

Questions for Formulating Significant Learning Goals

A year (or more) after this course is over, I want and hope that students will continue to confidently communicate and express themselves in English, drawing upon their multilingual abilities and the creative storytelling skills they developed in the course.

My Big Hairy Audacious Goal (BHAG) for the course is to empower newcomer emergent bilingual students to become confident, multilingual communicators and creative storytellers through a technology-enhanced, project-based English Language Arts curriculum that spans a diverse range of literary genres.

Foundational Knowledge

- What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?
 - **Elements of Fiction:** Plot (including the exposition, rising action, climax, falling action, and resolution), characters, setting, theme, and point of view (including first person, second person, and third person narration).
 - **The Genres of Fiction:** fantasy, science fiction, mystery, horror, realistic fiction, etc.
 - **Vocabulary and Grammar:** including the terms mentioned above and grammatical structures and patterns commonly used in storytelling, such as past tense verbs, transitions, and dialogue.
 - **Creative Storytelling Skills:** Brainstorming and generating ideas, character development, worldbuilding, foreshadowing, symbolism, imagery, revising, and editing.
- What key ideas (or perspectives) are important for students to understand in this course?
 - The Power of Storytelling
 - Technology as a Storytelling Tool
 - The Connection between Reading and Writing
 - Multilingualism as an Asset
 - Diverse Literary Genres and Perspectives
 - The Role of Feedback and Collaboration
 - The Importance of Revision and Editing
 - The Value of Self-Reflection and Goal Setting

Application Goals

- What kinds of thinking are important for students to learn?
 - Critical thinking, in which students analyze and evaluate the elements, features, and themes of different fiction stories, genres, and styles, and compare them from various perspectives.
 - Creative thinking, in which students imagine and create their own original and engaging fiction stories, using digital tools and media to enhance their creativity and communication skills, and to express their emotions, thoughts, and values through fiction stories.
 - Practical thinking, in which students solve problems and make decisions that are relevant and meaningful to their own lives and contexts, and that address real-world problems or questions, using fiction stories as a source of inspiration, learning, and connection.

- What important skills do students need to gain?
 - Reading comprehension skills
 - Communication skills
 - Public Speaking and Presentation Skills
 - Writing skills
 - Digital literacy skills
 - Creativity skills
- Do students need to learn how to manage complex projects?

For the fiction unit, with the support of the teacher and peers, learners will go through the editing process to refine and improve their written works, enhancing clarity, flow, and overall quality. I do not anticipate that this will be complex.

Integration Goals

- What connections (similarities and interactions) should students recognize and make?
 - Among ideas *within* this course? Connections between:
 - Literary devices and storytelling techniques
 - Genres and themes
 - Fictional characters/events and real-world experiences
 - Among the information, ideas, and perspectives in this course and those in other courses or areas? Connections between:
 - Fiction and history, art, social issues, science, etc.
 - Among material in this course and the students' own personal, social, and/or work life? Connections between:
 - Fictional characters and personal experiences.
 - Fictional settings and cultural backgrounds.
 - Themes and personal aspirations.

Human Dimensions Goals

- What could or should students learn about themselves? Students should be able to:
 - Identify their own voice and storytelling style: Through the process of creating their own fictional stories, students can explore their unique perspectives and interests, and develop a stronger sense of their own narrative voice.
 - Explore their cultural identity through storytelling by incorporating elements of their own cultural background and traditions into their fictional.
- What could or should students learn about understanding others and/or interacting with them? Students should:
 - Develop empathy and understanding for different perspectives.
 - Appreciate the power of storytelling to connect with others.
 - Improve their communication and collaboration skills.
 - Appreciate the diversity of human expression and storytelling traditions.

Caring Goals

- What changes/values do you hope students will adopt?

For the fiction/storytelling unit, some changes/values that I hope students will adopt are:

 - **Feelings:** I hope students will develop positive and confident feelings about their own fiction writing and reading skills, and their ability to use English as well as their native

languages to communicate effectively and creatively with others. I also hope students will develop empathetic and respectful feelings towards others, especially those who are different from them, through reading and writing fiction stories that represent diverse human experiences, perspectives, and cultures.

- **Interests:** I hope students will develop a passion and curiosity for reading and writing fiction stories, and for exploring different genres and styles of fiction that appeal to their personal preferences and purposes. Additionally, I want students to develop an interest in using digital tools and media to enhance their creativity and communication skills.
- **Values:** I hope students will value fiction stories as a source of enjoyment, inspiration, and learning, and as a way of expressing themselves and connecting with others. Moreover, I'd like students to value the diversity and complexity of human experiences, perspectives, and cultures, as represented in fiction stories, and appreciate the similarities and differences among them.

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:
 - How to be good students in a course like this? I would like for students to learn how to be:
 - Active, engaged, and collaborative learners.
 - Respectful, responsible, and supportive of each other,
 - Open-minded, curious, and willing to try new things, and to learn from their mistakes and feedback.
 - How to learn about this particular subject? I would like for students to learn about how to learn about this subject by using:
 - various strategies and resources that can help them improve their fiction writing and reading skills, and their understanding and appreciation of various genres and styles of fiction.
 - How to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a *plan* for learning it? I would like for students to learn about how to become a self-directed learner of this subject by:
 - Setting their own learning goals, based on their interests, needs, and aspirations, and monitoring and evaluating their own progress and performance.
 - Identifying and using the best strategies and resources that suit their learning preferences and that can help them achieve their learning goals and objectives.
 - Reflecting on their learning process and outcomes and identifying their strengths and areas for improvement and seeking and using feedback from others to improve their learning.