

PROJECT OVERVIEW

Name of Project:	Giving Students Voice	Duration: 4-5 weeks				
Subject/Course: Resource Writing	Teacher(s): J. Osborn	Grade Level: 6 th				
Other subject areas to be included, if any:	Technology, Reading					
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students are going to learn that their opinions make a difference through the use of written communication. They will learn the structure of a paragraph and then an essay. Students will present their essay on a school policy they would like changed to a group of administrators or post a review of a product/book on amazon.com.					
Driving Question	How can students use writing to influence the decision making of others?					
Call to Action						
Content and Skills Standards to be addressed:	W.GN.06.02, W.GN.06.03,W.PR.06.01, W.PR.06.02, W.AT.06.01, W.HW.06.01					
		T+A	E		T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	X		Communication (written and verbal)	X	
	Presentation	X				
	Critical Thinking:		X			
					Presentation Audience:	
Culminating Products and Performances	Group:	Present one group member's cause and effect essay to a panel of administrators at our school. Their essays will focus on something that the individuals would like to have changed a school (dress code, cell phone use, recess etc).			Class:	X
					School:	X
					Community:	
	Individual:	Students will post one of their reviews on amazon.com. They will also post their cause and effect essays on the class' wiki site. Also, students will take a test on the structure of an essay.			Experts:	
					Web:	X
					Other:	

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Entry event to launch inquiry, engage students:	Students are going to be presented with having to make a major purchase (TV, Washing Machine, Video Game system etc). They will receive a printed list of product reviews for the different items. Groups will have to discuss which product to buy and explain why they picked that product (what influenced their decision?). Afterward, we will have a class discussion about the power of other's opinions on our decision making.				
Assessments	Formative Assessments (During Project)	Quizzes/Tests	X	Practice Presentations	X
		Journal/Learning Log		Notes	
		Preliminary Plans/Outlines/Prototypes	X	Checklists	
		Rough Drafts	X	Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric:	X	Other Product(s) or Performance(s), with rubric:	X
		Oral Presentation, with rubric	X	Peer Evaluation	X
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	
Resources Needed	On-site people, facilities:	Media Center, Media Specialist, Computer Teacher, Administrators			
	Equipment:	Computer Lab, Video Camera			
	Materials:	Wiki Site, books, products for review, paper, pens			
	Community resources:				
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	X
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project: Giving Students Voice

Course/Semester: Resource Writing/4th Marking Period

Knowledge and Skills Needed by Students
to successfully complete culminating products and performances, and do well on summative assessments

Scaffolding / Materials / Lessons to be Provided
by the project teacher, other teachers, experts, mentors, community members

Knowledge of paragraph and essay structure



Exploration of written essays, direct instruction on thesis statements, review of grammar, Exploration of written reviews

Collaborative team building skills.



Teampedia.net, Learning Profile Cards, Team building activities

Communication



Rubrics, peer-assessment, team building, modeling, Presentation to administrators, written essays and paragraph reviews

Critical thinking



Rubrics, peer-assessment, instruction on the relationship between cause and effect, selecting an issue they face in the building

Creativity



Presentations (video), topic choice



PROJECT CALENDAR

Project:

Start Date: January 30th, 2012

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Team Building Activity:
I am going on a safari

Learning Profile Cards
Students take a learning profile survey to identify strengths and weaknesses.

Entry Activity:
Present students with the task of purchasing a new household item (washing machine, tv, car, etc). They will read reviews and make a decision on which product to purchase. Afterward, they will fill out a reflection sheet on what helped them make the decision.

Introduce Driving
Question and discussion

Team Building Activity:
The Human Knot

Choose groups: Student choice, with some teacher input (3 people).

Introduce project

Students get into groups:
Introduce initial project (review of book/product).

Read through a few reviews on amazon.com

Students pick product or book to review

Teach paragraph structure.

Students review choices for review with group members and submit choices to teacher.

Review paragraph structure.

Give students a model review paragraph.

Students begin writing their own reviews.

PROJECT WEEK TWO

<p>Students in groups:</p> <p>Edit/revise paragraphs. (meet with teacher for final edit).</p> <p>Type reviews</p> <p>Begin to upload completed reviews to amazon.com</p>	<p>Review final project</p> <p>Question: If you could change one thing in the school what would it be? Discuss in groups and jot down your ideas</p> <p>Introduce cause and effect</p> <p>View alcohol video on united streaming (students fill in chart).</p>	<p>Essay Exploration -review a selected essay and review the structure.</p> <p>Complete any uploads left.</p> <p>Meet in groups to discuss possible topics for essays.</p>	<p>Introduction Paragraph parts</p> <p>Instruction on Thesis Statements</p> <p>"The Pain and the Great One"</p>	<p>In Groups:</p> <p>Students begin to write their own Thesis Statements and supports.</p> <p>Begin to use organizer for writing their essays.</p>
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PROJECT WEEK THREE

<p>Types of supports</p> <p>Surveys Students will surveys others around the building to seek opinions for support of thesis.</p> <p>Analyze Data</p>	<p>Writing Day</p> <p>Continue surveys if necessary.</p>	<p>Writing Day</p> <p>Edit Teacher</p>	<p>Editing with peers and teacher</p> <p>Typing</p>	<p>Share Essays within the group. Students pick one to present to administration.</p> <p>Typing</p>
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<p>Completed Essays due today.</p> <p>Begin uploading to wiki site</p> <p>Week Five:</p> <p>Review Videos</p> <p>Group Assessment</p>	<p>Pass out video/presentation rubric and review.</p> <p>Group work time Groups must submit their essay to be presented.</p> <p>Presentation to Administrators.</p>	<p>Group Work Time</p> <p>Reflection Log</p> <p>Self-Assessment</p> <p>Celebration</p>	<p>Begin Video Taping</p>	<p>Continue work with Videos</p>
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<p style="text-align: center;">Lesson Design: Careful construction of lessons to remove barriers and provide assess for all students.</p>	<p style="text-align: center;">Checkpoints: Includes</p>
<p>On the first day of the project students are going to be taking learning profile surveys to help them gain an understanding of themselves as a learner. This will highlight their strength areas and help them to see they are a valuable member of the classroom.</p>	<ul style="list-style-type: none"> ✓ Multiple ways to represent information
<p>Many of the activities are to be completed as a team. This allows students access to peers if they are struggling with an activity/concept. They will be required to have discussions within their group to help make clarify new concepts.</p>	<ul style="list-style-type: none"> ✓ Alternatives to text ✓ Support provided for text comprehension
<p>Students are allowed to choice topics that influence their daily lives in school. They will also be presenting their arguments/ideas to the people who can create change in the building.</p>	<ul style="list-style-type: none"> ✓ Flexible technology-based materials, strategies and tools ✓ Multiple ways for students show what they know
<p>Students will be given a graphic organizer to help them organize their initial paragraphs and essays. The graphic organizer will help support students throughout the writing process. They will act as a guide, ensuring that the final product includes all the necessary elements.</p>	<ul style="list-style-type: none"> ✓ Conspicuous supports for learning new strategies ✓ Mechanism for rapid feedback to learners
<p>iPod App: QuickVoice Recorder. This app will be used to help students with self-evaluation. After their essays are finished students can find a quiet place to record themselves reading their essay. They can then listen to their recording. The student will be hear any mistakes and correct errors.</p>	<ul style="list-style-type: none"> ✓ Active student-centered methods ✓ Choice, Challenge, Novelty ✓ Connected, relevant learning