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| Language Arts 9 Unit Overview – Website Creation

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| Unit Name: | Creating a website on the writing process, reading process, making a presentation and how to for ELL |
| Duration:  | 2 Weeks |
| Project Idea: | Students will create a website from scratch There are a set of deliverables that students must create and finish by the deadline in two weeks.  |
| IRP Standards: | Write purposeful information texts that express ideas and information to  – explore and respond – record and describe – analyse and explain – persuade – engageCreate thoughtful representations that communicate ideas and information to  – explore and respond – record and describe – explain and persuade – engageSelect and use a range of strategies to generate, develop, and organize ideas for writing and representing, including  – making connections – setting a purpose and considering audience – gathering and summarizing ideas from personal interest, knowledge, and inquiry – analysing writing samples or models – setting class-generated criteriaSelect and use a range of drafting and composing strategies while writing and representing, including  – using a variety of sources to collect ideas and information – generating text – organizing ideas and information – analysing writing samples or models – creating and consulting criteria – identifying points of view – identifying bias and contradictions – describing perspectives – identifying bias, contradictions, and non-represented perspectives Interact and collaborate in pairs and groups to  – support the learning of self and others – explore experiences, ideas, and information – understand the perspectives of others – comprehend and respond to a variety of texts – create a variety of texts |
| 21st Centuary Skills Assessed and taught(will be used for effort assessment) | - Collaboration- Communication (0ral Presentation)- Critical Thinking-Computer skills to represent self |
| Major Products and Performances | Group: | Students will create a website in groups of two designed by and for the grade 9 students. Of course all students who access the website will benefit by reading and understanding the websites. |
| Individual: | Students will work on individual sections of their website but still be contributing to the whole |
| Entry Events/Lessons | Day 1 | Reveal the unit. I come into the class and basically say they are to create a website on either the writing process, reading process, how to help ELL students and creating and giving a presentation. They may work with a partner. The intention is that this is researched, written and accessed by and for the grade 9 students in the class. Any questions should be directed to the teacher (the client)Students break into groups of two and pick a topic |
| Day 2 | Reveal the true scope of the project and the expectations associated with each website. Students are invited to have as many conversations with the client Help students created a project outline and timelineHelp students with the proper sequence of events associated with this project (research -> planning with the end in mind -> drafting -> revising -> editing -> quality control -> publishing)In all students should create up to 15-20 pages. A quiz is expected to check student or website reader understanding, a reference page and be understandable to ELL students. It must also be helpful for all learners and student friendly.Get students to work on the project |
| Day 3-6 | Periodically check in with students to see where students are at, see if they are on schedule to finish the project, and resolve any problems |
| Day 7 | Students check each other’s work and give suggestions |
| Day 8  | Finish a feedback form and self rubric |
| Reflection methods | - At the middle and end of the unit, students will fill out Appendix B and give evidence why they gave themselves the mark they did- Fill out Appendix C |

# Appendix A – Feedback Form For Two Days Before Website Due

Working with one other group,

What did you like about the website. Please be as specific as possible: I like the pictures you used -> I liked the picture found on the editing page because it was a good example on how to edit a page effectively.

What did you think needs to be improved on the website? Please be as specific (Give the page name and the word because) -> You need to work on the editing page because you did not have an example of what you mean by editing your own work. I wonder if you could take a picture of your own self editing and add it to the website.

Working with a different group,

What did you like about the website. Please be as specific as possible: I like the pictures you used -> I liked the picture found on the editing page because it was a good example on how to edit a page effectively.

What did you think needs to be improved on the website? Please be as specific (Give the page name and the word because) -> You need to work on the editing page because you did not have an example of what you mean by editing your own work. I wonder if you could take a picture of your own self editing and add it to the website.

# Appendix B – Website Rubric

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| CATEGORY | Exceeding | Meeting | Minimally Meeting | Not Yet Meeting |
| Research | Website shows thorough research with at least four to five good references. Reference page created correctly | Website shows research with at least three to four good references. Only one poor referenceReference page created correctly. Some errors | Website shows two good references. Some poor referencesReference page created incorrectly | Website has poor referencesReference page created incorrectly and poorly. Maybe missing |
| Website Look and Feel | The website is inviting for grade 9 students. It looks professionally madeEasy to navigate and find pages. Links on pages help the readerPictures and imagery used are excellent and help the reader understand the content | The website is inviting for grade 9 students. It looks like a grade 9 students created itSomewhat easy to navigate and find pages. Navigation could have been made betterPictures and imagery used are good and help the reader understand the content | The website is minimally inviting for grade 9 students. It looks poorly madeNavigating is difficult. Definitely navigation could have been made betterPictures and imagery used are lacking. They may minimally help the reader understand | The website of poor quality. It looks just okay. More effort defiantly neededNavigation of web pages is a mess. Pictures and imagery used are lacking or completely missing. More pictures needed |
| Writing | Writing is understandable to all grade 9 student90 -100 % of the website is considered well written95 -100% error free (no grammar and spelling errors) | Writing is understandable to most grade 9 student80 -90 % of the website is considered well written85 -95% error free (grammar and spelling errors) | Writing is understandable to few grade 9 student60 -80 % of the website is considered well written65 -75% error free (grammar and spelling errors) | Writing is unreadable to grade 9 studentsLess than 60% of the website is considered well writtenLess than 65% error free (grammar and spelling errors are frequent and hamper understanding) |
| Learning | The website is easy to learn from for both ELL and higher ability studentsExamples created relate very well to what is written. Often the examples are created by the studentI learned a lot from the website | The website is somewhat easy to learn from for both ELL and higher ability studentsExamples created relate well to what is written. Some examples are created by the studentI learned some good things from the website | The website is not easy to learn from for both ELL and higher ability studentsExamples created are of okay quality. Often the examples are taken straight from the InternetI learned a little from the website | The website is difficult to learn from for both ELL and higher ability studentsNo examples or examples taken straight from the InternetI learned nothing from the website |

# Appendix C – Self Reflection at the End of the Unit

1. Please fill out the rubric and state at least five pieces of evidence on why you deserve this mark
2. If you had more time, what more do you think that you could do to improve the website
3. What did you learn about project management and creating a website by doing this project
4. Of all the websites, which do you admire the most? Why?