

Project Plan

Title of Project: How Can a Curriculum Serve its Students? Writing a Narrative Curriculum for St. Luke's Children's Hospital

Grade Level: All

Number of Students Participating: Various students in the Boise School District and working in St. Luke's Children's Hospital

Contributed by: Emily Morgan (Fairmont Junior High), Amanda Micheletty (Riverstone International School), Claudia Moberly (Mill Creek Elementary, Middleton), Jess Westhoff (Boise State Writing Project), Jonelle Warnock (West Junior High), Sarah Veigel (North Junior High)

Overview/Description of Project: In response to the need for a differentiated curriculum to use with students at St. Luke's Children's hospital, we created a narrative unit for K-12 students who are unable to attend their traditional school for a time. The curriculum consists of a series of modules which explore important moves in narrative writing such as creating and noticing characterization, plot moves for setting up trouble and how one deals with it, and conventional moves to incorporate quotation marks or use apostrophes with possession. We focused our unit around the essential question of "How do people respond to trouble they face?"

Goals: The goal was to give students transferable tools to help them compose their own narratives, but also to meet the expectations tied to the CCSS and most school curricula. We wanted the modules to be easily adjustable so they could be tailored to individual students, situations, and ability levels.

This curriculum provides service to the instructional staff at St. Luke's Children's Hospital, the students who will need the curriculum, and us as the writers; this collaboration raised our awareness of quality curriculum, shared new and innovative ways of teaching the CCSS, and caused friendships to form and strengthen

Core Content Areas: English

Civic Responsibility: Service to St. Luke's Children's Hospital

Literacy Connection: Various

PARC MODEL STEP-BY-STEP GUIDE

STEP 1: PREPARATION

Community Contacts: Jeff Wilhelm, BSWP and Carla Hart at St. Luke's Children's Hospital

Preparation Activities: Prepare an outline for what content the modules should cover and how they should be sequenced, various meetings as needed with stakeholders to make sure visions are aligned, and gathering of teaching experts to work on the project.

STEP 2: ACTION

Possible Actions: Meet to decide how and when modules will be written. Teach modules in our classes. Reflect on success and adjust as needed. Meetings with stakeholders to make sure we're on track.

STEP 3: REFLECTION (*Reflection is not sequential: rather it is encouraged throughout the lesson*)

Continually reflect of the process and how it is working, the content of individual modules, and whether we are meeting the goals set forth.

STEP 4: CELEBRATION/DEMONSTRATION

Presentation of modules to Carla Hart and Night of Inquiry presentations

Service Celebration: After everything has been accomplished, we will celebrate together!

Teacher Reflection

Reflection is a vital component of the service-learning experience, and isn't just limited to students. At the end of your service-learning project, please take a few minutes to reflect on your experience. Answers can be brief or detailed; the goal is to get a sense of your overall feelings regarding your experience with this service-learning project. If additional space is needed, please attach to the back of this form.

Name and School: Emily Morgan (Fairmont Junior High), Amanda Micheletty (Riverstone International School), Claudia Moberly (Mill Creek Elementary, Middleton), Jess Westhoff (Boise State Writing Project), Jonelle Warnock (West Junior High), Sarah Veigel (North Junior High)

Project name and brief description: (from the Night of Inquiry Program)

**How can a curriculum serve its students and the community?
Writing a Narrative Unit for St. Luke's Children's Hospital**

In response to the need for a differentiated curriculum to use with students at St. Luke's Children's hospital, we created a narrative unit for K-12 students who are unable to attend their traditional school for a time. The curriculum consists of a series of modules which explore important moves in narrative writing such as creating and noticing characterization, plot moves for setting up trouble and how one deals with it, and conventional moves to incorporate quotes or use apostrophes with possession. We focused our unit around the essential question of "How do people respond to trouble they face?"

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What impact did this project have on your community?

The impact of this project will be ongoing. From the perspective of Carla Hart, being understood and having others help with her challenging situation was amazing. As this curriculum is used, the benefits to students will be vast. We felt the camaraderie and collaborative efforts was important to use personally and professionally. Working together made us better teachers in our own classrooms.

What impact did this project have on your students?

The students who were able to participate in the modules were able to have the benefit of well thought-out and sequenced lessons. We're sure in the future, the impact on the students at the St. Luke's Children's Hospital will be invaluable.

What impact did this project have on you?

Personally, we all felt huge benefits from working together. We were able to see and experience true collaboration. We found the suggestions from each member of the group helped to improve our individual efforts. We formed new friendships and new collaborative partners. Working with something as sensitive as the St. Luke's Children's Hospital, affected each of us individually. Many of us knew friends or students who had needed the services provided by the school within the hospital. This made what we were doing more personal.

Do you have any advice to offer other teachers who are incorporating service-learning? Were there any lessons learned that you would like to share?

This project is involved and needs people who can work well together. Our collaboration was key to the success of the project. Beginning with an outline for the modules helped to make the rest of the work fall into place. Time was our biggest factor. It's always difficult to get many people to get together when different schedules are involved. However, since everyone was committed, we were able to find time and get our work done as needed. The benefits, we felt, far outweighed the stress sometimes involved.