

## **Family History and Stories**

### **Prep:**

Students will all need their own art supplies, an understanding on how to write point form notes, a book to record notes, a template of which to illustrate these stories and an understanding of how to upload this information to their e-portfolio.

### **Objective:**

Students will learn to take point form notes.

Students will learn about their family stories and history.

Students will learn how to make an outline and how to choose the most interesting/important story to document.

Students will learn how to edit and to write a comprehensive story, (with paragraphs), from an outline/notes.

Students will learn how to illustrate their story.

Students will learn how to upload their story and illustrations to their e-portfolio.

### **Practice:**

Students will begin by receiving a lesson on how to properly receive, filter, conceptualize and disseminate information into useable point form notes. Students will practice by getting into pairs, telling each other stories and taking notes about the other person's stories. Students will then take those skills and ask a minimum of 3 members of their family, (or guardian family), about the different stories and histories that their family has while taking point form notes. Students will then receive instruction on how to make an "outline". Students will choose one of the stories, use the notes they previously took and write an outline. Students will receive instruction on different kinds of story illustration. Students will then write out and illustrate the story and finally upload story and illustrations to their e-portfolio.

### **Grade Level Expectations:**

Grade 4 – Students will learn how to write notes, gather information, write an outline and document/illustrate their family history while sharing it via their e-portfolio.

Grade 5 – Students will learn how to write notes, gather information, write an outline and document/illustrate their family history while sharing it via their e-portfolio.

## Rubric

Emerging	Developing	Proficient	Extending
<p>Inconsistent attendance with many unexcused absences.</p> <p>Student has many unfinished assignments and doesn't attempt to catch up on work missed.</p> <p>Student doesn't self-advocate, gives up when finding challenge with assignments rather than seeking help.</p> <p>Student's work is consistently unfinished, and/or late.</p> <p>Student rarely engages with, focuses on and perseveres through obstacles on their project work or the intricacies therein.</p>	<p>Attends consistently with reminders. Absences are often excused.</p> <p>With teacher help, student informs teacher about work that they need to catch up on.</p> <p>With assistance, student's work ethic and attitude are consistent.</p> <p>With assistance, student's work fulfills the expectations of the assignment and is on time.</p> <p>With guidance, student perseveres with, focuses on and engages with their project work during most classes.</p>	<p>Good attendance. Rarely away and any absences are mostly excused.</p> <p>Student takes responsibility for catching up on missed work and acquires it from peers or the website.</p> <p>Student's work ethic and attitude is not dependent on assignment success level.</p> <p>Student's meets the expectations of the assignment and is on time.</p> <p>Student perseveres with, focuses on and engages on project work consistently at every stage of its development.</p>	<p>Excellent attendance. Student always attends class and away, the absences are always excused.</p> <p>Student is always conscientious of deadlines and always hands their work in complete and on time.</p> <p>Student's work ethic and attitude set an example for other students.</p> <p>Student's work goes beyond the expectations of the assignment and is on time or finished early.</p> <p>Student is a leader during class time and understands the subject matter so assistance is consistently offered to other students on their project work.</p>