Place-Based Learning
Project Planning Guide

Project Title: Global Issues- Beyond the Media   Project Leader(s): Jennice Wright

Grade Level(s) 6, 7, 8   School Name: Auxvasse K-8   School District: North Callaway R-1

Content Areas: ___ Science   ___ Arts   ___ Math   ___ Technology   ___ Foreign Language   X Social Studies   X English Language Arts

1.Project Objective(s):   Students will explore their community and connect with someone from another culture while investigating possibilities for local responses to global issues. In the process, they will develop journalistic and active citizenship skills.
2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?   Our school's summer school program provides a schedule structure compatible with deep exploration of a topic across multiple grade levels and disciplines. This project is designed for two summer school teachers (half of our junior high team)- social studies and English language arts. It would involve all junior high aged students, between 90-100. We have a very small community, but would seek a partnership with the University of Missouri's Journalism Department and local newspapers, The Fulton Sun and the Mexico Ledger. They would serve on a panel about exploring local and global issues through various journalistic media.
3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?   This project forges stronger relationships between our school and media agencies- relationships that move beyond simply reporting school news and towards partnerships that help students build critical literacy and civic skills through journalism.
4. Essential Question: What is the essential question addressed by the work of the students and community partners?

| 1. How do active global citizens interact with people and organizations around the world and in their community? |
| 2. How can communities and media work together to think globally and act locally? |

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1. Identify key components of their culture and community and find similarities and differences between another community and their own.	SOC.6.5.F.1- Compare regions and predict how human life in one region in the world would differ from that in another	Student-created t-chart/poster
2. Go beyond personal exchanges of information and deal with substantive content on global and local issues, culture, and connections.	SOC.6.5.C.2- Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Student-led interviews Student-created t-chart/poster
3. Understand that members of other cultures sometimes view global issues in different ways.	SOC.6.6.F.1- Describe how cultural traditions, human actions and institutions affect people's behavior [and perspectives]	Reflective writing Journalistic piece
4. Develop self-efficacy and civic responsibility by identifying specific ways they can make some contribution to the resolution of a global issue in their acting locally in their community.	SOC.6.7.A.1- Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters	Presentation display Editorial piece
5. Read and respond to media that relates to local, intercultural, and international topics.	SOC.6.7.D.1- Use technological tools for research and presentation	Demonstration of successful use of global forums and social media tools to connect with people from other cultures and learn more about local and global issues

6.. Literacy Acquisition:		
Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?
Students will use a variety of media to analyze an issue.	Text analysis activities, including word clouds and text rendering protocols	Group discussions Reflective writing on text analysis
Students will use research and inquiry tools and organizational methods.	Research journal	Journal assessment

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Students will use multiple forms of communication to propose solutions to an issue- written, oral, and pictorial.	Visual literacy activities, graphic design lessons, power writing activities	Final project presentation display

7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?

Goals: What 21st Century skills with students apply?	Assessment: How will you assess 21st Century outcomes?
Use of global forums and social media tools to connect with people from other cultures and learn more about local and global issues	Demonstration
International collaboration and global competencies	Reflective writing and demonstration

8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?

Laptops will be used to research a variety of media and produce presentations towards our goal of acting locally on a global issue.

9. Authenticity: How does this problem connect to the local community OR Where in the "real world" might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)

Students will select a variety of problems. For example, one student might choose to look at the impact of food insecurity on learning.

10. Adult Connections:

10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

  X Yes _____ No _____ Not Sure

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

  _____ Yes _____ No X Not Sure

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

   X Yes   _____ No   _____ Not Sure

10d.. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

We will seek a partnership with the University of Missouri's Journalism Department and local newspapers, The Fulton Sun and the Mexico Ledger. They would serve on a panel about exploring local and global issues through various journalistic media and give feedback on finished projects.

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11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)
- <u>Interviewing</u>
- <u>Observing, documenting, and/or surveying</u>
- Video or audio-taping
- <u>Gathering and reviewing published information</u>
- <u>Searching on-line and electronic databases</u>
- Creating a symbolic representation (g/g/, model building, map making)
- <u>Discussion</u>
- Experimentation
- Other

12. Additional Assessment Information:

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)
- <u>Journals and work logs</u>
- <u>Conferences with teachers or adult mentors</u>
- <u>Conferences with peers</u>
- <u>Using a rubric or other assessment measure</u>
- <u>Reviewing their progress against a work plan they developed for the project</u>
- <u>Identifying areas where improvement has occurred and where it is needed</u>

12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

      X Yes   _____ No   _____ Not Sure

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Reflective writing, small cohort group reflection, whole-class debrief

Please attach any lesson plans to this guide.
Under development for summer project