

Submission Form for ELO Examples 2023

Your name: Terrill Covey

ELO Title: Creative Writing and Imagery

School: Charles Ott Academy/Transition Support Center

Essential Question: How can visuals complement and add depth and value to a variety of storytelling methods?

Area(s) of Study: English credit (could be altered slightly for an art credit or bulked up to earn ½ credit in each.)

Amount of credit earned: .5 credits

Competencies:

| Short description | Full text of competency |
|---|--|
| 1. Complementing words with images | Student will understand and demonstrate how to complement and add depth to a piece of creative writing by including images, e.g., photographs, drawings, paintings. |
| 2. Understanding creative genres | Student will understand and demonstrate the ability to recognize and analyze multiple genres of writing. |
| 3. Planning and developing creative writing | Student will understand and demonstrate the writing process in generating multiple different types of creative writing which include images produced by the student to complement the writing. |
| 4. Synthesizing writing and visuals | Student will understand and demonstrate the ability to develop a multi-genre project which connects written word and visuals. |

Student Activities (up to 10):

1. Analyze a variety of creative writing styles/genres, and discuss ways (and/or reflect on, if there is only one student doing the ELO) that visuals could enhance the pieces of writing.
2. Work with English teacher to learn about and practice at least eight different genres of creative writing. Practice each type of writing, and collaborate to plan for what visuals to add, and how and where to add them.
3. Collaborate with photographer community partner to develop a photograph hunt plan for some of the formative writing assignments. This is ongoing as you learn about different genres and make plans for images that will accompany each of your summative writing pieces.

4. Much of this ELO focuses on taking photos that complement your writing. For at least one of the smaller summatives, choose 2-3 favorite photos, and use them to inspire your writing. You can choose which genre(s) to use to tell the story of your favorite photos.
5. Collaborate with your community partner photographer to analyze some of their work and discuss how they chose the photos to help tell certain stories. Read a variety of photo essays and choose one on which to do a deep dive analysis.
6. Visit the photography section of one or more local art displays/museums (this student went to UNH) and take notes on your favorite photos. Use those photos to inspire a piece of writing in one of the genres you have studied.
7. Plan photographs for, and write a children's story which focuses on a holiday that you and your family celebrate.

Community Partner: Photographer at Seacoast Media Group (also a number of online resources to support photography and writing)

Community Partner responsibilities in this ELO:

I asked the community partner to analyze the student's photography and give feedback, while also pointing us toward some good online resources for photo editing and tutorials. As a photographer is a difficult job to shadow traditionally, she played more of a mentor role with the student. I also asked her to commit to being interviewed by the student about how she decides which photos to use alongside stories for the newspaper. She gave feedback on the student's organization of photos with his pieces of writing for the final project.

Assessment:

Formative assessments:

Since the primary focus of this course was an English credit, there were multiple formative assessments around the student's understanding of different creative writing genres, as well as smaller formative assessments such as creating a vocabulary list for two of the topics the student chose to create creative writing pieces about, and a planning guide for his final project.

Summative assessments:

Each unit (poetry, short stories, flash fiction, newswriting/photojournalism, songwriting, photo essay, creepypasta, satire, children's book, and biography/autobiography) had its own summative to assess the student's ability to produce each type of writing and practice including complementary art/photography. These summative assessments assessed competencies 2 and 3. The final project of creating a themed multi-genre writing assignment with complementary photography was the summative assessment for competencies 1 and 4.

Connection to student's measurable postsecondary goals (for students with IEPs):

My class focuses largely on student's transition goals, and this student had a goal to explore the field of photography with hopes of pursuing a career in that field. This course helped him learn about the career field in a unique and creative way. The student doesn't have any specific writing goals in his IEP, but he has traditionally struggled in English courses, and while the writing components of the course were still challenging for him, he said he felt like the writing was easier because he was excited to include photographs with (most of) the written pieces.

Comments and suggestions for other schools implementing a similar ELO:

This was a unique ELO in that the student was a reluctant writer. I think in other circumstances, you could go into more depth and access a greater number of careers in photography. I think the ELO could be easily tweaked to earn an additional art credit, and could also utilize a variety of artistic styles, especially if you branch out more into comic books and Manga type of writing and art. While it worked well for this student in his specific context, I think it is a very flexible ELO that could be a great asset to students with varied interests in both art and writing.

My original assignment for the final was for the student to create a bound copy of all of his completed work. At the student's request, however, we audibled and he actually set up an art show which featured one or more of his photographs in 8x10 at each station, with the pieces of writing printed on the table below for viewers to read through.

Willing to be contacted by another school interested in developing something similar to this?

No

Yes. If yes, please list contact information:

Terrill Covey, ELO Facilitator, Strafford Learning Center

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Supporting material included. List and briefly describe:

- Course outline/syllabus – This is the “road map” to this course
- A couple of the formative assignments that worked well, including, a visit to a museum used to inspire the student's writing, a formative satire assessment that has fun with perspective and the outline for a research-based activity that kicked off the biography/autobiography unit.
- Rubrics for summative assessments for each writing unit. Each genre had its own summative assessment to measure the student's ability to understand and create writing in that genre.
- Outline for final presentation
- Rubric for final presentation
- Assignment for final reflection
- These are the assignments, but due to internal reasons we cannot share actual student work.

Photos or student work submitted:

TC Permission is granted to use these on the BeyondClassroom website. (Please initial)