

P R O J E C T C A L E N D A R

Project: Heroes Rise

Time Frame: 6 to 8 weeks (84 min. blocks per day)

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

P R O J E C T W E E K O N E

Notes: Chromebook Cart Booking: Tuesday & Thursday; Computer Lab Booking: Thursday & Friday

<ul style="list-style-type: none"> • Entry Event & TED Talks: “The Mystery Box” & “The Technology of Stories” • Introduce driving question; class discussion: connect videos to question • “Need to Know” →small group discussion; follow with class discussion • Project overview (roles, products, rubrics, timeline) 	<ul style="list-style-type: none"> • Define hero • Identify & determine the attributes of a hero / post on Google doc • View “What makes a hero?” / discuss & revisit list • Introduce Comparative Study Project / Confirm groups / Choose topic / Complete group contract 	<ul style="list-style-type: none"> • Explain reflective blog • Provide examples • Demo blog tool(s) • Read / explore two stories (group chooses from list)* • Compare-contrast heroes (types/attributes) • Revisit attribute list (revise) • Test drive tool / blog entry (Chromebooks) *post stories in subtext 	<ul style="list-style-type: none"> • Revisit contract • Who does what, presentation tool, & plan (how to answer question) • Develop visual outline / Plan (choose online tool)* • Librarian lesson: Google Like a Boss / Diigo • Begin research *most students will be familiar with graphic organizers already / video tutorials available: LibGuide & LMS 	<ul style="list-style-type: none"> • Continue research • Start building presentation using chosen tool* • Group meeting: check progress / use checklist • Submit visual outline of plan for assessment (Google form) • Update reflective blog *video tutorials available for each presentation tool: Google doc & LMS
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P R O J E C T W E E K T W O

Notes: Computer Lab Booking: Monday, Wednesday, Friday; Chromebook Cart Booking: Tuesday, Thursday

<ul style="list-style-type: none"> • Continue research • Continue crafting presentation • Group-teacher conference: progress checklist • Choose one author session (either Tues or Thurs) 	<ul style="list-style-type: none"> • Author session: Karen Bass: From Idea to Novel / The Craft of Writing (plot) • Take notes / share • Continue research / project presentation • Check group contract: are you on track? • Update reflective blog FYI: Group members do not have to attend the same session! 	<ul style="list-style-type: none"> • Librarian lesson: citation maker (Bibme or Citefast) / ethical role • Each member should cite at least one source today • Wrap up research / continue crafting presentation • Check presentation rubric • Assess your presentation / use checklist 	<ul style="list-style-type: none"> • Author session: Lorna Shultz Nicholson: Creating Cool Characters / Writing for Younger Audiences • Take notes / share • Continue research / project presentation • Check group contract: are you on track? • Update reflective blog 	<ul style="list-style-type: none"> • Mini-lesson: how to edit / proofread effectively • Edit / proofread presentation • Group meeting: Check plan → who will present what? • Read / view tips on effective presentations / review presentation rubric • Assess blog
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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PROJECT WEEK THREE

Notes: Learning Commons Rooms 4101-04 / 4105-06 Booking: Monday; Chromebook Cart: Monday / Homework → Tuesday: reflective blog

<ul style="list-style-type: none"> ● Practice presentation ● Improve presentation based on feedback ● Presentation due: Thursday this week ● Mini-lesson on Audience Behaviour / Purpose (end of block) 	<ul style="list-style-type: none"> ● What are human interest stories? Think-pair-share / Class discussion ● Introduce elements of a newspaper article ● Read two human interest stories (choose from list) ● Identify article elements of in one reading / Discuss ● “Need to Know” before reporter visit – small group 	<ul style="list-style-type: none"> ● Guest speaker: Reporter from Mountaineer or Red Deer Advocate (G+hangout) ● Focus: Human interest stories (what are they, popularity, importance, role of reporter) ● Q & A session with guest after presentation (use “Need to Know” notes / questions) 	<ul style="list-style-type: none"> ● Present comparative study project to class ● Assess projects ● Remember role as audience member 	<ul style="list-style-type: none"> ● Present comparative study project to class ● Assess projects ● Remember role as audience member ● Presentation debrief: Strengths / Improvements (general observations) ● Unveil “mystery box” to see which group won. ● Update reflective blog
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PROJECT WEEK FOUR

Notes: School Cameras Booking: Tuesday / Guest: Tuesday / Find Interviewee: Friday / Interview **must** be done by next Thursday

<ul style="list-style-type: none"> ● Introduce article assignment & rubric ● Brainstorm a list of possible local heroes – small group discussion ● Class discussion / post list on Padlet ● Brainstorm list of interview ?s / post on Google doc ● Select / record the best questions ● Update reflective blog 	<ul style="list-style-type: none"> ● Guest: Professional photographer ● Focus: Portrait taking ● Demo (tips and tricks) / take notes / ask questions ● Practice taking pictures with partner ● Share best example(s) for feedback **Bring PED/ camera if desired 	<ul style="list-style-type: none"> ● Mini-lesson: How to conduct a request in person / phone ● Practice / role-play activity ● Find a local hero to interview / Establish interview date & time ● Finalize interview questions (review checklist / rubric) ● Update reflective blog ● Next Wednesday can be used to interview your hero. 	<ul style="list-style-type: none"> ● Mock Interview ● Find a local hero to interview / Establish interview date & time (if needed) ● View TED Talk The Clues to a Great Story (start at 1:15 mark) / take point form notes = 6 points min.) ● Give one/Get one (3x) ● Class discussion ● Choose a film (vote) 	<ul style="list-style-type: none"> ● Explore the following: <ul style="list-style-type: none"> ▪ What is a monomyth? ▪ Examine the 17 Stages ● Choose a myth →book talk (Mythic Voices) ● Identify stages of the hero’s journey in story / Discuss ● Provide name of interviewee, contact info, meeting date & time ● Assess blog ● Confirm film choice (Mon)
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M O N D A Y	T U E S D A Y	W E D N E S D A Y	T H U R S D A Y	F R I D A Y
P R O J E C T W E E K F I V E				

Notes: Interview **must** be done by this Thursday / Use Wednesday’s class for interview

<ul style="list-style-type: none"> • Film Study (Day 1) • Choose question • View film (based on vote) • Stop film at 60 min mark (approx.) • Answer question → notes • Discuss findings with a partner <p>Reminder: interview must be done by Thursday</p>	<ul style="list-style-type: none"> • Film Study (Day 2) • Continue exploring chosen question • View film (last 60 min. approx.) • After it ends, answer the question – notes first. • Discuss findings with a new partner. • Begin reflective blog on film question 	<ul style="list-style-type: none"> • Finish reflective blog on film question • Read 3 peers’ responses (one for each question) • Compare your response • Respond to at least one entry <p>Option: You could conduct your interview during this block if you wish. The above assignment will have to be done as homework.</p>	<ul style="list-style-type: none"> • Review elements of a human interest story / elements of a news article • Write article (use interview notes) • Choose best photo based on peer feedback 	<ul style="list-style-type: none"> • Finish writing article • Comment coaching (mini lesson) • Peer review (use 3 steps) • Edit piece based on peer review • Update reflective journal • Assess article using checklist
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P R O J E C T W E E K S I X

Notes: Library Bookings: Tuesday / School Librarian Bookings: Supervisor / Article work day: Friday / Chromebook Cart Booking: Thurs/Fri

<ul style="list-style-type: none"> • Explore the elements of a children’s story (mini lesson) • Read <i>The Day the Crayons Quit</i> by Drew Daywait • Introduce upcoming project & rubric • Choose partner • Create invite for elementary student / Librarians (card) • Update reflective blog 	<ul style="list-style-type: none"> • Visit Rocky Elem. or Public Library* / Deliver invites • Read/analyze at least 3 children’s stories (look for patterns, compare-contrast) • Use book review sheet (Read Write Think) • Take notes / Share notes <p><small>*Group 1 Rocky Elem. / Group 2 Public Lib **both places are within walking distance from school</small></p>	<ul style="list-style-type: none"> • Review elements of a children’s story (yesterday) • Brainstorm possible story ideas with partner • Develop main character / Use character map • Determine how visuals will be done (eg. drawings / digital photographs or images / collage) • Update reflective blog 	<ul style="list-style-type: none"> • Revisit character map • Begin conflict map (brainstorm) & setting map • Use plot pitch handout to map out the story’s plot • Draw a sketch of the main character • Refer to <i>The Day the Crayons Quit</i> or Dr. Seuss books (if you need inspiration / gentle reminders) • Other story maps 	<ul style="list-style-type: none"> • Edit / proofread human interest article one last time (may be done by writer and/or peer review—with a new partner) • Finalize layout / image (s) with caption(s)* • Publish article (online) • Save as PDF file (share with teacher) • Assess blog <p><small>*Double check article using checklist/rubric</small></p>
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P R O J E C T W E E K S E V E N

Notes: Camera Booking: Wednesday & Thursday / Gallery Booking: Gathering Area or Library / Chromebook Cart Booking: Wed/Thurs

<ul style="list-style-type: none"> • Present plot pitch to two other teams • Add details & revise plot as needed • Revisit illustrations (method; who does what) • Update reflective blog 	<ul style="list-style-type: none"> • Storyboard the story • Include cover design • Student-teacher feedback session • Review checklist/rubric to make sure nothing has been missed 	<ul style="list-style-type: none"> • Produce the book (Day 1) • Word process text • Design illustrations (drawings, digital photographs/images or collage) **Bring costumes / props if you need them for photographs 	<ul style="list-style-type: none"> • Produce the book (Day 2) • Finish / Edit → text / images • Scan / Print photographs (if needed) • Mount human interest story on black paper / cardboard • Update reflective blog 	<p>GALLERY DAY</p> <ul style="list-style-type: none"> • Present human interest stories to public • Walk through • Judges (reporters / photographer) will select top 3 stories for publication in local newspaper
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P R O J E C T W E E K E I G H T

Notes: Library or Learning Commons Room (4105-06) Booking: Thursday / Foods Class Booking: M,T,W (cookies/drinks)

<ul style="list-style-type: none"> • Edit children's story one last time • Review checklist & rubric • Publish book 	<ul style="list-style-type: none"> • Practice reading story (experiment with voice) • Decide who will read which parts • What can we do to make the elementary students feel welcome / at home? • Update reflective blog 	<p style="text-align: center;">?</p> <p style="text-align: center;">Catch up day?!</p>	<p>STORY TIME Celebration</p> <ul style="list-style-type: none"> • Elementary students visit school (Library or Learning Commons 4105-06) • Grade 10s read story • Grade 3s read story • Librarians choose top 3 stores to published on OverDrive 	<p>DEBRIEF</p> <ul style="list-style-type: none"> • Final Reflection <ul style="list-style-type: none"> ▪ Teacher Reflection ▪ Student Reflection • Class discussion <p>*Answer driving question **Use BIE reflection forms</p>
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OPTIONS: If 8 weeks is too long, consider one of these options: A) Complete comparative study (group) and **one** of the storytelling projects; B) Complete comparative study project (group) and allow students to choose **one** of the storytelling projects; C) Omit film study