SINGAPORE AMERICAN SCHOOL

Unit Title: Personal Project	**Discipline:** Transdisciplinary
Grade: 5th	**Time Frame / Date:**

Resources:

- Teacher Slide Deck
- Student Personal Project Planner: Identifying project, standards and step-by-step plan
- Semester 1 Overview

STAGE 1: DESIRED RESULTS

Driving Question:

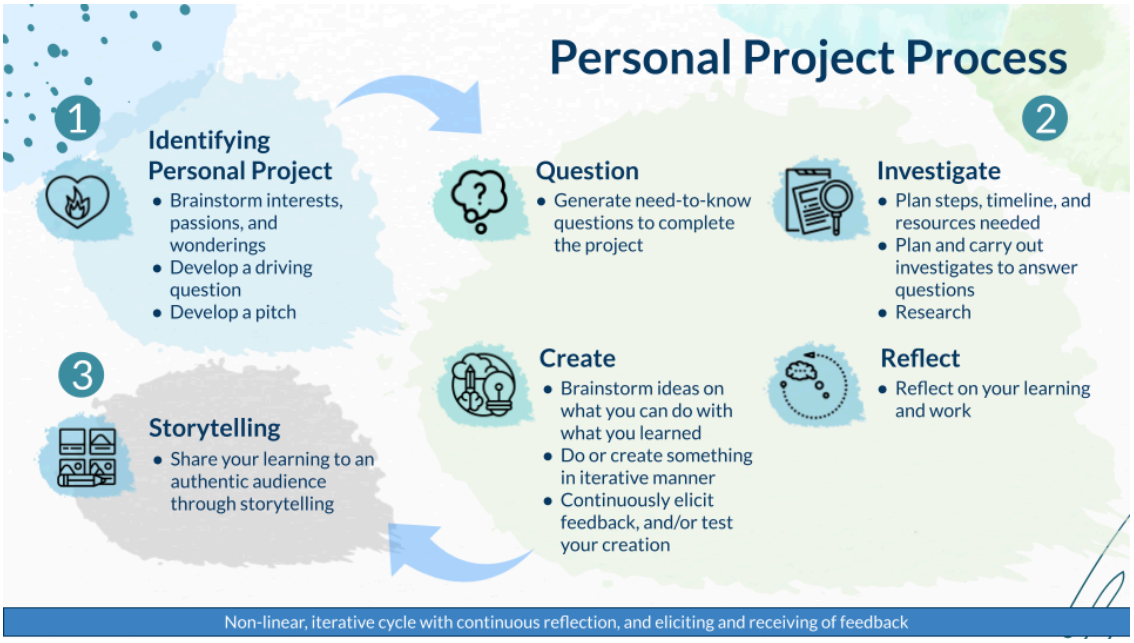
- How might we gain the knowledge and skills needed to work on a project of personal significance?

Unit Overview:

Personal projects are standards-based, integrated learning projects that are chosen and co-created by students. These long-term, open-ended projects are chosen and co-designed based on students' interests, passions, preferences and decision-making. Students gain knowledge and competencies to drive their own learning within their journey of personalized inquiry.

Students will identify a personally meaningful project that exposes them to different real world work, passions, and experiences. They will co-design a step-by-step plan and identify the standards (science, social studies, ELA, and mathematics) that they will need to learn and be able to complete their project. They utilize the SAS Inquiry Cycle and its mindsets, as well as develop specific competencies.

Students will be required to share their learning and progress through storytelling.



Standards

ELA Literacy: Writing

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.3.C: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA Literacy: Reading

- CCSS.ELA-LITERACY.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Science and Engineering Practices

- Developing and Using Models
    - Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
    - Use models to describe phenomena. (5-PS1-1)
- Planning and Carrying Out Investigations
    - Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
    - Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)
    - Make observations and measurements to produce data to serve as the basis for evidence

for an explanation of a phenomenon. (5-PS1-3)
- Using Mathematics and Computational Thinking
    - Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.
    - Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)

Social Studies
- Eco.2.3-5 Identify positive and negative incentives that influence the decisions people make.
- Geo 2.3-5 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- His.11.3-5 Infer the intended audience and purpose of a historical source from information within the source itself.
- Hist 12.3-5 Create and use a chronological sequence of related events to compare developments that happened at the same time.

Math

Numbers & Operations
- 5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
- 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Volume Standards
- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

Learning Aspirations

CRITICAL THINKING
- Engage in Inquiry
    - Frame a research question
    - Develop and strengthen a plan
    - Analyze data gathered and share findings
- Consume Critically
    - Contextualize and validate sources
    - Evaluate purpose, point of view, and craft
    - Critique main ideas or themes

CREATIVITY
- Design Solutions
    - Define and explore the problem
    - Generate and select ideas for prototyping
    - Test and iterate
- Produce Creatively
    - Generate creative and intellectual ideas
    - Organize and develop my ideas
    - Refine and finalize my work

Essential Questions:	**Learning Aspirations**
Question ● How can asking and answering questions improve a situation or solve a problem?	Collaboration ❏ Navigate Conflict ❏ Teamwork

• What does a good question look and sound like? • What would learning be without curiosity and asking questions? • What is the relationship between curiosity and questioning? Investigate • What impact did/does research have on answering questions? • What makes a resource useful when researching? • What makes a good/effective researcher? Create • How does creating something affect your learning? Reflection • How can reflecting on your learning improve the outcome of your personal project? Storytelling • What is the relationship between creating something and storytelling? • How can you use storytelling to inspire others? Mindsets & Learning Aspirations • How can a growth mindset be applied to our personal projects? • How can creativity change a situation? • How does creativity affect the outcome of a personal project? • What impact did/does persistence have on our personal projects? • What makes a good/effective learner? Passion & Personal Projects • How could a person's passion lead to impacting a community?	Communication ❏ Engage in Discussion ❏ Deliver Presentations Creativity ❏ Design Solutions ❏ Produce Creatively Critical Thinking ❏ Consume Critically ❏ Engage in Inquiry Cultural Competence ❏ *Self* ❏ *Others*

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STAGE 2: ASSESSMENTS

Summative Assessment or EPA	**Formative Assessments:**

Personal Project Planner
Investigation
• Engage in Inquiry (Critical Thinking)
  ○ Frame a research question
  ○ Develop and strengthen a plan
  ○ Analyze data gathered and share findings
• Consume Critically (Critical Thinking)
  ○ Contextualize and validate sources
  ○ Evaluate purpose, point of view, and craft
  ○ Critique main ideas or themes
Creative Problem-Solving
Creating
• Design Solutions (Creativity)
  ○ Define and explore the problem
  ○ Generate and select ideas for prototyping
  ○ Test and iterate
• Produce Creatively (Creativity)
  ○ Generate creative and intellectual ideas
  ○ Organize and develop my ideas
  ○ Refine and finalize my work
Storytelling
• Presentations (Communication)
  ○ Introduce my presentation
  ○ Customize and share supporting details
  ○ Conclude with impact	

Student Exemplars:

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STAGE 3: LEARNING PLAN

Links to PLC or Teacher Resources:

- Instructional focus calendar
- Assessment calendar
- Daily Lesson Plans or Google slides
- Google Folders for the Unit

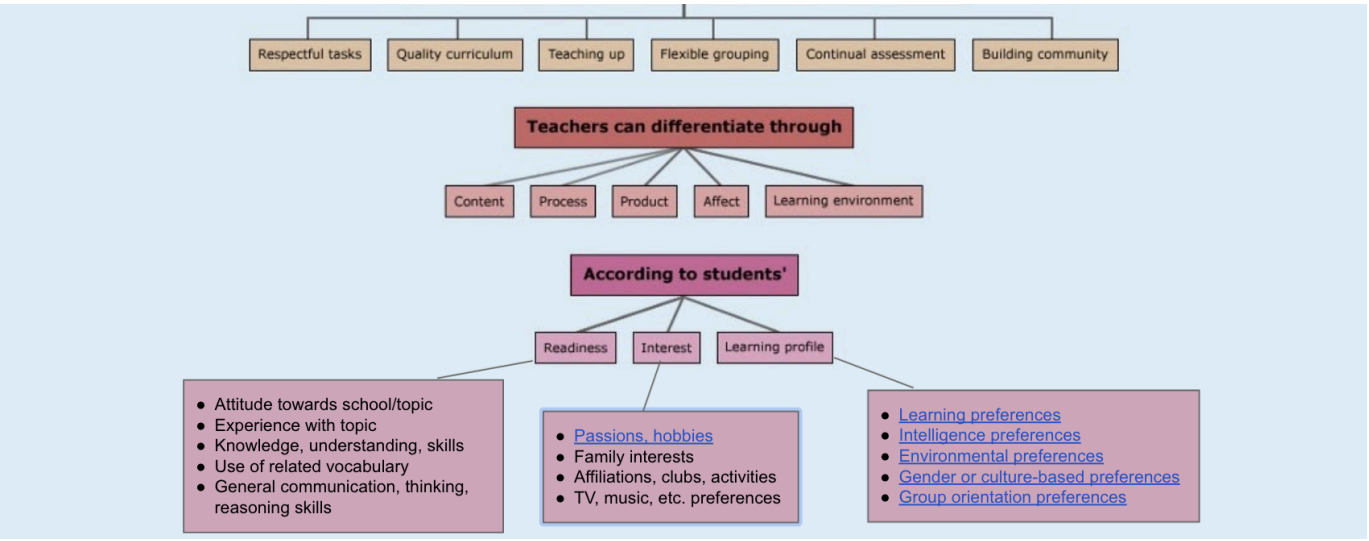
Links to Resources (texts, websites, etc.):

- Personal Project - Teacher Slide Deck
- Student Personal Project Planner - Google Doc or Google Slide Deck
- Action Plan Peer Feedback
- Standards Checklist
- Creative Problem-Solving Graphic Organizer
- Storytelling Structure for Problem-Solving Personal Projects
- TriTime Website
  - Shortcuts
  - Mini-Lesson bank
- Personal Project Website - (Coming Soon)

Interventions:

Extensions:

Differentiation



Personalized Inquiry

Questions (IM)

- ☐ How do we share learning goals with students?
- ☐ How do we have students co-design success criteria?
- ☐ How do we use thinking routines, reflection, and metacognitive strategies to help scaffold and support student thinking?
- ☐ How do we provide regular, timely, and purposeful feedback?
- ☐ How do we assess students' prior knowledge and leverage it?
- ☐ How do we help students focus on the process of learning rather than the outcome?

Beliefs

- Co-design learning experience with students
- Feedback empowers students to progress and demonstrate deep understanding.
- At the heart of assessment is the belief that all students can make progress.
- Constructivism and accessing prior knowledge are the building blocks for new understanding.

The Learner

- Learner Identity
  - Who are you as a learner?
  - What is your story and experience?
  - What cultural elements do you bring to the classroom to make the learning richer for all?
- Learner Strengths and Stretches
  - What strengths do you bring to learning?

    - What would you like to improve on?
    - How would you like to show me what you know?
    - How do you prefer to take in information?
- What is learning? (IM)
    - What does great learning mean to you?
    - How do you know you are ready to learn?
    - What do you need from your teacher, from your peers, and from yourself to be ready for learning?
    - What does great collaboration look like?
    - What words describe a learning community?
    - How should we take turns sharing ideas?
    - How can we be respectful in hearing and understanding one another?

In the weeks before the start of the personal projects, have students think about the following questions and jot down answers (one slide per night):

- Explore a passion
- Aim for a goal
- Delve into a Curiosity
- Try a new challenge

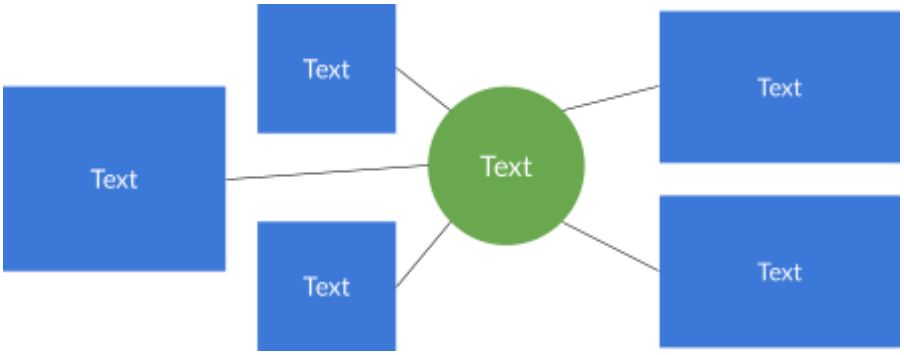
Have students also discuss these questions with their family members.

Identifying Personal Project

- What is a personal project? (Teacher Slide Deck)
    - Teacher Personal Projects
        - David: Creating videos for teachers about cool projects
            - How might we capture learning at SAS to share with other educators and schools around the world?
        - Jess H.:
        - Jess J.:
        - Brandi:
    - Video Playlist of Examples
        - Prompt Questions
            - Driving Question
                - What are **driving questions**?
                - What **sparked** this personal project?
                - What could the **driving question** have been?
                - Now that you watched the video and heard an example, what is a **driving question**?
                - What is the person **passionate** about?
    - **Examples** of personal projects
        - What themes did you see? What are some similarities and differences?
    - Co-design a **criteria** for a personal project as a class (some possible qualities of a personal project)
        - What is a personal project? What is the difference between a regular project to the personal projects we saw? What makes a great personal project?
        - Possible criteria that hits standards
            - Reflection
            - Storytelling - Chronological Sequence, Audience and Purpose of Source
            - Decision-making: Positive and Negative Incentives
            - Develop models - draft, blueprint
            - Plan and carry out investigations
            - Research
- Identifying a Personal Project
    - Have students write down some of the criteria of a personal project (1)
    - Review Types of Personal Projects
    - Ideate passions and ideas for personal projects
        - Have students list their passions and think about the following questions
            - What do you LOVE to do in your spare time or would LOVE to do if you had the time?
            - What are you curious about?
            - What do you care about?
            - Is there a problem you would like to solve? Is there something you could improve?
    - What is a Personal Project? Develop a criteria as a class
        - Identify passions, interests, and curiosities
        - Have a purpose

        - Set goals
        - Decisions are made based on goals
        - Action plan
            - Short-term and long-term
        - Iterative process of INQUIRY (Question, Research/Investigate, Create, Reflect)
            - Variety of methods for research (MISO)
            - Experiment, prototype, create models, make improvements
        - Storytelling, sharing, and present learning
    - Based on the criteria developed by the class, **brainstorm** possible personal projects individually
    - Share possible ideas as a class; use 'four corners' to see the variety of ideas and possible themes
        - What new topics or personal project ideas did you hear? Which topics most excite you?
        - How were some of the ideas connected or related? Which ideas could be combined to create a new personal project?
    - Students will identify their personal project and explain their goal. Students will share their personal project with peers and then get the idea signed off by the teacher.
        - Use the five Whys activity: Why does your project matter? Why does it matter?
    - Use "four corners" to group students based on similar themes and/or topic
    - **Identify** two personal projects and **pitch** the project ideas (sharing the goals, purpose, and the audience of the project) to a teacher and get it signed off
    - Develop a driving question for the personal project
        - Examples of how to take a personal project and develop a driving question using WHY
            - Before: I want to make a slideshow to teach people about 13 animals.
                - After: How might I teach people about endangered animals and get them interested in helping?
            - Before: I want to do real-alouds for younger students. WHY?
                - After: How might we want to help younger students love reading?
    - Create a What We Know list (prior knowledge)
    - Develop a list of Need-to-Know questions

Student Personal Project

- Student Personal Project Planner
    - Co-design an **action plan**; model by using a teacher example (example action plan)
        - Design a driving/essential question based on personal project
        - Brainstorm questions that need to be answered (need-to-know questions) and subtopics to learn that will help students complete their personal project
        - Develop specific long-term goals and action steps
            - Use mind-mapping tool to develop long-term goals and action steps. The **first level associations** are the long-term goals and the **second level of associations** are the action steps.
            - 

        - Provide standards and *have students identify the **standards*** that are required for the project and place them into the action plan
        - Peer Feedback: Students can provide feedback through the "Boardroom" method and feedback/checklist slip
    - Teacher uses the Action Plan Approval Checklist to sign off on the plan.

Teachers as mentors and facilitators

- Identify specific teachers and IAs as mentors for project topics
- Project topics: Design, Art, Storytelling, Music, Culinary Arts, Science, Sports/Games
- Each mentor will upscale themselves on the topic they are facilitating,
- Each mentor will facilitate in helping students communicate (inspire, educate, influence) their projects/creations
- Each mentor will bring accountability to the process by referring to the reflections students create.

Inquiry Toolkit

- Question: The questions that were generated earlier will help formulate students' research and investigation plans. Students can continue to ask questions and add them to their list in their action plan if needed.
- Investigate: Students will identify the subtopics needed to research, the resources needed, and/or plan/carry out investigations to answer their questions.
    - MISO Research Ideas (Tri Time)
        - Media - Research
            - Research Graphic Organizer (example)
                - Resources
                - Google Search
                    - Video: Google Search Like a Pro!
                    - Infographic: Google Search Star
                - Evaluating resources
                - Note-taking skills
                - Writing an outline
            - Images - Music
        - Interview
        - Survey
        - Observation
- Create: Students will create something that demonstrates what they've learned.
- Reflect: Students will reflect on their work throughout the process.
    - Daily Reflection Questions
    - "Photo!" - make students take photo of their work even if it is incomplete to reflect on what has been working or what has not
- Standards Checklist
    - Have students highlight which standards they are currently doing or are planning to do
- Resources:
    - Creative Problem Solving Graphic Organizer
- Mentors
    - Group sticky notes with personal project and driving question on the wall in themes so mentors to are aware of which groups to work with

Storytelling (Share/Perform)

- Develop a storyboard to tell the story behind the learning
    - Storytelling Structure for Personal Projects that focus developing a solution to a problem
        - Slide Deck
- Use a medium to share your story
    - Resources:
        - Digital Content Creation
            - Video - iMovie
            - Poster - Keynote
            - Website - Google Sites
            - Slide Deck
- Presentation
    - Divide students into three groups; have one group present and the other two groups be the audience, writing down notes and questions

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Other Helpful Resources:

- Analyzing Student Work Protocol HS, MS, ES
- EPA Screener
- Unit Reflection Protocol
- PLC Inquiry Cycle and Meeting Ideas

Feedback:

- ~~Spreadsheet? Google Form?~~
- Mentor can upscale - not only keep accountable
    - Communication - inspire, educate, influence

        - Designing tangible objects (Engineering)
        - Art - Aesthetics
        - Storytelling - Playwriting, writing a book, screenwriting
        - Music
        - Food and baking - culinary arts
        - Science
        - Sports and games
- Deadline (2nd week back from break) - Showcase work and learnings
    - Sharing end product and learning journey
    - Just their learning journey
- Pivot stage - learning about content and learning about the skills to create content
    - Writing to digital content -
- Continue to group projects, but allocate specific teachers for each group (ie. check off on action plans)
    - Each specific teacher will need to **constantly take a look at reflections and next steps**.
- Incorporate Seesaw; put learning into an archive; create personalized learning folders (help teachers find work)
- Action plan needs to be redesigned
- "Photo!" - make students take photo of their work even if it is incomplete
- Makerspace - woodworking
- "But" instead of "Yes, and"
- Concept of prototyping before creating the product

MEETING NOTES

Aug 18th

- [ ] Finalize Personal Project **process** graphic: Toolkit graphic chosen
- [ ] Discuss **Learning Aspiration** as part of 'Standards'
    - [ ] Will not be assessed; anecdotal
- [ ] Finalize **Learning Plan** and create resources for the activities within the learning plan (this includes the Personalized Inquiry Teacher Slide Deck and Personalized Inquiry Student Graphic Organizer)
- [ ] Times for Personal Projects - Book David
    - [ ] ~~1:20 to 2:05 Counseling~~
    - [ ] Personal Project will start on Aug. 27th
    - [ ] 1:30 to 3:00 Monday Personal Project (starts Aug. 30th)
- [ ] Identifying which activities will be opportunities for formative and summative **assessments**
    - [ ] PP used for formative assessments

Aug 25th

Insights

- Students see this project as a "subject"
- Don't see this as a long-term process of learning and inquiry
- More time with thinking about ideas for project
    - Second they knew it was a 'project' it became a roadblock
    - Possible name: "Personal Inquiry"
- Valuable to hear other classmates' ideas
- Students take different amount of time to develop a project
- Some people might pick a project where they get stuck
    - No goal or purpose
    - Or not viable
    - Or just not into it