

<b>Project</b>	<b>Students create a Poetry Fun Festival by writing poems and creating activities that will promote poetry, and help improve literacy in our school.</b>																																
<b>Driving Question</b>	How can you help others enjoy and appreciate poetry through a poem and activity of your own creation?	<b>Total Time</b>	<b>25-30 hours</b>																														
<b>Scenario</b>	<p>Poetry has a bad rap. Many see it as boring and uninteresting. Your challenge is to change this attitude and help students improve their literacy. You will do this by creating a poem and activity that relates to the poem. We will use these poems and activities to create a Poetry Fun Festival. Hopefully our festival can change the negative opinion many have towards poetry.</p>																																
<b>Interdisciplinary Learning</b>	<p><b>GRADE LEVEL</b>  <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9</p> <p><b>SUBJECT AREA</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> English Language Arts</td> <td><input checked="" type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Religious Education</td> <td><input type="checkbox"/> Physical Education</td> </tr> <tr> <td><input type="checkbox"/> Fine Arts</td> <td><input type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Languages</td> </tr> <tr> <td><input type="checkbox"/> Outdoor Education</td> <td><input type="checkbox"/> French Language Arts</td> <td></td> </tr> </table>			<input checked="" type="checkbox"/> English Language Arts	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Religious Education	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Health and Life Skills	<input type="checkbox"/> Languages	<input type="checkbox"/> Outdoor Education	<input type="checkbox"/> French Language Arts																			
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<b>CTF Program of Studies Learning Outcomes</b>	<p><b>Essence 1: Career and Technology Foundations is exploring interests, passions and skills while making personal connections to career possibilities and technologies.</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I explore my interests and passions while making personal connections to career possibilities</li> <li><input type="checkbox"/> I demonstrate skills associated with occupational areas.</li> <li><input type="checkbox"/> I use technologies related to occupational areas.</li> <li><input type="checkbox"/> I follow safety requirements associated with occupational areas and related technologies.</li> </ul> <p><b>Essence 2: CTF/FCT is designing, creating, appraising and articulating responses to challenges</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I problem solve when creating responses to challenges.</li> <li><input type="checkbox"/> I design when creating responses to challenges.</li> <li><input type="checkbox"/> I make decisions when creating responses to challenges.</li> </ul>																																

# CTF Plan: Poetry Fun Festival

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I adapt to change and unexpected events.</li> <li><input type="checkbox"/> I appraise product(s), performance(s) or service(created in response to challenges).</li> <li><input type="checkbox"/> I appraise the skills and technologies use to respond to challenges.</li> <li><input type="checkbox"/> I articulate my learning.</li> </ul> <p><b>Essence 3: CTF/FCT is working independently and with others through the exploration of careers and technology</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I describe how my actions support learning.</li> <li><input type="checkbox"/> I develop personal skills to support mutually respectful and effective relationships.</li> <li><input type="checkbox"/> I work with others to achieve common goals.</li> </ul>
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<b>Competencies</b>	<p><b>MINISTERIAL ORDER (#001/2013)</b></p> <p><b>2.4 discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>know how to learn:</b> to gain knowledge, understanding or skill through experience, study, and interaction with others;</li> <li><input type="checkbox"/> <b>think critically:</b> conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;</li> <li><input type="checkbox"/> <b>identify and solve complex problems;</b></li> <li><input type="checkbox"/> <b>manage information:</b> access, interpret, evaluate and use information effectively, efficiently, and ethically;</li> <li><input type="checkbox"/> <b>innovate:</b> create, generate and apply new ideas or concepts;</li> <li><input type="checkbox"/> <b>create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;</b></li> <li><input type="checkbox"/> <b>apply multiple literacies:</b> reading, writing, mathematics, technology, languages, media, and personal finance;</li> <li><input type="checkbox"/> <b>demonstrate good communication skills and the ability to work cooperatively with others;</b></li> <li><input type="checkbox"/> <b>demonstrate global and cultural understanding, considering the economy and sustainable development; and</b></li> <li><input type="checkbox"/> <b>identify and apply career and life skills through personal growth and well-being.</b></li> </ul>
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<b>Resources</b>	<p>-Variety of Poetry Books          -Caine’s Arcade, <a href="http://cainesarcade.com/">http://cainesarcade.com/</a>          -Fun Theory Videos, <a href="http://www.thefuntheory.com/">http://www.thefuntheory.com/</a></p>
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Lessons	Assessment	Resources	Time
Lesson 1-Entry Event/Importance of Poetry	AFL-Observation	Glog, video President Obama benefits of poetry	30 min
Lesson 2-Driving Question-Need To Know Questions	AFL-Observation Check Contract	Contracts-teacher made	30 min.
Lesson 3 -Organization	AFL-Check Folders	Folders	30 min.
Lesson 4-Audience	AFL-Check Posts	Padlet	60 min
Lesson 5-InterestSurvey/email	AFL-Check Surveys, Listen Email Suggestions		60 min.



# CTF Plan: Poetry Fun Festival

Lesson 6-Types of Mood	AFL-Check students personal notes	Flip Instruction-Blog-Video, poems, mood characters	45 min.
Lesson 7-Creating Mood	AOL- Mood Checklist	Notebook Lesson	60 min.
Lesson 8-13 Communicating Through poetry	AOL- poem format mini lesson AFL-Decision making Poem For Festival	Poem Format Checklist	225 min
Lesson 14-15- Create Simile work on Festival Poem	AOL-Simile Mini Lesson AFL- Simile in final Project	Blog-Flip Instruction	90 min.
Lesson 16-17 Create Hyperbole and add to Poem	AOL- Mini-lesson hyperbole AFL- add hyperbole to poem	Notebook Lesson	90 Min.
Lesson 18-Edit and Final Poem Draft	AOL- Poem for Language Devices/Visuals/Format Culminating Rubric		45 min.
Lesson 19-21-Creating Fun Festival Engaging Activity	AFL- Safety and Creativity	Caine's Arcade	180 min.
Lesson 22- Design and Layout of Festival	AFL- Observe for collaboration/decision making/ AOL-Rubric		80 min.
Lesson- 23- Fun Festival- Final Practice-How to read a poem.	AFL- Peer Assessment using Communication Checklist	Video on how to read poetry	45 min.
Lesson 24- Poetry Fun Festival- Public Audience	AFL- Constructive Feedback on Service, Reading, AOL-Rubric Poem/ Project/Communication		All Day
Lesson 25- Reflection/Celebration -check number of tickets to see how many served. -create survey to see if driving question answered -post reflection about something liked and challenge	AFL- Check Reflection Posts		65 min.