

Place-Based Learning Project Planning Guide

Project Title: Vinalhaven Skippers Program

Project Leader(s): Yvonne Thomas, Mark Jackson (High School Vocational Education Teacher), Bryan Feezor (High School Math Teacher)

Grade Level(s) 11&12 School Name: Vinalhaven School School District: SAD/RSU 8

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

Other: Marine Trades Career Aspirations

I. Project Objective(s):

The objective of the Vinalhaven Skippers program is to give eligible students a marine-studies based pathway to graduation to better prepare them for college and/or for marine-related careers.

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?

The Vinalhaven Skippers program is one of several schools in the Penobscot Bay region to join this initiative started by Todd West, the principal at Deer-Isle Stonington High School on the Maine Coast. The Marine Studies Pathway (also called Skippers) includes numerous teachers, students and community partners from throughout the region with a wide-range of levels of involvement in the planning and implementation of the program. The VH teachers listed above, as well as specific students and lobstermen from Vinalhaven have been actively involved in the development of this program for the past year. Visit <https://sites.google.com/a/dishs.org/msp/home> for more information.



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 program is explicitly connected to the culture, economy and natural resources of the island of Vinalhaven and to the surrounding island and coastal schools that are involved. Working on the water, especially commercial fishing (particularly lobstering) has been one of the primary sources of income for island families for generations. By going beyond individual curriculum development and creating a marine-based pathway to graduation, we will establish a powerful educational link between two of the island's (and the region's) important resources: the ocean and our students. One of the goals of the Skippers program is 'to develop future citizens and leaders who can speak for themselves, especially graduates who will stay in or return to this community'. This program will help answer our community's need for well-educated adults who understand and care about our island and our working waterfronts.

4. Essential Question: What is the essential question addressed by the work of the students and community partners?

Big Essential Question: How do responsible citizens keep our coastal communities vital?

Specific Essential Question for VH Business Unit: 'How do I start my own viable marine-related business?'



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. Students will describe the risks, costs, and rewards of starting a business.
2. Students will outline the main components of a business plan.
3. Students will analyze how economic, social-cultural (including environmental), and political conditions can affect income and career potential.
4. Students will identify a career goal and develop a plan and timetable for achieving it.
5. Students will identify potential educational/training requirements, costs, and possible debt.

From National Standards in K-12 Personal Finance Education - Income and Careers - standard #1 - explore career options

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?
Common Core ELA Standards - Reading - Informational Text - Grades 9-12 (from Common Core website)	We will use the PLAN strategy - P redict content before reading L ocate known and unknown information on a concept map A dd words to map during reading N ote new learning on map (From Educational Research Newsletter & Webinars website)	Students will demonstrate their learning by teaching a section on the text to the rest of the class.



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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?

Financial, economic, business and entrepreneurial literacy strand

Portfolio review - portfolio will include:

1. business start up plan and business plan outline,
2. research on one or more economic, socio/cultural/environmental and political condition
3. research on one or more educational or training requirement

Critical Thinking - looking at problems in a new way, linking learning across subjects and disciplines

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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?

Technology tools - websites, on line calculators, spreadsheets, powerpoint presentations

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.)

Managing money is an identified community issue. Students routinely see adults self-employed as commercial fishing make and spend large amounts of money. There is a collective sense that many commercial fishermen do not know how to run their businesses or manage money in part because they were not taught effective business planning and money management skills as part of their public school education.

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.?

XYes 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 **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?

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.)

Members of the local Chamber of Commerce will be invited to review the budgets that students create.

Representatives from local organizations involved in small business development such as CEI (Coastal Enterprises Incorporated) and The Island Institute's Isle Program will be invited to serve as mentors to individual students as they develop their business plans.

Local banks, such as Camden National Bank and Machias Savings Bank will be invited to speak to the class and the class will take field trips to the banks to learn about business banking and practice applying for small business loans.

11. **Active Exploration:** Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing
- X Observing, documenting, and/or surveying**
- Video or audio-taping
- X Gathering and reviewing published information**
- X Searching on-line and electronic databases**
- Creating a symbolic representation (g/g/, model building, map making)
- X Discussion**
- 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)

- Journals and work logs
- Conferences with teachers or adult mentors**
- Conferences with peers**
- Using a rubric or other assessment measure**
- Reviewing their progress against a work plan they developed for the project**
- Identifying areas where improvement has occurred and where it is needed**

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?

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.]

There will be small group and whole class project reviews. Projects will also be shared with the larger Skippers cohort.

Please attach any lesson plans to this guide.

