

Elizabeth Elsas
 Fulbright-Hays Seminars Abroad Program
 Brazil, Summer 2007
 Learning and the Land: How Sustainable Development Can Build a Strong Educational
 Foundation
 Curriculum Project

Stage 1 – Desired Results

Established Goals

- To analyze the idea of personal identity, and what role social responsibility plays in one’s life journey toward self-actualization
- To be aware of and participate in the intellectual life of one’s country
- To be aware of and participate in international scholarship
- To be aware of how scholars influence policy
- To engage in the research and writing process based on international standards
- To engage in the political process
- To conduct scholarly research on an area of social responsibility where the student envisions the need for change
- To state and develop a point of view using the principles of persuasive, research-based writing

New Jersey Core Curriculum Content Standards for Language Arts Literacy, Grades 9–12

- Standard 3.1, Reading: D1 and 3, F1, G1 and 9–10, H1 and 3–6
- Standard 3.2, Writing: A2–7, B1–5 and 7–9 and 11, C1–7, D1–2 and 4–5 and 7
- Standard 3.3, Speaking: A1–4, B3 and 5–7, C1, D3 and 5–6
- Standard 3.4, Listening: A1–3, B1–4
- Standard 3.5, Viewing and Media Literacy: A1–3, C1–3

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • intellectual life and scholarship are important. • research plays a critical role in the progress of ideas and in the formation of political policy. • a small group of people can and do make a difference in solving big social problems. • they have an important role to play as global citizens in the 21st century. 	<ul style="list-style-type: none"> • Do we have identities besides the personal? Do we have a community identity? A national identity? A global identity? • Should we have those other identities? • What do they look like? • Who shapes them? How? Why? • What would the world be like if no one cared about the big issues? • What would the world be like without scholars conducting research on social problems? • How would politicians know what is going on without people doing research to find out? • What happens when politicians receive inaccurate information? • What happens when the public receives

	<p>inaccurate information (from the government and the media)?</p> <ul style="list-style-type: none"> • Are these big policy decisions made for you or can you participate in the process? • How can you help to influence these big decisions? • What roles can you play in the determination of local, national, and international policy? • Do you have a responsibility to be a part of the political life of your country and of the world? • Should you care equally about every issue that needs attention? • How do you determine what to spend your time and energy on? • Is it worth the fight? • If you do not work on a problem you know needs to be solved, who will? • How do you get others to care about the problem as much as you do? • How will you make sure that your information is accurate? • Is it important to share your findings? • How will you disseminate your discoveries?
--	--

<p>Students will know. . . .</p> <ul style="list-style-type: none"> • how to evaluate whether or not research material is relevant to their hypothesis/thesis. • where to look for the information they need. • who to ask if they need help. • the complexity of the issues they are researching. 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> • create a hypothesis based on personal opinion and turn it into a scholarly thesis. • conduct research in an organized and effective way. • develop a point of view using scholarly research. • develop their own conclusions. • share their findings in a persuasive manner.
---	---

Stage 2 – Assessment Evidence

<p>Performance Tasks Personal narrative on student’s own identity journey Persuasive letter to superintendent on</p>	<p>Other Evidence Quiz on steps of research paper process: Moorestown High School guidelines and Media Center presentations</p>
---	--

<p>school issue</p> <p>Focused free writes for brainstorming</p> <p>Analysis and discussion of issues of social responsibility important to students, and of their role as agents of change</p> <p>Research process steps—hypothesis, source cards, note cards, annotated Works Cited, outline, rough draft—and final paper with correct MLA citations</p> <p>Letter to presidential candidate</p> <p>Presentation of findings</p>	<p>Research process journals, class discussions, in-class and after-school work sessions</p> <p>Letter to next year’s English III students</p>
--	--

Stage 3 – Learning Plan

Learning Activities:

- Read and discuss Abraham Maslow’s theory of self-actualization
- Write a personal narrative at the end of two literature units focused on personal identity
- Write a persuasive mid-term exam essay about a school issue in the form of a letter to the new superintendent
- View teacher’s photos from Brazil, listen to stories and observations, discuss importance of international experience
- View PowerPoints from Green Peace Brazil to learn about what is happening to the Amazon and the role an NGO plays in solving a national problem with international implications
- Examine case studies of national and local grassroots and other efforts: recycling project in Salvador favela, Precious Woods responsible logging, guitar workshop, etc.
- Brainstorm issues of concern to students: read, summarize, analyze, and discuss current media on national and international social, economic, and political issues
- Read, summarize, analyze, and discuss current media on presidential candidates and their platforms
- Formulate student lists of national and international areas where they see a need for change
- Introduce research project focused on one area of student’s choice
- Use graphic organizer to formulate hypothesis and research questions
- Listen to presentation in Media Center about databases, finding credible sources, plagiarism, the difference between primary and secondary sources
- Practice and master Modern Language Association’s guidelines for citing sources
- Complete all steps of Moorestown High School’s requirements for English III research paper: thesis, source cards, note cards, annotated Works Cited, outline, rough draft, final draft
- Write and present a letter to a presidential candidate urging him/her to include student’s area of research in platform