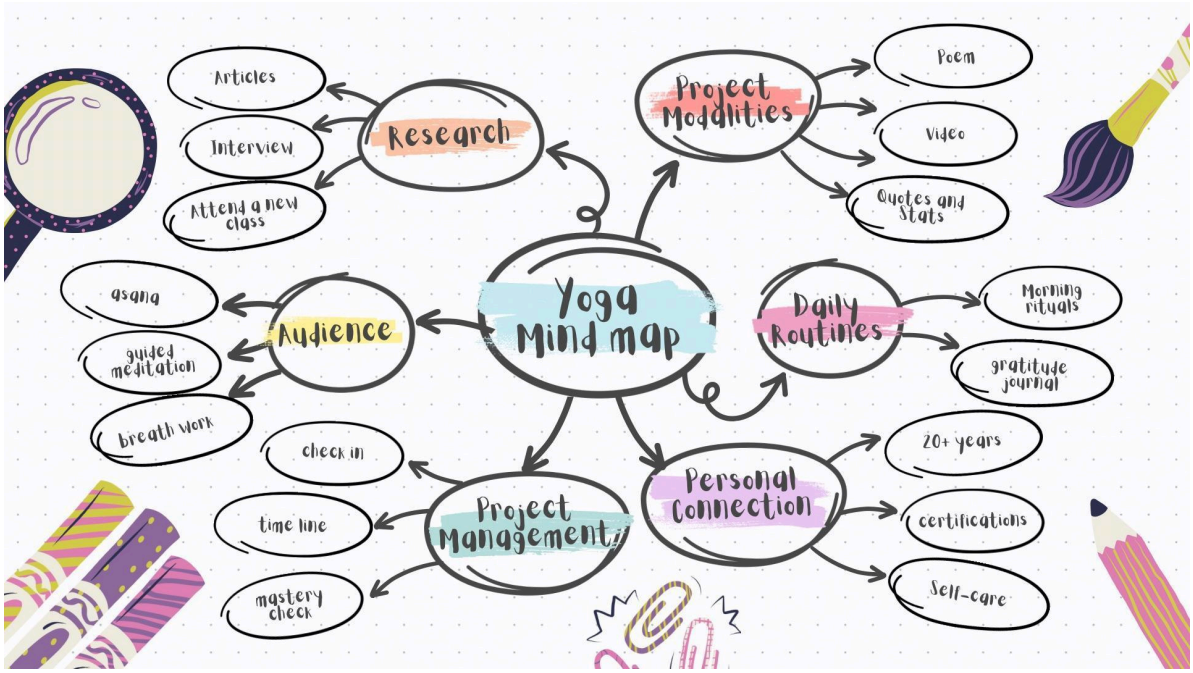
I can develop a clear and meaningful concept for my passion project by identifying a personal connection, audience, and purpose.

b. Mastery Check(s):

Create a mind map focused on their passion project idea.



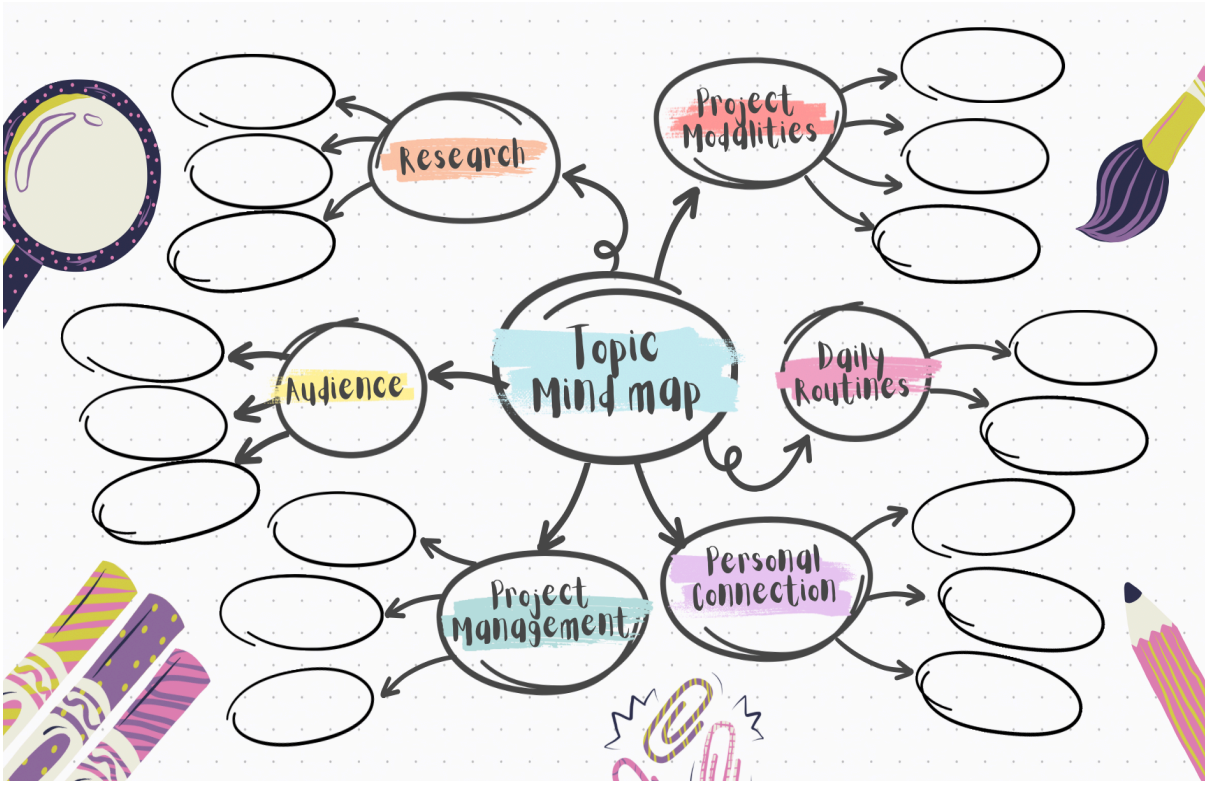
c. Learner Practice:



d. Teacher-Created Instructional Video(s):

https://go.screenpal.com/watch/cT1QlLnXjTD

e. Guided Notes (if applicable):



f. Revision & Reassess:

After the gallery walk students will review their peer feedback and categorize it into piles: Keep in mind, Strong idea to implement, Needs more clarification, and not helpful at this time. This will set them up for actionable next steps. Also, after both collaboration rounds and revisions, students will create a second draft of their mind map. They will compare it side-by-side with the original and conference with me about: How their thinking evolved, what feedback shaped their project most and what they still want to explore.

g. Structured collaboration opportunities:

Once students have completed their mind maps, they will deepen their thinking and strengthen peer learning through structured collaboration. One activity that the students will participate in is a roundtable collaboration by category. Students will create small groups by category (all students who want to work on “modality” ideas sit together, etc.). Some students will struggle in one category over others and this activity, deep dives into one category, will allow for

targeted, meaningful feedback and brainstorming. Each student will have the opportunity to share that section of their map while their peers ask clarifying questions or offer suggestions.

Another collaboration opportunity will be a gallery walk with feedback stations. Students will post their mind maps around the room and sticky note pads will be readily available for feedback. Each map will have prompts nearby with deeper level thinking questions such as, “What do you want to know more about?” or “What’s a strong modality match?”. Students will rotate, review, and leave feedback. This activity encourages broad exposure to peers’ thinking and builds community through constructive critique.

Lesson #3: Gather Information

Gather Information:

h. Learning Objective:

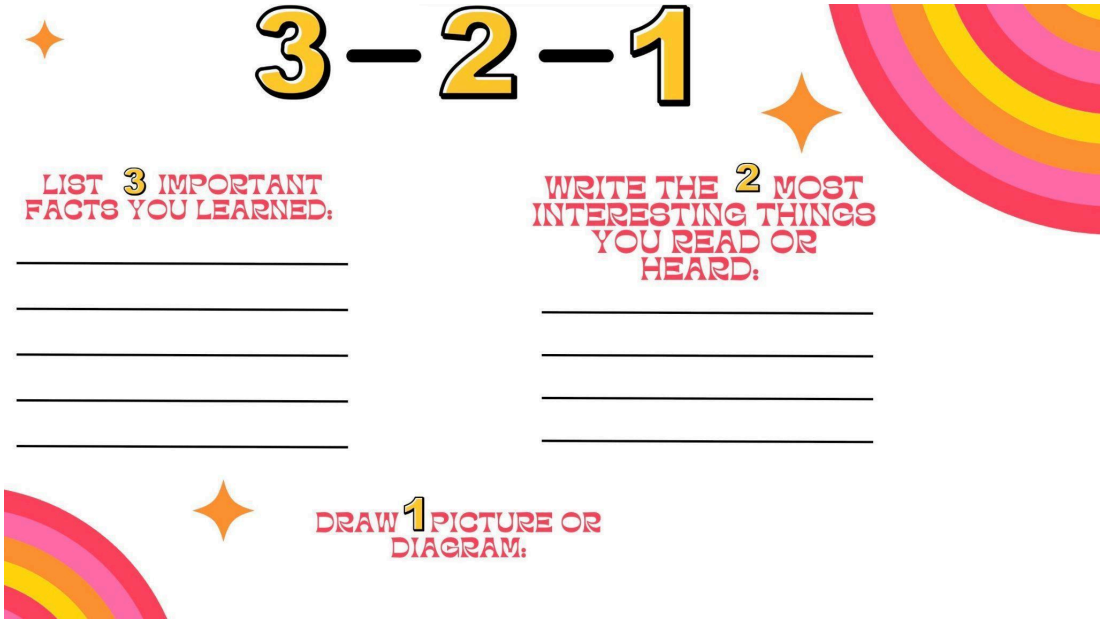
I can gather relevant and credible information, inspirations, and models to deepen the authenticity and impact of my narrative.

i. Mastery Check(s):

Students will use multiple resources to gather information about their passion. These resources will allow them to have a deeper understanding of their passion and what impact it has.

Students will produce a 3-2-1 notes page for the sources from which they gather information.

j. Learner Practice:





k. Teacher-Created Instructional Video(s):

https://go.screenpal.com/watch/cT1QFOnXQ0j

l. Guided Notes (if applicable):

Students will use the example page of notes taken to help guide how to take their own notes based on their research.

In the video, the teacher will demonstrate how to fill in the notes page based on a yoga class they had attended based on their research plan in their mind map.





m. Revise & reassess:

To revise work, it may look different for each student. Learners will be asked to reflect on their work by asking questions. The focus will be on one goal at a time. Some students may need to gather different resources, others may need to look at their resources more closely, and organization of resources may be

another spot for students to focus. Whether the need is to narrow or expand their thinking, they will be helped to deepen their thinking, strengthen connections, and enhance clarity in both their writing and presentation.

n. Structured collaboration opportunities:

- Students will have the opportunity to share their research with a partner.
- Each student will provide each other with feedback based on their research using the sticky note feedback method.
    - Each child will receive 2 sticky notes: One has a sentence starter of “Smart Thinking! I like how you…” students will write two things they liked from their notes. The second sticky note reads “Wow! I am still wondering…” students will fill this sticky note with one or two questions they may still have following their notes.
- Teachers will provide feedback based on the type of resource they have used and the information they gathered from that resource. Specific and aimed at feedback will be provided to let them know what parts they have mastered and what may need some extra elaboration if needed. If students have not yet mastered their note taking, then prompts will be provided to allow them to look deeper into their resources and how they could pull more from the resources. If their source is not specific enough, then prompts will be provided on how to find a more relatable source.