

UbD	
STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Comic Book Creation</p> <p>Established Goals (big ideas): – include BC curriculum citation</p> <ul style="list-style-type: none"> - Language and text can be a source creativity and joy - Using language in creative and playful ways helps us understand how language works <p>BC's New Curriculum. (2014). English Language Arts 5 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/english-language-arts/5</p>	
<p>Rationale <i>Why are you doing this and why is it relevant to your students</i></p> <p>We are doing this unit so that the students can be introduced to a new form of writing, while learning more about comic books and how they are designed. Students are already very interested in comic books and enjoy creating comic strips in their free time. Students will also learn more about specific story elements, such as character, setting, and plot. By the end of this unit, students will be able to create their own comic books – using certain strategies and techniques in writing that help make a strong comic book.</p>	
<p>Essential Question(s): <i>What drives the learning?</i></p> <ol style="list-style-type: none"> 1. How can I design my own comic book? 2. What is some of the key criteria for designing a successful comic book? 3. What should I include in my comic book to make it interesting and successful? 	
<p>Students will be able to: <i>(competencies – include BC curriculum citation)</i></p> <p><u>Comprehend and Connect (reading, listening, viewing)</u></p> <ul style="list-style-type: none"> - Access information and ideas from a variety of sources and from prior knowledge to build understanding - Synthesize ideas from a variety of sources to build understanding - Identify how differences in context, perspectives, and voice influence meaning in texts <p><u>Create and Communicate (writing, speaking, representing)</u></p> <ul style="list-style-type: none"> - Exchange ideas and perspectives to build shared understanding - Use writing and design process to plan, develop, and create texts for a variety of purposes and audiences - Use language in creative and playful ways to develop style <p>BC's New Curriculum. (2014). English Language Arts 5 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/english-language-arts/5</p>	<p>Students will know; <i>(content– include BC curriculum citation)</i></p> <p><u>Story/Text</u></p> <ul style="list-style-type: none"> - Forms, functions, and genres of text - Text features <p><u>Strategies & Process</u></p> <ul style="list-style-type: none"> - Metacognitive strategies - Writing processes <p>BC's New Curriculum. (2014). English Language Arts 5 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/english-language-arts/5</p>
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks and/or culminating tasks:</p> <ul style="list-style-type: none"> - <i>Character, Setting, Plot Writing Exercises</i> - <i>Comic Book Writing Process</i> - <i>Comic Book Art Process</i> - <i>Comic Book Project</i> 	<p>Other Evidence: formative and summative</p> <p><u>Formative</u></p> <p>I will use formative assessment in this unit to check in with each student as we progress throughout the learning of this unit plan. Students will have performance tasks such as the <i>Character, Setting, Plot Writing Exercises, Comic Writing Process, and Comic Art Process</i> that will allow me to see whether or not each student is grasping on to the content that is delivered over the course of this unit. As we go through certain aspects and criteria that need to be implemented in to the creation of a comic book, those three</p>

	<p>previous performance tasks will allow me to check in with my learners and help support them in their learning before we create the culminating task – the <i>Comic Book Project</i>.</p> <p><u>Summative</u></p> <p>Students will also experience summative assessment during the teaching of this unit plan. They will be tasked with creating a final project – a comic book that is tied in with our Rock Cycle unit. Students will design a comic book that is based on the life and story of the rock that they present to the class from one of our Rock Cycle lessons. The <i>Comic Book Project</i> will implement all of the content that we learned through the teaching of this unit plan – character, setting, and plot – along with comic book criteria and aspects that make-up a strong, successful comic (pictures, captions, and dialogue). Students will experience summative assessment through this final project – in which they will receive a rubric that highlights the criteria in which they were extending or proficient in, or if they are still emerging or developing in some areas.</p>
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STAGE 3 – LEARNING PLAN	
Learning intentions	Learning activities
<p>Lesson 1</p> <ul style="list-style-type: none"> - Students will gain a stronger interest in comic books and the design of comic books - Students will gain an understanding of the importance of the following comic book story elements – character, setting, & plot 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Read a variety of comic books - Pair and share what you notice most about the design of comic books - Discuss story elements – character, setting, & plot
<p>Lesson 2</p> <ul style="list-style-type: none"> - Students will understand which factors help create a strong character 	<p>Lesson 2</p> <ul style="list-style-type: none"> - Character writing exercises - Create a character and provide descriptors using prompts
<p>Lesson 3</p> <ul style="list-style-type: none"> - Students will understand which factors help create a strong setting 	<p>Lesson 3</p> <ul style="list-style-type: none"> - Setting writing exercises - Come up with a setting and create a short description of this setting using the prompts
<p>Lesson 4</p> <ul style="list-style-type: none"> - Students will understand which factors help create a strong plot 	<p>Lesson 4</p> <ul style="list-style-type: none"> - Plot writing exercises - Create a plot example through writing prompts
<p>Lesson 5</p> <ul style="list-style-type: none"> - Students will gain an understanding of the importance of the different aspects that help make-up a successful comic book – pictures, captions, and dialogue - Students will be able to come up with different types of dialogue that is specific to the scene/scene (different types of speech bubbles) 	<p>Lesson 5</p> <ul style="list-style-type: none"> - Dialogue writing exercises (will include visuals that the students must create dialogue for in a comic book template)
<p>Lesson 6</p> <ul style="list-style-type: none"> - Students will gain an understanding of the importance of the different aspects that help make-up a successful comic book – pictures, captions, and dialogue - Students will be able to create pictures and visuals for different types of dialogue included in a comic book 	<p>Lesson 6</p> <ul style="list-style-type: none"> - Art exercise – students will design visuals and pictures within a comic book template which includes the dialogue, but no visuals

Lesson 7 - Students will brainstorm and come up with ideas for their <i>Comic Book Project</i>	Lesson 7 - Brainstorm/begin the creation process of the comic books
Lesson 8 - Students will have a rough draft outline of their comic books	Lesson 8 - Comic book design – rough draft
Lesson 9 - Students will begin the creation of their final draft of their comic books	Lesson 9 - Comic book design – final draft
Lesson 10 - Students will continue creating their comic books	Lesson 10 - Comic book design – final draft
Lesson 11 - Students will continue creating their comic books	Lesson 11 - Comic book design – final draft
Lesson 12 - Students will feel competent in sharing their comic books with others in the class	Lesson 12 - Students will share their comic books with their peers, or in front of the class

Reflection:**Resources:**

BC's New Curriculum. (2014). English Language Arts 5 | Building Student Success - BC's New Curriculum. Retrieved from <https://curriculum.gov.bc.ca/curriculum/english-language-arts/5>