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| **Project Overview** | | | | | | | | | | |
| **Name of Project: Service Learning: Stories of war** | | | **Duration (days): 10 days** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): Tuescher** | **State: IA** | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included:** Click here to enter text. | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | **Students will examine the lives of United States soldiers through research, videos/documentaries, and in person interviews.  Students will understand what life was like for soldiers of various United States wars before, during, and after their time of service.  Student led interviews will specifically focus on how soldiers' employment plans, hopes, and dreams were impacted by their service in war.   Students will also examine the impact of major United States wars as it relates to employment in the United States.** | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What was life like for United States soldiers before, during, and after their service in war; specifically, how did major United States wars affect soldiers’ employment plans and the status of employment in the United States as a whole? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | 1. Students will watch the “Vets Wanted” Documentary (22 minutes) <http://inamerica.blogs.cnn.com/2012/03/29/vets-wanted-documentary-touches-on-veteran-unemployment/> 2) Whole class discussion after viewing the videos. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | In groups, students will create a visual timeline of the major United States wars and their impact on employment in the United States. Students will present their timelines to United States Veterans who will visit the classroom. Veterans will give feedback on the accuracy of information presented by students. | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Students will each interview a United States veteran about their lives before, during, and after the war they served in. Students will also interview the veteran specifically about how their employment plans, hopes, and dreams, were affected by their service in war. Students will re-tell the story of the veteran in a video recorded two-minute documentary. Documentaries will be given to the local veteran’s center to use in their marketing campaigns. | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Local Veteran’s Center | | |

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| **Project Overview** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? **(Level 1):**  C.20, E.30, H.61, H.62  What competencies will be in progress during this project? **(Level 2):**  C.14, D.22, E.26, E.27, E.28, F.37, F.34, 5.32, G.41, G.49, H.65  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  C.15, C.16, C.17, C.18, C.19, D.21, D.23, D.24, F.36, G.46, G.51 | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | Essay | | | | Peer Evaluation | | | | |  |
| Multiple Choice/Short Answer  Test | | | | Self-Evaluation | | | | |  |
| Oral Presentation, with rubric | | | | Written Final, with rubric | | | | |  |
| Other (see PBL Library for ideas): Gallery Walk w/ Veterans | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | | | | | Focus Group – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Click here to enter text. | | |
| **Project Overview** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising | | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  Arts & Communication  Business, Management, Marketing & Technology  Engineering/Manufacturing & Industrial Technology  Health Sciences  Human Services  Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  Click here to enter text. | | | | | | | |
| **Employer Engagement Strategy:**  How will you utilize employer connections to increase relevance? | | | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: | | | | | | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. | |
| **Project Overview** | | | | | | | | | | | | | |
| **Scaffolding**  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | | | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)   1. Communicate with a local Veteran’s Center or Veteran’s organization to ensure participation in the project. 2. Schedule times for veterans to come to the classroom throughout the project. 3. Communicate with local agencies to ensure there are veterans willing and able to be interviewed by students. 4. Arrange transportation for students to interview veterans if needed. 5. Ensure you have available technology for recording and editing the final documentary project. 6. Intentionally leave gaps in planning to allow for true flexibility with student voice and choice. 7. Ensure you have a background knowledge of PTSD and how to speak to veterans regarding their service. 8. Watch the “Vets Wanted” video and be prepared with discussion questions.   **Launching the Project:**  (How will you SPARK their attention?)   1. Perform the entry event. 2. Share the driving question. 3. Discussion on student voice and choice.   **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Click here to enter text. | | | | | | | | | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | | | Adjustments may be made based on 504 or IEP accommodations | | | | **Revision & Critique:**  How will you provide opportunities for students to review their work and provide feedback for improvement? | A variety of accommodations can be made to meet individual student needs. | | | | | |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | | | **WHO** will you be incorporating? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| School Staff | | | | Staff from the library/technology department may be utilized to ensure quality video recording and editing. | | | | | | |
| Business Professionals/Employers | | | | Click here to enter text. | | | | | | |
| Community Leaders/Organizations | | | | Community: It is imperative to the success of this project that a connection is made with a local veteran’s center/resource. | | | | | | |
| Technology | | | | Computers, video recording/editing equipment are needed. | | | | | | |
| Materials | | | | Poster paper and markers will be needed to the creation of visual timelines. | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project: Service Learning: Stories of war** | | | | | | | | | | | | |
| **Driving Question:** What was life like for United States soldiers before, during, and after their service in war; specifically, how did major United States wars affect soldiers’ employment plans and the status of employment in the United States as a whole? | | | | | | | | | | | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | | | | | | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will students need to successfully complete this portion? | | | | |
| Formative  Final Product | Teacher will show the “Vets Wanted” documentary. | | | | | | | * I can understand how war affects employment on an individual and national level. | | | | |
| Team  Individual |
| Formative  Final Product | Teacher will coordinate veteran interviews in conjunction with students; teacher will review appropriate interview techniques/questions. | | | | | | | I can practice appropriate human relations with peers and veterans | | | | |
| Team  Individual |
| Formative  Final Product | Teacher will provide a rubric for peer evaluation and model an appropriate peer critique. | | | | | | | I can assist my classmates in creating a quality public product through feedback and evaluation. | | | | |
| Team  Individual |
| Formative  Final Product | Teach will provide computers for students to research various wars. | | | | | | | I can think critically about the economic impact of war. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| Team  Individual |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Perform entry event:   1. “Vets Wanted” Documentary   <http://inamerica.blogs.cnn.com/2012/03/29/vets-wanted-documentary-touches-on-veteran-unemployment/>   1. “Vets Wanted” Group Discussion | 1. Class Discussion: What do we know about veterans, what do we know about war? 2. Introduce timeline project/requirements; provide rubric to students. 3. Assign groups/Begin Research   Formative assessment: Class discussion | Students will research information for their visual timeline; students will begin creating their timeline. | 1. Students will have the entire class period to work & complete their visual timeline. 2. Peer review of student work.   Formative assessment: Peer Review (See attachment 2: Peer review form) | 1. Veterans visit the classroom to view student posters and present information regarding their realities of life before, during, and after war.   Summative assessment: Student timelines are graded with feedback from veterans (see Attachment 1: timeline rubric) |
| **PROJECT WEEK TWO** | | | | |
| 1. Introduce the video documentary piece of the project (provide students with Attachment 4: Documentary Rubric). 2. Ensure each student has a veteran to interview. | 1. Lesson on PTSD/how to talk to veterans; invite a veteran to assist in this discussion.   Class discussion/decisions on which questions will be asked in interviews | Video recording/editing day | 1. Video recording/editing day 2. Documentaries are submitted to teacher for grading.   Summative assessment: Oral Presentation (video) w/ Rubric | Project Reflection/Discussion  Promotion of project with local media, newspaper, social media, school newsletter, etc. |

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| **PROJECT CALENDAR** | | | | |
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| **PROJECT WEEK THREE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK FOUR** | | | | |
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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
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| **PROJECT WEEK SIX** | | | | |
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| **ADDITIONAL INFORMATION** |
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