

## **Appendix I: Implementing Teaching Standards**

This curriculum unit addresses the following Common Core Standards for the State of North Carolina, English/Language Arts, for 5<sup>th</sup> Grade Writing Standards for Literature:

### Objectives

The common core has guided teachers into delving deeper into content areas, no longer skimming the surface of previous standards. Common core has really brought rigor into our curriculum and into our classrooms. I want my students to gain an understanding of what visual storytelling is, while learning about photography and other medias. The three reasons for creating this unit (Listed about in the rationale) also parallel the unit's objectives. Goal one: to teach the students to become better narrative writers. Goal Two: is more literacy focused on gaining perspective of who they are as students, individuals, and immigrants. I also want them to be able to compare and contrast between themselves and other young immigrants by reading various picture books and researching similar immigrants online. Their knowledge, experience, and understanding will come together at the end of the unit and create a theme based book in which we identify one common theme found in all our stories. Goal three is to introduce the children to new technology that allows them to share their voice with the world in a way in which they haven't been able to do yet. There are so many apps and websites in which they can record and listen to other peoples stories. It is my goal to combine these two worlds.

### Goal One: Narrative Writing

*Common Core- W5.3* Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

My objective is for the students to be able to clearly and concisely articulate their narrative story using various visuals. This goal will be broken down into various activities that will provide my students with adequate support in order for them to develop an organized story that has a clear beginning, middle, and end. The detail will be found more in their photograph than in their writing. (See steps two, three, and four)

*Common Core- W5.4* Students will produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

The audience that my students will be projecting to is their peers. I want them to inform their peers about who they are as individuals. Also we will be creating a group final piece in which the students will have to help me organize so that the final iBook flows systematically depending on the content of their photographs and stories. (See steps five and six).

*Common Core- W5.6* With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

I will be using Book Creator app in which the students can take photographs from the camera roll on our iPads and upload them right into the iBook we will be creating as a class. There is an inspector option in the app that allows the students to adapt different colors and different fonts to address some the visual storytelling elements that we had discussed in class. There is also another online website called video threads in which we could upload our class book and allows peers from all over to respond and critique it. (See steps six and seven)

*Common Core- W5.7* Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

We will not necessarily be doing research projects but researching different photographs and how to look at pictures to get a deeper meaning for what the photographer was trying to show us. I will be using culturally sensitive visuals to see if it helps the students connect and open up to the pictures. I will also be using family photographs and albums to get the students to open up and share their stories. I will be reference *Through the Lens Darkly* in this portion of the curriculum unit to hit on how it's important to remember where you come from and who your family is no matter how different they may seem. (See steps one and two)