

**Effectiveness of Integrating Technology for Improving the Post-Secondary Skills of
Students with a Graphic Novel Based Curriculum**

By

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For this paper and project, I addressed the research question of “*How can high school teachers design a unit plan centered around a graphic novel that effectively integrates the teaching of technology skills which students can apply in their post-secondary experiences?*”

This research question was important for me to address because as someone who has relied heavily on technology, I wanted to put forth something that addressed this topic, as well as gave new insight on how to use it for both teachers and students in the classroom. The inclusion of a graphic novel for this unit came following student teaching and noticing the response of students to reading a graphic novel., something they all loved. I chose the graphic novel *Be More Chill* by Ned Vizzini, adapted by David Levithan because it talks about the use of advanced technology in high school. I thought this would be a book enjoyed and found interesting by the students.

The audience for this project is 10th-grade students in an English Language Arts classroom and teachers who are interested in teaching this unit, or similar ideas surrounding technology and the implementation of the graphic novel. The project provides a 20-day unit that teaches the graphic novel, *Be More Chill* while incorporating a series of technical skills for students to learn. These skills included keyboard skills, writing electronically, digital citizenship, digital footprint, copyright and citing sources, online communication, and collaboration. These skills were taught to students with the help of a graphic novel, in addition to smaller group activities that students completed for the unit. A brief overview of the first two weeks of the project can be found next.

The first week is covering topics such as keyboard skills, writing electronically, digital citizenship, and digital footprints. During this week, students have a series of smaller assignments either in pairs or individually that they will complete that bring those topics together. By the end of the week, students are working towards finishing reading the book, which

we are doing together in class. Their formative assessment for this week is completing 5 journal entries on the book (with pre-made questions to respond to).

During the second week, the mini-lesson topics are copyright and citing sources. In the second week, the students again will have a series of smaller assignments to complete that lead up to their final project for the week. The second week will conclude with students writing a position paper, addressing their stance on whether or not technology is advancing rather quickly, especially with newer developments in AI. While writing this paper, students will be putting forward their new, or perfected skills by citing sources.

When crafting this unit, I used UbD, which is *Understanding by Design*, by Wiggins and McTighe (2011). Using UbD meant that the planning of this unit was done backward, meaning that first I had to plan out learning goals and outcomes for students. This was done by establishing what I wanted students to be able to do and understand by the end of the unit. Next was planning assessments. I completed this by figuring out high and low stake assignments for students to complete throughout the unit, and having assessments of varying types, like formative or summative assessments, in addition to small group and independent activities. Lastly, was crafting the learning activities. This included small group and individual activities for students to complete. These were activities that encouraged their exploration of the text, and the content they were learning while reading. This was also done in making sure that the activities were aligned with the goals and objectives set for students during the first part of planning.

In summary, this project and paper were done to benefit both the students and teachers in the classroom to ensure that appropriate learning is being done by both parties involved.

Project Summary

The goal of this project was to successfully address the research question, *How can high school teachers design a unit plan, centered around a graphic novel that effectively integrates the teaching of technology skills which students can apply in their post-secondary experiences?*

This question is answered by a project-based curriculum. The finished curriculum strives to create a resource and guidelines for teachers to use while implementing technology into the classroom. The following document contains helpful information for teachers when applying technology to their student's learning experiences, as well as utilizing a graphic novel to create more student buy-in. In addition to this, it covers some of the many important technical skills students can take away from their learning and put to use in their future careers and education. This curriculum is structured on the ideas from the Wiggins and McTighe (2011) text and their approach to Understanding by Design (UbD). I decided to use backward design for the creation of this curriculum. The design follows three stages, “identify desired results, determine acceptable evidence, and plan learning experiences and instruction accordingly” (Wiggins and McTighe, 2011, p. 8). First I organized standards from the Minnesota State Standards. Then I planned objectives and assessments to gauge students' skills and effectiveness in comprehending the material. This is how I will measure the effectiveness of the project. Lastly, I included the lesson plan for day one of the unit that will be included at the end of this project.

Using Wiggins and McTighe (2011) allowed for many great insights when crafting this project. Wiggins and McTighe state that their text is highlighting two interdependent ideas, one being that there is a “centrality around teaching and assessing for understanding” (Wiggins and McTighe, 2011, p.3). This will be shown throughout this project by incorporating concepts that provided opportunities for students to work collaboratively and engage in discussions with their peers, incorporate hands-on activities and projects that allow students to apply their knowledge

in practical ways, make way for students to reflect on their learning and make connections between different concepts, and utilize technology to enhance learning and provide interactive experiences (Kallat, 2014).

Because it begins with the desired learning outcomes and works backward to generate instruction and assessments that are in line with those outcomes, backward design is an effective method for teaching and lesson preparation. Instead of being dictated by material covering or textbook chapters, this method makes sure that education is concentrated on the most crucial ideas and abilities that students need to master. Teachers can create education that is more engaging and relevant to students and that supports them in gaining a deeper comprehension of the subject matter by beginning with the end in mind. Additionally, backward design makes it possible to build evaluations that track how well students are learning in relation to the desired learning outcomes. Overall, the backward design approach encourages educators to be more thoughtful and conscientious about their teaching practices.

This project was used in a 10th-grade English Language Arts (ELA) classroom, at a public school in Bloomington, Minnesota. The demographics of the school include having about 1,600 students from 9th-12th grade, and about 50 teachers, with the student-to-teacher ratio being 30/1. The student population at this high school consists of 34.4% Hispanic, 28.9% White, 21.6% African American, 8.3% two or more races, and 6.2% Asian. A little over 50% of the school population is on free or reduced lunch. As a white teacher, I will have to be aware of how I can best serve my class while valuing and honoring their identities and differences.

Two of my beliefs as a teacher for my classroom would be the implementation of collaborative and leadership skills. This is a time when students will be working together on projects and in pairs, and I want them to become comfortable with taking charge of their own

learning while still being able to work together. Implementing this will allow students to become a part of the same learning community and find belonging in that community. They'll be able to successfully collaborate with their peers on projects throughout the year. Working together collaboratively will foster a greater sense of community in my classroom, which is something I look forward to having inside the classroom. I want my students to feel safe working with their peers and sharing ideas that will not get criticized or ridiculed.

My second belief is that inside our classroom we'll have continuous self-learning, meaning I'm not the only one teaching someone something new. I want my students to teach others, and teach myself while still gaining the best education possible. My hope is that my classroom will be a mini society where everyone can learn new things about different cultures, experiences, and beliefs from their peers. I also want to encourage students that I too am learning through this year, and still have a long way to go before "I know everything". I don't want my classroom to be dull, with that I'm doing all the teaching, and not taking anything away from my students and their learning and experiences.

Guiding Questions:

- I. How can we use different media and technologies to express our ideas and perspectives, and how can we use them responsibly and effectively?
- II. How can we apply what we learn in this unit to our future academic, personal, and professional lives, and how can we continue to learn and grow as responsible and engaged citizens?
- III. How does *Be More Chill* explore the themes of technology, social status, peer pressure, and individuality, and what can we learn from the characters and their experiences?

- IV. How can we develop our writing skills and presentation skills to communicate our ideas clearly and persuasively, and how can we use feedback and revision to improve our work?

Enduring Understandings:

- I. Technology can have both positive and negative effects on our lives and society, and it's important to critically analyze and evaluate its impact. Our use of technology is often influenced by social and cultural factors, and it can affect our sense of identity and belonging.
- II. Communication and collaboration are essential skills in the digital age, and we need to develop our abilities to work effectively with others both online and offline.
- III. Writing and presenting effectively in different media and genres requires careful planning, organization, revision, and execution as well as an understanding of audience and purpose.
- IV. Learning is a lifelong process, and we need to be adaptable, creative, and curious in order to succeed in a rapidly changing technologically driven world.

These enduring understandings can help students connect the content of the unit to large concepts and ideas, and provide a framework for deeper learning and reflection.

List of MN State Standards/ Benchmarks:

- I. 9.9.5.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- II. 9.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
 - A. A. Evaluate the content and effort of persuasive techniques used in different mass media.
 - B. B. Synthesize information and recognize categories, trends, and themes across multiple sources.
 - C. C. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
 - D. D. Recognize ethical standards and safe practices in social and personal media communications and understand the consequences of personal choices.
- III. 9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- IV. 9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Outcomes (*Students will be able to...*):

- 01. Read the graphic novel *Be More Chill* and participate in daily discussions and activities.
- 02. Convey their ideas through organized writing (clear and concise sentences, proper grammar and punctuation)
- 03. Demonstrate comprehension of the text through different assessments and group projects.
- 04. Identify different modes of technology, and utilize them during their projects in class.

Major Assessments

Assessment #1: *Formative* Journal Entry Questions

SWBATS Addressed: 1 & 2

How to Evaluate: Giving students journal prompts for each day we read, allows them to reflect on their learning, experiences, and emotions. It can help them develop a deeper understanding of the material, and their own thought process, as well as improve their critical thinking skills. In addition, it helps students think outside the box, strengthen their problem-solving skills, and also develop their own writing style, by encouraging them to practice grammar, syntax, and voice. Students will be following a rubric for each entry (listed below). It includes factors such as organization, clarity, depth, and creativity. Students will receive feedback on their entries once they are all completed. Total possible points for 1 entry, 12. Total possible points for all 5 entries, 60.

Student Handout: Google Doc with all 5 journal entry questions listed. Students will respond each day to the corresponding question. The questions are listed below.

1. Which of the struggles that Jeremy faces on a day-to-day basis could you relate to the most? Why? (J.1)
2. What about the book so far have you found most interesting? Why? (J.2)
3. Does technology create more problems or solutions for us when dealing with stress, and stressful situations? (J.3)
4. Explain the discoveries Jeremy makes about himself once he defeats the SQUIP. (J.4)
5. What would you use SQUIP for? Do you think you would face the same problems Jeremy did? (J.5)

Journal Prompt Rubric	4 Excellent (Exceeded expectations, demonstrated a deep understanding of the material)	3 Good (Met expectations, and demonstrated a solid understanding of the material)	2 Fair (Student has not quite met the expectations, and may need additional support/guidance)	1 Poor (Student has not met expectations, and may need significant additional support)
Organization [Easy to follow, clear paragraphs] [Ideas are presented in a logical manner, with smooth				

transitions] [Entry is free from grammatical, spelling, and other distracting mistakes]				
Depth [Demonstrates a deep understanding of the topic, and reflects critical thinking and analysis] [Includes specific details, evidence, or examples from the text]				
Creativity [Demonstrates originality, and creativity] [Entry goes beyond surface level answer, willingness to explore new ideas] [Engaging and interesting to read]				

Additional Evidence/Informal Assignments: During this first week, students will have a smaller activity to do with their peers, or themselves (depending on the activity) after they've finished their journal entry for the day. The activities will start with students doing a social media audit of their social media accounts. Then they are asked to create a digital footprint collage, collecting images and text to represent their online presence. Next, students have an online persona analysis to complete, looking at a celebrity's social media account and discussing how their digital footprints have affected their careers. Lastly, students are conducting a cyberbullying roleplay assignment with their groups. They will be acting out cyberbullying scenarios, such as dealing with hurtful comments, and online harassment. These activities can help high schoolers understand the importance of digital citizenship and digital footprints. They can also help students develop critical thinking skills and learn how to communicate effectively online.

Assessment #2: *Summative* Position Paper

SWBATS Addressed: 1, 2 & 3

How to Evaluate: Students will be provided with a rubric for the paper and guidelines for what should be included in the paper. Key components will be the quality of the paper, does the student write about their position of the argument, and do students include page numbers for backing up their reasoning. Students have 1 revision if they choose to use it. **See the rubric below.**

Question Students will be Answering:

<p>Position Paper Rubric</p>	<p>4 (A) (Exceeded expectations, demonstrated a deep understanding of the material)</p>	<p>3 (B) (Met expectations, and demonstrated a solid understanding of the material)</p>	<p>2 (C) (Student has not quite met the expectations, and may need additional support/guidance)</p>	<p>1 (D) (Student has not met expectation, and may need significant additional support)</p>
<p>Introduction - Provides a clear and concise introduction to the topic, including a thesis statement that takes a clear position on the issue. - Demonstrates an understanding of the topic and its importance, and provides context for the argument that follows.</p>				
<p>Evidence - Provides clear and compelling evidence to support the argument, including specific examples, statistics, and expert opinions. - Demonstrates an understanding of the complexities of the issue,</p>				

<p>including potential counterarguments and alternative perspectives.</p> <ul style="list-style-type: none">- Uses evidence effectively to support the thesis statement and provide a convincing argument.				
<p>Analysis</p> <ul style="list-style-type: none">- Provides thoughtful and nuanced analysis of the evidence, including an exploration of the implications and consequences of the argument being made.- Demonstrates an ability to think critically and engage with complex ideas, including an understanding of the ethical, social, and cultural implications of technological advancement.- Uses evidence to support the analysis and provide a convincing argument.				
<p>Conclusion</p> <ul style="list-style-type: none">- Provides a clear and concise conclusion that summarizes the argument and restates the thesis statement.- Demonstrates an understanding of the broader implications of				

<p>the argument, including potential future developments and consequences.</p> <ul style="list-style-type: none"> - Provides a thoughtful and compelling call to action or recommendation for future action. 				
<p>Formatting and Style</p> <ul style="list-style-type: none"> - Use proper grammar, spelling, and punctuation throughout the paper. - Follows the appropriate citation style for the discipline (MLA, or APA). - Uses clear and concise language throughout the paper, with a consistent tone and style. 				

Additional Evidence/Informal Assignments: Prior to this summative paper, during the week students will learn about both copyright and citing sources. Earlier in the week, students will be doing a copyright scavenger hunt. For this, there will be a scavenger hunt where students must find examples of copyrighted works in the school or community. They should take pictures of these works and identify who owns the copyright. This activity will help students understand what types of works are protected by copyright and who owns the rights to these works. Students will also be doing a Copyright debate, where the class will be divided into two teams and have a debate about a controversial copyright issue, such as whether or not file sharing is a form of copyright infringement. This activity will help students develop critical thinking skills and learn how to argue their points of view effectively. These activities will help high schoolers learn about copyright law and how it applies to creative works. They will also develop skills in research, critical thinking, and multimedia content creation.

Assessment #3: *Formative* Scene Adaptation from the Text

SWBATS Addressed: 1, 2, 3 & 4

How to Evaluate: Students will be assessed on this project with a rubric included on the handout. If they chose to work in groups, they will be required to fill out a self-reflection form, explaining how the group worked together, and addressing their individual participation in group work.

Student Handout: Students will be given a rubric that includes the information needed to complete the project. All requirements are listed in the rubric. **See the rubric below.**

Scene Adaptation Rubric	Comments: Score:	Comment: Score:	Comment: Score:
<p>Creativity (30 points): The adaptation is original and innovative and demonstrates the student's imagination. The scene should reflect the student's/group's interpretation of the book, and the adaptation should be unique and engaging.</p>			
<p>Faithfulness to the Original Text (30 points): The adaptation should be true to the original text, and the student should demonstrate an understanding of the book's themes, characters, and plot. The adaptation should also maintain the integrity of the original work, and the student should avoid making significant changes to the story.</p>			
<p>Acting (30 points): Students/Groups should demonstrate strong acting skills, including believable characterizations, clear diction, and appropriate pacing. The adaptation should also be well-rehearsed, with smooth transitions between scenes and no awkward pauses.</p>			

<p>Technical Elements (10 points): Students/Groups should demonstrate an understanding of technical elements, such as lighting, sound, and staging. These elements should enhance the adaptation and contribute to the overall effectiveness of the performance.</p>			
<p>Platform for Recording (5 points): Students/Groups should be using one of the platforms to record from the list below.</p> <ul style="list-style-type: none"> - TikTok - Youtube - iMovie - Video Star - Phone Camera 			

Additional Evidence/Informal Assignments: Prior to this summative paper, during the week students will learn about both online communication skills and collaboration. Earlier in the week students will be completing a social media analysis. Students will analyze a social media campaign or post and evaluate its effectiveness. Students should identify the target audience, the message, and the intended outcome of the post. This activity will help students develop their critical thinking skills and learn how to communicate effectively through social media. Later in the week, students are going to be taking an online etiquette quiz: Create a quiz that tests students' knowledge of online etiquette, such as how to write professional emails, how to use appropriate language in online discussions, and how to avoid plagiarism. This activity will help students learn the basics of online communication and collaboration and how to conduct themselves professionally online.

Assessment #4: *Summative* Creating an Advertisement for SQUIP

SWBATS Addressed: 1, 2, 3 & 4

How to Evaluate: Students will be working on creating an advertisement for the SQUIP. They have the choice to either work in groups or individually. Students are being asked to complete

this project, to put to use the topics they have just learned in weeks prior, about online communication and collaboration, as well as keyboard skills, and copyrighted material. *Student Handout:* Students will be given a rubric that includes the information needed to complete the project. All requirements are listed in the rubric. **NOTE:** *This rubric is going to be very similar to the rubric for the scene adaptation. See the handout below.* If students chose to work in groups, they will be asked to fill out a self-reflection explaining how the group worked together, and addressing their individual participation in group work.

Advertisement Rubric	Comments: Score:	Comments: Score:	Comments: Score:
<p>Creativity (30 points): The advertisement is original and innovative and demonstrates the student's imagination. The advertisement should reflect the student's interpretation of the book and should be unique and engaging.</p>			
<p>Persuasiveness (30 points): The advertisement should be persuasive, and the student should demonstrate an understanding of the target audience's needs and desires. The advertisement should also be convincing, and the student should use persuasive language and imagery to sell the book.</p>			
<p>Visual Elements (20 points): The student should demonstrate an understanding of visual elements, such as color, font, and layout. These elements should enhance the advertisement and contribute to the overall effectiveness of the message.</p>			
<p>Technical Elements (10 points):</p>			

<p>The student should demonstrate an understanding of technical elements, such as lighting, sound, and editing. These elements should enhance the advertisement and contribute to the overall effectiveness of the message.</p>			
<p>Presentation (10 points): The student should present the advertisement in a clear and engaging way, and the student should communicate the message effectively. The presentation should also be well-rehearsed, with smooth transitions between scenes and no awkward pauses.</p>			

Additional Evidence/Informal Assignments: Prior to this summative paper, during the week students will learn about both online communication skills and collaboration. Earlier in the week students will participate in a social media policy creation. This is where students can work in groups to create a social media policy for their school or community. The policy can include guidelines for appropriate online behavior, consequences for violating the policy, and resources for students who need help. This activity can help high schoolers navigate social media in a positive and responsible way. It can also help students develop critical thinking skills and learn how to communicate effectively online.

Self-Reflection Form (for group projects):

Student Handout: This is what will be given to students to fill out if they worked in a group for any of the major assessments listed above. They are asked to complete this so that students can reflect on their performance and assess how well they did. Secondly, it encourages students to think about how well their group worked together and how they could improve their skills in the future. Thirdly, it gives students an opportunity to provide their teacher with feedback about the group project, which can be helpful when planning future projects. Lastly, it helps students develop self-awareness and self-reflection skills, which are important for lifelong learning. I want students to look back at this, and ask themselves what worked, what didn't, and what they might do differently in the future. **See the form below.**

Self/Group Reflection Form	Name: Group:
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	Project:
1. How do you think you did?	
2. Was the work split evenly?	
3. Did everyone participate?	
4. How would you rank the members of your group?	
5. Would you work with this group again?	
6. How was communication within the group?	
7. Did everyone listen to each other's ideas? Did everyone feel comfortable sharing their thoughts?	
8. What could you have done differently to improve your group work?	

Instructional Plan

Unit At a Glance

Weekly Mini-Unit Topic Schedule:	Week 1: Keyboard Skills, Writing Electronically	Week 2: Copyright and Citing Sources	Week 3: Online Communication and Collaboration Skills	Week 4: Wrap-Up, all topics are used/revisited.
	Digital Citizenship, Digital Footprint MN Standard: - 9.7.4.4	MN Standard: - 9.7.4.4	MN Standard: - 9.9.7.7	Navigating Social Media (Final Project connections) MN Standard: - 9.9.5.5 - 9.7.6.6 - 9.9.7.7

<p>Week 1: Day One:</p> <p>SWBAT: Read the graphic novel <i>Be More Chill</i> and participate in daily discussions and activities.</p> <p>Activity: Pass out graphic novels to students.</p> <p>Read pages 1-30. Answer journal question 1. *Teacher reads today while students follow along*</p> <p>Activity: Social Media Audit Assignment</p> <p>Google Form for students to fill out.</p>	<p>Day Two:</p> <p>SWBAT: Read the graphic novel <i>Be More Chill</i> and participate in daily discussions and activities.</p> <p>Activity: Read pages 30-60. Answer journal question 2. *Students are reading in groups of 4 today*</p> <p>Activity: Learning what a “digital footprint is”</p> <ul style="list-style-type: none"> - Digital Footprint Collage [Small Group Activity] 	<p>Day Three:</p> <p>SWBAT: Read the graphic novel <i>Be More Chill</i> and participate in daily discussions and activities.</p> <p>Activity: Read pages 60-90. Answer journal question 3. *Students are reading individually today*</p> <p>Activity: Online Personal Analysis</p>	<p>Day Four:</p> <p>SWBAT: Read the graphic novel <i>Be More Chill</i> and participate in daily discussions and activities.</p> <p>Activity: Read pages 90-120. Answer journal question 4. *Teacher reads today while students follow along*</p> <p>Activity: Cyberbullying Roleplay</p>	<p>Day Five:</p> <p>SWBAT: Read the graphic novel <i>Be More Chill</i> and participate in daily discussions and activities.</p> <p>Activity: Read pages 120-144. Answer journal question 5. Finish the book today. *Students are reading in groups of 4 today*</p> <p>Activity: Students need to turn in their journal entries by the end of class.</p>
<p>Week 2: Day Six:</p> <p>SWBAT: Convey their ideas through organized writing (clear and concise sentences, proper grammar, and punctuation).</p>	<p>Day Seven:</p> <p>SWBAT: Convey their ideas through organized writing (clear and concise sentences, proper grammar, and punctuation).</p>	<p>Day Eight:</p> <p>SWBAT: Convey their ideas through organized writing (clear and concise sentences, proper grammar, and punctuation).</p>	<p>Day Nine:</p> <p>SWBAT: Convey their ideas through organized writing (clear and concise sentences, proper grammar, and punctuation).</p>	<p>Day Ten:</p> <p>SWBAT: Convey their ideas through organized writing (clear and concise sentences, proper grammar, and punctuation).</p>

<p>Activity: Introduce the topics of copyright and citing sources.</p>	<p>Activity: Copyright Scavenger Hunt</p>	<p>Activity: Introducing the position paper.</p> <p>Students have the day to gather their materials, start the paper, and ask any questions they might have about the paper.</p>	<p>Activity: Copyright Debate</p>	<p>Activity: The paper is already handed out to students. They pretty much have the day, and the weekend to write/finish their paper. Due the following Monday.</p>
<p>Week 3: Day Eleven:</p> <p>SWBAT: Demonstrate comprehension of the text through different assessments and group projects.</p> <p>Activity: Introduce the two new topics, Online Communication and Collaboration Skills Position Paper Due</p>	<p>Day Twelve:</p> <p>SWBAT: Demonstrate comprehension of the text through different assessments and group projects.</p> <p>Activity: Social Media Analysis</p>	<p>Day Thirteen:</p> <p>SWBAT: Demonstrate comprehension of the text through different assessments and group projects.</p> <p>Activity: Online Etiquette Quiz</p> <p>Talk more about online communication/collaboration</p> <ul style="list-style-type: none"> - What makes healthy vs. not healthy communication - How to be better communicators (active listening, etc) 	<p>Day Fourteen:</p> <p>SWBAT: Demonstrate comprehension of the text through different assessments and group projects.</p> <p>Activity: Get in groups and start their scene adaptation project. Workday.</p>	<p>Day Fifteen:</p> <p>SWBAT: Demonstrate comprehension of the text through different assessments and group projects.</p> <p>Activity: Workday for Scene Adaptation assignment.</p> <p>Scene Adaptation due on Day 17.</p>

<p>Week 4:</p> <p>Day Sixteen:</p> <p>SWBAT: Identify different modes of technology, and utilize them during their projects in class.</p> <p>Activity: Introduce the final project rubric. Revisit all mini-unit topics, and wrap up the unit.</p>	<p>Day Seventeen:</p> <p>SWBAT: Identify different modes of technology, and utilize them during their projects in class.</p> <p>Activity: Social Media Policy Creation assignment</p> <p>Scene Adaptation is due today.</p>	<p>Day Eighteen:</p> <p>SWBAT: Identify different modes of technology, and utilize them during their projects in class.</p> <p>Activity: Work on the Final Project with groups/individually.</p>	<p>Day Nineteen:</p> <p>SWBAT: Identify different modes of technology, and utilize them during their projects in class.</p> <p>Activity: Work on the Final Project with groups/individually.</p>	<p>Day Twenty:</p> <p>SWBAT: Identify different modes of technology, and utilize them during their projects in class.</p> <p>Activity: Work on the Final Project with groups/individually.</p> <p>Start a new unit on day 21.</p> <p>Final projects are due on day 23.</p> <p>Google Form for students to fill out.</p>
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Lesson Plans

In this section, you will find a sample lesson plan on the first day of this unit. From this lesson plan, teachers will draw ideas and expectations on how to teach this specific content to their students. Teachers are able to view the type of academic language they should be providing for students, in addition to other resources that will make the execution of this unit seamless.

Below is the sample lesson plan.

	Lesson Title: Be More Chill Unit
(K-12) Course name: English 10	Grade Level: 10th Graders
Topic: Be More Chill Unit	Day in Lesson Sequence: Week 1, Day 1
Content Standards: MN State Standards	

- 9.9.5.5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
 - A. Evaluate the content and effort of persuasive techniques used in different mass media.
 - B. Synthesize information and recognize categories, trends, and themes across multiple sources.
 - C. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
 - D. Recognize ethical standards and safe practices in social and personal media communications and understand the consequences of personal choices.
- 9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Content Objectives:

- Read the graphic novel *Be More Chill* and participate in daily discussions and activities.
- Convey their ideas through organized writing (clear and concise sentences, proper grammar and punctuation)
- Demonstrate comprehension of the text through different assessments and group projects.
- Identify different modes of technology, and utilize them during their projects in class.

Academic Language: (ESL: must be in all lessons; others are encouraged to have academic language objectives for most lessons)

- **Vocabulary:**
 - Digital Footprint
 - Reputation
 - Audit
 - Social Media
- **Academic Language Objective (syntax or discourse level):**
 - I can demonstrate my understanding of the text in my journal with the support of sentence starters and additional resources such as the text, my peers, and the work previously done in class.

Assessment

● **Prior Knowledge Assessment:** (in this lesson or previous)

- No assessment is conducted for students
- For this week students should already have basic knowledge about
 - Basic keyboard skills
 - Digital Citizenship (what it means to have your information online, not required since this will be covered)
 - Digital Footprints (not required since this will be covered)
 - How to complete assignments in Google Docs (this is where their journal will live)

● **Formative Assessment: Informal and Formal**

- **Informal:** Check-Ins, Google Form
- **Formal:** Social Media Audit, Digital Footprint Collage, Online Personal Analysis, Cyberbullying Roleplay (all during week 1)

● **Summative Assessment:** (planned for the future, if any)

- **Journal Questions** (end of week 1)
- **Paper** (end of week 2)
- **Scene Adaptations** (end of week 3)

- [Final Project](#) (end of week 4)

Materials:

- [Book- *Be More Chill*](#)
- [Slides](#)
- [Journal Questions](#)
- [Google Form](#)
- [Social Media Audit Handout](#)

Learning Activities

Lesson Launch

- Welcome students. Ask that phones get put away in their backpacks.**
 - Have students sit down. Begin class. Teacher will start class once phones and headphones have been put away in their backpacks. Students will come into class, put their phones/headphones away, and be ready for class.
- Review standards & objectives for the unit.**
 - Teacher will review the standards for the unit, and share with students their objectives for the day- and throughout the lesson. Students are listening to this material.
- Recap Slide [Where Have We Been, Where Are We Now, Where Are We Going]**
 - Teacher is sharing this information with students, preparing them for what is going to be happening in the future, as well as reminding them of what we've already covered and how it relates to the unit, and wrapping it up by closing with the end goal for ourselves.
- Warm Up: Desert Island Game**
 - Teacher will explain the rules, and give an example of the 3 things they would bring with them to the desert. The teacher will dismiss them into their groups to share their 3 things, and start the 5-minute timer. When the timer hits 2 minutes (or the class begins to lull) students will move on to round 2 (directions are on the slide for round 2). Round 2 is where students are working with their group to come up with 3 things total they would bring. These are things they are agreeing on and can come to a consensus to bring with them. After the 5-minute time is up, groups will have time to share with the large group either something from round 1 or round 2, then we will move into the lesson.

Instructional Task(s) Sequence

- Introduce *Be More Chill*, Hand out Text**
 - Teacher will hand the text out to students, and review some information about the text and author with students. The teacher will cover the reading schedule for the week, and share with students what this looks like. In addition to this, the teacher will share some background information about both authors, David Levithan (graphic novel adaptation), and Ned Vizzini (author). By doing this, it gives students a better insight into those who wrote and adapted the text. Students can use this information to better understand the text, as well as make their own connections about why the author might've done something.
- Introduce the Journal Questions Assignment**
 - Here the teacher is updating students on the assignment they will have for the duration of this week. For this assignment, students are going to be reading the book, and then going into their journals (Google Doc) to answer the day's question about the text. Students will only have 1 question to answer each day. Before we start reading today, students will have the chance to look at the question for the day.
- What it Looks Like when we Read**
 - Teacher will be sharing what it should look like when we're reading (together or independently) and the expectations we have for the room environment when we are reading the book (or any book for that matter). Students are listening here, and following along.
- Read the Book**
 - Teacher will be reading the first 30 pages of the book, while students are following along. Students should have computers/iPads closed with just the book opened. Students have the opportunity to look at the journal question before reading so they can be thinking about it while reading.

5. Journal Questions- Work Time

- a. Teacher will instruct students to open their computers/iPads to start their first journal question. During this time, students will be answering the questions listed below. They are starting with journal question 1. Students will have a 10-minute timer going to have this written and done. If students don't finish, they can come back to answer it after they've filled out the Google Form at the end of class if they have time. It is their responsibility to have this completed by Friday at the end of class to be turned in.
 - i. Which of the struggles that Jeremy faces on a day-to-day basis could you relate to the most? Why? (J.1)
 - ii. What about the book so far have you found most interesting? Why? (J.2)
 - iii. Does technology create more problems or solutions for us when dealing with stress, and stressful situations? (J.3)
 - iv. Explain the discoveries Jeremy makes about himself once he defeats the SQUIP. (J.4)
 - v. What would you use SQUIP for? Do you think you would face the same problems Jeremy did? (J.5)

6. Social Media Audit Assignment

- a. Teacher for this slide will introduce the assignment as well as the expectations for the assignment. For this assignment, students will conduct a social media audit of their accounts, looking for posts or comments that could be considered inappropriate or offensive. They can then discuss the impact of these posts on their self-image and how to make changes to improve their online reputation. Students will first look through their social media accounts. They will pick 3 of their accounts to review (Instagram, Facebook, Twitter, Snapchat, TikTok, etc). Once they have picked their 3, they will start their investigation. They will have a [handout](#) to use while doing this. For this first part, students will have 15 minutes to look through their 3 accounts. Once they have their handout filled out, and the timer has gone off, students will turn to work and share with their groups. With the groups, students are sharing what they found, and responding to the question in a group discussion about the changes they can make to improve their social media accounts and self-image. Students will have another 15 minutes to do this with their group, ensuring that everyone has a chance to share.
- b. On their handout, they will be answering the following prompts.
 - i. Comments/Captions that could be flagged
 - ii. Anything Offensive Posted
 - iii. What you would/will change with your accounts

Lesson Summary and Closure

1. Filling out the Google Form

- a. The teacher here will send out the Google Form link to students through Canvas, or another school-used platform for students to access. Students will open the Google Form link, and answer the following questions about their skills before starting this unit. This Google Form will make a return at the end of the unit, to see if students feel as though their skills have progressed throughout the unit. The last question will be added when students fill out the Google Form for the second time. The questions are listed below.
 - i. Rank your technical skills below on a scale of 1-10. Skills would include, stronger typing ability, an understanding of digital citizenship, an understanding of what copy-righting is, how to cite sources (MLA and APA format), effective ways to navigate different modes of technology (phones, computers, tablets), an understanding of cyber safety, and security.
 - ii. What skills would you say are your strongest?
 - iii. What skills would you say are your weakest and wish you were stronger in?
 - iv. What skills do you think you have grown the most in? Whether it be learning, understanding, or implementing.
 - v. Any other feedback you would like to leave for me on the unit we just completed?
- b. Once students have filled this out, they will return their books to their classes' book crate, and sit back down in their seats until the bell rings.

Management and Safety Issues:

Students will be working together in groups, making sure that seating arrangements fit an entire group. Students have access to their technology as well. To prepare, the slide deck will be complete and slides will be presented by the time class starts. Make sure that there are enough books for students. Students are keeping the books in the classroom and

will return after each class period to their book crate.

REFERENCES

- Kallet, M. (2014). *Think smarter: Critical thinking to improve problem-solving and decision-making skills*. John Wiley & Sons.
- Vizzini, N., & Levithan, D. (2021). *Be More Chill: The graphic novel*. Disney Electronic Content.
- Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Association for Supervision & Curriculum Development.