

Project & Performance Task Template

Title: The Social-Awareness Project: Improving our Relationships

Content Area: Visual Arts or ELA (Adaptable by Multiple Areas)

Grade-Level: 6-12

Duration: 4-5.5 Weeks

<p>1. Standards to be Assessed (2-5 standards): <i>Identify specific Standards of Learning (CCSS or SOLs) and SEL competencies.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • CCSS.ELA-Literacy.W.6-8.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely. • CCSS.ELA-Literacy.W.6-8.3.e: Provide a conclusion that follows from and reflects on the narrated experiences or events. • CCSS.Math.Content.7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. • CCSS.Math.Content.7.RP.A.2: Recognize and represent proportional relationships between quantities. • CCSS.Math.Content.MP.1: Make sense of problems and persevere in solving them. • CCSS.Math.Content.MP.2: Reason abstractly and quantitatively. • CCSS.Math.Content.MP.4: Model with mathematics. • CCSS.Math.Content.MP.5: Use appropriate tools strategically. • CCSS.Math.Content.MP.6: Attend to precision. • CCSS.Math.Content.MP.7: Look for and make use of structure. <p>SEL Connection(s): <i>Social-awareness includes empathy, understanding the feelings of others, respect, seeking assistance, cultural competence, active listening, teamwork and seeking to help others.</i></p> <p>Literacy Connection(s): <i>Reading and writing, analyzing and evaluating text, summarizing and synthesizing information. Writing clear and coherent sentences, using appropriate grammar, spelling, and punctuation.</i></p>	<p>2. Learning Intentions: <i>Student friendly statements identifying the observable or measurable outcomes desired.</i></p> <ol style="list-style-type: none"> 1. I can write a 500-word personal narrative about my personal experience with empathy and how it impacted me and others at my school. 2. I can write clearly and concisely, referencing essential details of my experience with the benefits of empathy in my narrative. 3. I can use transitions to connect and organize my narrative with a clear start, middle, and conclusion. 4. I can reflect in my narrative on my experience with empathy and what I learned about the importance of social awareness for building community with others at my school. 5. I can identify my classmate or teacher for whom I will create an empathy map. 6. I can gather statements from my classmate or teacher that can provide insights into their needs. 7. I can identify and understand the thoughts and feelings that my classmate or teacher might have based on their actions and words. 8. I can identify the challenges that my classmate or teacher might face. 9. I can use the empathy map I created to develop more positive outcomes for my classmate or teacher. 10. I can determine the size of the surface where the mural will be designed and painted. 11. I can measure the different sections of the mural design to ensure accurate proportions and placement. 12. I can determine the materials needed for the mural, such as paint, brushes, and other supplies. 13. I can track expenses to ensure the project stays within the allotted budget. 14. I can use basic geometric shapes and principles like triangles, circles, and lines to create the mural design. 15. I can adjust the size of the mural design while maintaining proper proportions and visual appeal. 16. I can add my name and one word to the mural describing how I will add value to others in my class and school community. 17. I can use symmetry and balance to create visually appealing designs in the mural. 18. I can seal the mural to protect it from weather and other forms of damage. 19. I can select appropriate audience members who will benefit most from the information presented.
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Developing ideas and supporting them with personal insight. Organizing and presenting a personal narrative using clear and concise language, organization, and reflection.

Numeracy Connection(s): *Measurement, using basic geometric shapes and principles to design mural, proportions, scaling, estimation and budgeting, and ensuring the mural is symmetrical and balanced.*

20. I can develop my artist statement and talk to be appropriate for my audience and explain the inspiration for the mural.
21. I can present information clearly and concisely using photographs or a time-lapse video to ensure the audience understands the mural design process.
22. I can use appropriate language and tone to engage my audience.

3. Performance Task Situation or Project Description:

Young people are school community members and can improve their social-awareness skills to make a thriving school community for each other and the adults they interact with daily. This project creates space and opportunity for learners to take on the role of change advocates and explore how they can understand other people's feelings and their points of view. They will build empathy to appreciate and respect people different from them, along with learning to follow the rules for interacting appropriately in different social situations at school. They will also learn how to leverage the help from their family and school community by contributing to a class mural. The mural can be painted on a wall or section of the class or school. If painting is not possible, the mural can also be designed and displayed on a bulletin board using paper products. Aspects of this project can also be implemented as a performance task.

4. Product(s) and/or Performance Task:

1. Personal Narrative About Empathy:

Students compose an original personal narrative of about 500 words defining and detailing their experience with empathy and how it impacted them and others at their school. They may describe an event where empathy was either shown to them or vice versa. The narrative should include individual students' reflections on their personal experiences with the benefits of empathy. The narrative should also provide the following:

- *Adherence to good grammar and sentence structure.*
- *Clear organization with a start, middle, and end.*
- *Takeaways on the importance of social awareness for building a positive and safe school community.*

2. Empathy Map:

Students will create an empathy map as a helpful tool for being kind and connecting better with others by understanding better how they may feel. They may choose another classmate or a teacher as the subject of their map. To create their empathy map, students will observe what the other person says and does and then imagine themselves as that person and think about what they might think and feel.

3. Mural Design and Public Unveiling:

Students will work with their teacher, classmates, and other adults to design a mural to showcase everyone in the class's name and one word to describe how they will add value to each other and the overall school community. They will:

- *Identify a wall or space to design the mural in their classroom or school. They can decide to either paint the mural or use paper products.*
- *Use basic geometric shapes and principles to create the mural design.*
- *Adjust the size of the mural design while maintaining proper proportions and visual appeal.*
- *Determine the materials needed for the mural and remain within a budget.*
- *Create a compelling artistic presentation using technology.*

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5. Authentic Audience:

Students unveil their mural design to an audience of their choice, which may include community members (including family members), other youth (peers, students, etc.), industry experts, local politicians, parents, and school and district administrators. The presentation may also include a call to action for the audience to support the project.

6. Student Role(s):

Assuming the role of change advocates and artists students will use their mural design to:

- Provide empathy to classmates and teachers by understanding how they feel.
- Offer support and resources to others in their class and wider school community.
- Share their knowledge and expertise in a public forum.

7. Driving Question (DQ):

Since students are improving their own social awareness and in community with others, there will be two DQs for the project. For one DQ, they answer will independently, and for the other, with their classmates.

1. How do I improve my social awareness skills to understand better how others feel and to see their point of view?
2. How does our class, as part of the larger school community, create a mural representing each unique individual and how they can add value to others?

8a. Alignment Tool for Student Task Instructions & Teaching:

Use the Alignment Tool below to organize formative assessments and lessons/scaffolds for each learning intention. Also, consider which learning activities align best with the intended standards and outcomes, the completion timeline, and the materials or resources students need. See a completed example on [this link](#).

Final Product	Learning Intentions & Pacing	Formative Assessments	Lessons, High-Yielding Strategies and Scaffolds
Personal Narrative (3-4 Class Periods)	I can write a 500-word personal narrative about my personal experience with empathy and how it impacted me and others at my school. (3-4 class periods)	<ul style="list-style-type: none"> • Brainstorm ideas in graphic organizer • Personal narrative draft 1 • Responses during classroom discussions • Exit Ticket 	<ul style="list-style-type: none"> • Teacher led mini-lesson explaining major concepts • Teacher modeling personal narrative • Graphic Organizer to organize thoughts and ideas • All-class discussion and debrief
	I can write clearly and concisely, referencing essential details of my experience with the benefits of empathy in my narrative. (3 class periods)	<ul style="list-style-type: none"> • Draft 1 Feedback protocol using rubric • Update graphic organizer Reflect and revise • Exit Ticket 	<ul style="list-style-type: none"> • Teacher led empathy building activity • Graphic Organizer • Teacher/student feedback • Whole class reflection
	I can use transitions to connect and organize my narrative with a clear start, middle, and conclusion. (3 class periods)	<ul style="list-style-type: none"> • Teacher led discussion • Begin Draft 2 • Feedback protocol using rubric • Update graphic organizer • Exit Ticket 	<ul style="list-style-type: none"> • Mini-lesson on transitions • Individual and small group teaching • Graphic Organizer • Teacher/student feedback

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	I can reflect in my narrative on my experience with empathy and what I learned about the importance of social awareness for building community with others at my school. (1 class period)	<ul style="list-style-type: none"> • Begin draft 3. • Update graphic organizer • Discussion with teacher • Exit Ticket 	<ul style="list-style-type: none"> • Individual and small group teaching • Additional resources pertaining to grammar and sentence structure • Teacher/student feedback • Graphic organizer
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9a. Scoring:

Single point rubric tool for scoring products and performance tasks. See a completed example on [this link](#).

Emerging 1-3 Provide feedback for improvement	Proficient 4 Grade Level Expectations Met Provide feedback for improvement	High Proficient 5 Provide feedback for improvement	SCORE
	I can write a 500-word personal narrative about my personal experience with empathy and how it impacted me and others at my school. (W.6-8.3, W.6-8.3.e)		/7. 5
	I can write clearly and concisely, referencing essential details of my experience with the benefits of empathy in my narrative. (W.6-8.3)		/7. 5
	I can use transitions to connect and organize my narrative with a clear start, middle, and conclusion. (W.6-8.3, W.6-8.3.d)		/7. 5
	I can reflect in my narrative on my experience with empathy and what I learned about the importance of social awareness for building community with others at my school. (W.6-8.3.e)		/7. 5
			/30

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8b. Alignment Tool for Student Task Instructions & Teaching:

Final Product	Learning Intentions & Pacing	Formative Assessments	Lessons, High-Yielding Strategies and Scaffolds
Empathy Map (3 Class Periods)	I can Identify my classmate or teacher for whom I will create an empathy map. (1 class period)	<ul style="list-style-type: none"> Brainstorm ideas Begin developing empathy map Responses during classroom discussions Exit Ticket 	<ul style="list-style-type: none"> Teacher led mini-lesson explaining major concepts Teacher modeling empathy map development Empathy map template All-class discussion and debrief
	I can gather statements from my classmate or teacher that can provide insights into their needs. (2 class periods)	<ul style="list-style-type: none"> Feedback protocol using rubric Update empathy map Reflect and revise Exit Ticket 	<ul style="list-style-type: none"> Teacher led empathy building activity Empathy map template Teacher/student feedback Whole class reflection
	I can identify and understand the thoughts and feelings that my classmate or teacher might have based on their actions and words. (2 class periods)	<ul style="list-style-type: none"> Teacher led discussion Update empathy map Reflect and revise Exit Ticket 	<ul style="list-style-type: none"> Mini-lesson on empathy Individual and small group teaching Empathy map template Teacher/student feedback
	I can identify the challenges that my classmate or teacher might face. (1 class period)	<ul style="list-style-type: none"> Update empathy map Feedback protocol using rubric Discussion with teacher Exit Ticket 	<ul style="list-style-type: none"> Individual and small group teaching Additional resources pertaining to using empathy maps Empathy map template Teacher/student feedback
	I can use the empathy map I created to develop more positive outcomes for my classmate or teacher. (1 class period)	<ul style="list-style-type: none"> Personal reflection Responses during classroom discussions Exit Ticket 	<ul style="list-style-type: none"> Individual and small group teaching Additional resources pertaining to using empathy maps Empathy map template Teacher/student feedback

9b. Scoring:

Single point rubric tool for scoring products and performance tasks. See a completed example on [this link](#).

Emerging 1-3 Provide feedback for improvement	Proficient 4 Grade Level Expectations Met	High Proficient 5 Provide feedback for improvement	SCORE
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	Provide feedback for improvement		
	I can Identify my classmate or teacher for whom I will create an empathy map. (Social Awareness Competency)		/2.5
	I can gather statements from my classmate or teacher that can provide insights into their needs. (Active Listening & Literacy Connections)		/2.5
	I can identify and understand the thoughts and feelings that my classmate or teacher might have based on their actions and words. (Empathy & Literacy Connections)		/2.5
	I can identify the challenges that my classmate or teacher might face. (Empathy & SEL Connections)		/2.5
	I can use the empathy map I created to develop more positive outcomes for my classmate or teacher. (Empathy & SEL Connections)		/2.5
			/12.5

8c. Alignment Tool for Student Task Instructions & Teaching:

Use the Alignment Tool below to organize formative assessments and lessons/scaffolds for each learning intention. Also, consider which learning activities align best with the intended standards and outcomes, the completion timeline, and the materials or resources students need. See a completed example on [this link](#).

Final Product	Learning Intentions & Pacing	Formative Assessments	Lessons, High-Yielding Strategies and Scaffolds
Mural Design (7-8 Class Periods)	<ul style="list-style-type: none"> I can determine the size of the surface where the mural will be designed and painted. I can measure the different sections of 	<ul style="list-style-type: none"> Brainstorm ideas and sketch the design Space measurement Responses during classroom discussions Exit Ticket 	<ul style="list-style-type: none"> Teacher led mini-lesson on measurement, proportions and placement for mural Teacher modeling All-class discussion and debrief

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	the mural design to ensure accurate proportions and placement. (2-3 class periods)		
	<ul style="list-style-type: none"> I can determine the materials needed for the mural, such as paint, brushes, and other supplies. I can track expenses to ensure the project stays within the allotted budget. (1 class period)	<ul style="list-style-type: none"> Materials list development and checklist Updating budget spreadsheet Responses during classroom discussions Exit Ticket 	<ul style="list-style-type: none"> Teacher led minilesson on materials and budgeting Budget spreadsheet template Teacher/student feedback Whole class reflection
	<ul style="list-style-type: none"> I can use basic geometric shapes and principles like triangles, circles, and lines to create the mural design. I can adjust the size of the mural design while maintaining proper proportions and visual appeal. (3-4 class periods)	<ul style="list-style-type: none"> Sketch the details using geometric shapes Checking for proper proportions and visual appeal Reflect and revise Exit Ticket 	<ul style="list-style-type: none"> Mini-lesson on using geometric shapes in art Individual and small group teaching Critique with an expert (proper proportions and visual appeal) Teacher/student feedback
	<ul style="list-style-type: none"> I can add my name and one word to the mural describing how I will add value to others in my class and school community. I can use symmetry and balance to create visually appealing designs in the mural. I can seal the mural to protect it from weather and other forms of damage. (5-6 class periods)	<ul style="list-style-type: none"> Sketch and paint the details Reflect and revise Add finishing touches Seal the mural Exit Ticket 	<ul style="list-style-type: none"> Teacher led mini-lesson on symmetry and balance Individual and small group teaching Critique with an expert Empathy map template Teacher/student feedback
Public Unveiling (2-3 Class Periods)	I can select appropriate audience members who will benefit most from the information presented. (1 class period)	<ul style="list-style-type: none"> Written notes and reflection Responses during classroom discussions Exit Ticket 	<ul style="list-style-type: none"> Teacher led mini-lesson explaining major concepts Videos showcasing presentations All-class discussion and debrief
	I can develop my artist statement and talk to be appropriate for my audience and explain the inspiration for the	<ul style="list-style-type: none"> Feedback protocol using rubric Presentation Checklist Exit Ticket 	<ul style="list-style-type: none"> Teacher directions and guiding questions Presentation app (e.g., PowerPoint) Teacher/student feedback

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	mural. (2-3 class periods)		
	I can present information clearly and concisely using photographs or a time-lapse video to ensure the audience understands the mural design process. (2-3 class periods)	<ul style="list-style-type: none"> Teacher led discussion Time-lapse video editing Photo journal development Feedback protocol using rubric Checklist Exit Ticket 	<ul style="list-style-type: none"> Individual and small group rehearsal Additional resources pertaining to presentations Presentation app Teacher/student feedback
	I can use appropriate language and tone in my presentation to engage my audience. (3 class periods)	<ul style="list-style-type: none"> Written notes Discussion with teacher. 	<ul style="list-style-type: none"> Individual and small group rehearsal Additional resources pertaining to specific expert(s) Teacher/student feedback

9c. Scoring:

Single point rubric tool for scoring products and performance tasks. See a completed example on [this link](#).

Emerging 1-3 Provide feedback for improvement	Proficient 4 Grade Level Expectations Met Provide feedback for improvement	High Proficient 5 Provide feedback for improvement	SCORE
	<ul style="list-style-type: none"> I can determine the size of the surface where the mural will be designed and painted. I can measure the different sections of the mural design to ensure accurate proportions and placement. (7.G.A.1, 7.RP.A.2) 		/ 6
	<ul style="list-style-type: none"> I can determine the materials needed for the mural, such as paint, brushes, and other supplies. I can track expenses to ensure the project stays within the allotted budget. (MP.5 & Numeracy Connections) 		/ 6
	<ul style="list-style-type: none"> I can use basic geometric shapes and principles like triangles, circles, and lines to create the mural design. 		/ 6

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	<ul style="list-style-type: none"> I can adjust the size of the mural design while maintaining proper proportions and visual appeal. (7.G.A.1, 7.RP.A.2) 		
	<ul style="list-style-type: none"> I can add my name and one word to the mural describing how I will add value to others in my class and school community. I can use symmetry and balance to create visually appealing designs in the mural. I can seal the mural to protect it from weather and other forms of damage. (7.G.A.1, 7.RP.A.2) 		/ 6
	I can select appropriate audience members who will benefit most from the information presented. (SL.9-10.4)		/ 6
	I can develop my artist statement and talk to be appropriate for my audience and explain the inspiration for the mural. (SL.9-10.4, W.11-12.2)		/ 6
	I can present information clearly and concisely using photographs or a time-lapse video to ensure the audience understands the mural design process. (SL.9-10.4, W.11-12.2)		/ 6
	I can use appropriate language and tone in my presentation to engage my audience. (SL.9-10.4)		/ 6
			/48

10. Student Engagement and Academic Achievement Monitoring:

Monitor engagement by asking questions and leading discussions, observing participation in collaborative work by seeing how students respond in smaller settings, and polling students using engagement surveys.

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Academic achievement should be monitored daily using formative assessments. Good ones for strengthening core instruction may include thumbs-up responses, exit tickets, and quizzes. Biweekly, end-of-unit and benchmark assessments are metrics your district may have in place for you to use.

11. Teacher Reflection for Understanding Your Own Impact:

Following implementation, consider how learning experiences can be improved in future iterations of this project.

Surveying, polling, and student conferences can help improve teaching impact. You might ask questions such as the following:

- *Which classroom activities help you learn most?*
- *What changes do you recommend I make to help you learn better?*
- *What motivates you to learn most?*
- *What can I do better?*