

<b>BHAG (Big Hairy Audacious Goal) – Overarching Course Goal</b>						
<b>Learners will use metacognitive skills to both develop and deepen comprehension of increasingly complex texts by taking ownership of their own learning.</b>						
<b>Learning Outcomes</b>	<b>Assessment Activities</b>	<b>Learning Activities</b>				
<p><b>Foundation:</b> Learners will explore how ePortfolios give students ownership over their learning and the connection that it has to student growth. Learners will set attainable reading goals and be able to set goals in other learning environments.</p>	Group/Partner Chart Discussion	Small group exploration of student ePortfolios and Eagle Time reading materials. Learners will respond and discuss what patterns they notice and what they don't see in the ePortfolios. Learners will discuss the importance of having an ePortfolio. Learners will discuss what it means to take ownership of their own learning and what it will look like during Eagle Time.				
<p><b>Application:</b> Learners will plan their weekly reading and create their own data tracking system for their ePortfolio to analyze and evaluate learning growth.</p>	Plan/Draft/Design Feedback & Reflection	Using foundational skills learners will use google sheets to create a tracking system for reading stamina and reading level growth. Learners will label the tracking system. Learners will set their weekly reading goal and complete Eagle Time reading log with how many pages they need to read in their fiction book and they will choose four nonfiction articles from Newsela that they will read that week and take the quiz after reading.				
<p><b>Integration:</b> Learners will make connections with tracking their reading, ownership and how it creates a passion for learning and growth.</p>	Discussions/Journals Video Response	Learners will make connections and write a journal response explaining the connections with owning their learning and growth.				
<p><b>Human Dimensions:</b> Learners will collaborate and communicate as they support each other with reaching weekly reading goals.</p>	Discussion/Share Feedback	Learners will share weekly reading goals and tracking with reading partners for feedback and accountability.				
<p><b>Caring:</b> Learners will explore how goal setting and ownership over their learning, and sharing goals with peers helps to keep them accountable and prepared for week four project choice board.</p>	Discussion/Journal	Learners share thoughts on goal setting and accountability at teacher table and with partner, and discuss ideas and plan for week four project.				
<p><b>Learning How to Learn:</b> Learners will explore how ideas gained from the learning experience with having ownership of their learning are connected to their learning growth and that they can apply this experience in other aspects of life.</p>	Discussion/Reflection/Journal	Learners will reflect on their experience of owning their learning and how goal setting can be applied to other areas/subjects, reflect and share journal responses on new learning.				