THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas with IMPACT

RESILIENCY

Seeing the C's of Resiliency

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"Everybody can be great, because everybody can serve!"
-Dr. Martin Luther King Jr.

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For the past 12 years, I have been teaching in Miami Gardens, Florida at Miami Norland Senior High School. When I would have conversations with my students about their community involvement, most of my students expressed that they really were not interested in volunteering, or they failed to see the importance of community activism. During these conversations, I also noticed that many of the same students struggled with explaining their interests, were not involved with school activities, and experienced difficulties with developing friendships with others. After conducting some research about character develop, I learned that there was a strong connection between character development and volunteerism. Two projects that I previously executed, a Teacher Mini Grant, "Viking Freedom Writers iWrite Movement" and a Disseminator Grant, "Slamming My Story" were proven to be successful, I decided to create the project, "Seeing the C's" to inform my students about how volunteering can not only help others, but it helps the individuals who are engaging in community projects to build character and help them to develop into resilient individuals.

Before this project, many of my students felt as if earning community service hours was a burden. Due to this mindset, many of my students only wanted to get their community service hours at school; they didn't have any interest of actually reflecting about an issue that impacts them or a topic that interests them and working to contribute. I was interested in creating an activity that would capture my students' interests and motivate them to contribute their time to a cause that could benefit others. This experiential learning would help them to be self-reflective and build skills for them to be resilient young adults.

Initially, the “Seeing the C’s” Project derived from the “Writing About Miami” (WAM) project, which was a part of a Teacher Mini Grant I wrote, “that involved 150 students at Miami Norland Senior High School. I came up with this project when I learned that my students didn't know a lot about the history of Miami. I know the importance of learning about history and saw an opportunity for my students to learn and volunteer. For this reason, I located and created opportunities where my students would be able to learn, write, and create service-learning projects related to these respective historical sites, within their respective communities.

Students received in-class presentations about historical sites located in Miami. After the in-class presentations, they are required to conduct research pertaining to the respective historical sites. Students were then given an opportunity of visiting the historical site and writing about what they learned, their experience, and how they may feel. Afterward, students were placed in groups and created and participated in a Service-Learning Project.

Once students have brainstormed, planned, and assigned roles, they began organizing their Service-Learning Project. The students are communicating, critically thinking, caring about each other, collaborating, and using creativity. More importantly, they are creating a sense of community among themselves and functioning as role models for their peers around the school campus because they are demonstrating how young leaders conduct themselves in the world at large.

This project has benefited my students in so many ways and has encouraged them to be more civically engaged within their respective communities. Initially, this Service-

Learning Activity was rooted in historical sites throughout Miami. However, the projected changed when students started to realize that they were interested in other causes and realized that they were changing as individuals, and repositioning themselves through the difficult situations that they were encountering as teenagers. Although my students are coping with several social issues, while residing in varying socioeconomic communities, the "Seeing the C's" Project helped my students to understand that learning and volunteering in their communities can help to improve the quality of their lives, build character, and help them to be resilient because they are learning how to cope as they matriculate as adolescents, work through high school, and how to be active citizens.

The "Seeing the C's" project is important and needed because students need to learn transferable skills related to public speaking, writing, and networking skills that will help them in all areas of their lives, and they need multiple opportunities to learn about themselves as they take risks, make mistakes, and reflect while they are engaging in Service Learning opportunities. Additionally, it is imperative that students learn, practice, and promote values that matter, such as: honesty, integrity, cooperation, kindness, pursuit of excellence, fairness, citizenship, responsibility, and respect, all of which will help to build their character, help them to learn how to be resilient, and help the world to become a better place. Overall, this project helped students to become conscious about their respective communities, civically involved, and are writing and advocating about issues that interest them and helping them to evolve into culturally responsive and respectful citizens.

Project Description Objectives:

- Demonstrate critical reading and writing skills.
- Analyze primary and secondary texts both orally and in writing.
- Use writing as a tool for inquiry into personal, social, historical, cultural and other themes and topics within the humanities.
- Complete an intensive writing course of assignments demonstrating college level skills.
- Close reading of texts from several critical approaches, including formalist, biographical, cultural, historical, gender, and others.
- Develop refined research strategies, adaptation of thesis statements, and shaped written responses considering chosen critical approaches. (lenses), application in a wider global context to student writing.
- Examine text from the standpoint of a given genre's elements and conventions as they represent a broader human strategy for finding. meaning and pursuing universal goals.
- Students will be a demonstration of positivity and productivity of public education.
- Students will educate their peers and other stakeholders about societal issues.
- Students will be educated and empowered to create positive change in their community and surrounding areas.
- Students will communicate and network with parents and the community to create solutions to societal issues.

Resiliency Standards:

Standard 1 HE.912. R.1: Character
HE.912. R.1.1 Demonstrate effective and respectful communication skills and strategies. Clarification: Differing opinions.
HE.912. R.1.2 Demonstrate empathy in a variety of contexts and situations. Clarification: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.
HE.912. R.1.3 Adjust behavior to respect the needs of others.

Standard 2 HE.912. R.2: Personal Responsibility
HE.912. R.2.1 Describe the importance of leadership skills in the school and the community.
HE.912. R.2.2 Analyze different perspectives to inform responsible decision-making.
HE.912. R.2.3 Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.

Standard 3 HE.912. R.3: Mentorship and Citizenship
HE.912. R.3.1 Identify benefits of voting, volunteering, mentoring, and seeking leadership positions. Clarification: Student government, clubs, volunteering in the community.
HE.912. R.3.2 Analyze ways a leader can inspire confidence and motivate others.
HE.912. R.3.3 Analyze situations and demonstrate strategies to engage in respectful debate. Clarification: Group projects, class discussions.

Standard 4 HE.912. R.4: Critical Thinking and Problem Solving
HE.912. R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
HE.912. R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912. R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

Reading Standards

ELA.12. R.2.3 Evaluate an author's choices in establishing and achieving purpose(s).

ELA.6. R.2.3 Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.5. R.2.3 Analyze an author's purpose and/or perspective in an informational text.

ELA.4. R.2.3 Explain an author's perspective toward a topic in an informational text

ELA.12. R.2.4 Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

ELA.11. R.2.4 Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

ELA.12. R.3.2 Paraphrase content from grade-level texts.

ELA.12. R.3.4 Evaluate rhetorical choices across multiple texts.

ELA.11. R.3.4 Evaluate an author's use of rhetoric in text.

ELA.10. R.3.4 Analyze an author's use of rhetoric in a text.

Writing Standards

ELA.12. C.1.3 Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

ELA.10. C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

ELA.9. C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

ELA.8. C.1.3 Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure.

ELA.3. C.1.3 Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

ELA.2. C.1.3 Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

ELA.1. C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

Speaking Standards (Oral)

ELA.4. C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.3. C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.2. C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.

ELA.1. C.2.1 Present information orally using complete sentences and appropriate volume.

ELA.K.C.2.1 Present information orally using complete sentences.

Researching Standards

ELA.12. C.4.1 Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

ELA.11. C.4.1 Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts and synthesizing information from primary and secondary sources.

ELA.10. C.4.1 Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.

ELA.9. C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.

ELA.8. C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.

ELA.7. C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.

ELA.6. C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.

ELA.5. C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

ELA.4. C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

ELA.3. C.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.

ELA.2. C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.

ELA.1. C.4.1 Participate in research to gather information to answer a question about a single topic.

ELA.K.C.4.1 Recall information to answer a question about a single topic.

Creating and Collaborating Standards

ELA.12. C.5.1 Design and evaluate digital presentations for effectiveness.

ELA.11. C.5.1 Create digital presentations to improve the experience of the audience.

ELA.10. C.5.1 Create digital presentations to improve understanding of findings, reasoning, and evidence.

ELA.9. C.5.1 Create digital presentations with coherent ideas and a clear perspective.

ELA.8. C.5.1 Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

Some Things to Remember…

When Planning a Fieldtrip

- **Fill out the proper paperwork**
- **Involve administration**
- **Include fellow coworkers (in other disciplines)**
- **Remind students**
- **Set the stage (lessons, activities, etc.)**
- **Invite guests**

When Planning a School Wide Activity/Event

- **Remind students**
- **Complete/distribute In-School Fieldtrip Form**
- **Set the tone (Announcements, flyers, D.J., etc.)**
- **Invite guests**

When Planning a Community Activity/Event

- **Remind students**
- **Complete/distribute School Fieldtrip Form**
- **Set the tone (Announcements, flyers, etc.)**
- **Invite guests (community stakeholders)**
- **Speak with parents**

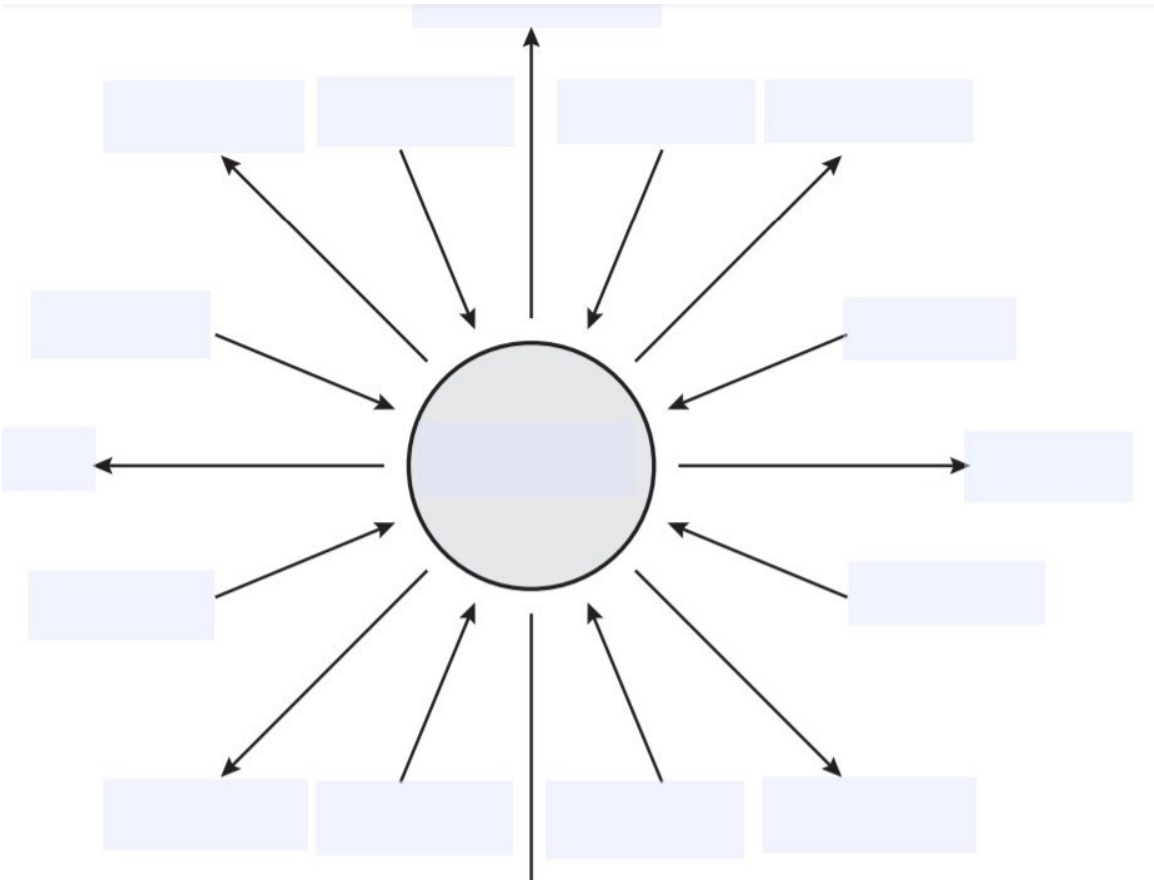
School:	Miami Norland Senior High School	Subject:	Creative Writing	Teacher:	Dr. Symonette	Lesson Plan Date:	TBD

PRE-PLANNING	**OBJECTIVE**	**BENCHMARK**:
	• Students will learn about the concept of a value • Students will identify and discuss MDCPS Values Matter • Students will identify a MDCPS Value and identify a Service-Learning Project that could promote that value • Students will conduct research • Students will plan and execute a Service-Learning • Students will reflect and analyze how their identity is shaped by situations and those around them by writing a variety of reflective pieces and implementing a Service-Learning Project	**Standard-:** Standard 1 HE.912. R.1: Character Standard 2 HE.912. R.2: Personal Responsibility Standard 3 HE.912. R.3: Mentorship and Citizenship Standard 4 HE.912. R.4: Critical Thinking and Problem Solving
	ASSESSMENT:	
	Students will effectively participate in a Socratic Seminar about MDCPS Values, plan and implement a Service-Learning Activity (school or community) and complete a reflection activity.	
	ESSENTIAL QUESTION:	
	- How does MDCPS Values help us to develop into resilient individuals?	
	HIGHER ORDER QUESTIONS :(3-5) - Identify a text -to -the world, text- to- text, or a text- to –self-connection from "The Freedom Writers Diary," diary entry #71. - What MDCPS Value/s does this text demonstrate? - How does this diary entry compare or contrast to your environment? - Discuss the significance of developing character. - Discuss the significance of resiliency. - Discuss the significance of leaving a legacy.	

LESSON CYLCE	**BELLRINGER**: Students will view: **VIDEO:** Beyonce Knowles United Nations World Humanitarian Day Performance Students will complete: -A writing response pertaining to Beyonce Knowles United Nations World Humanitarian Day Performance (Global Topic: Humanitarian) -Share- Out Activity	**TIME** Approximate *10 min*

	INTRODUCTION	*5-10 min*
	• Review CBC • Review Bell Ringer (Share Out) Focus Lesson-Humanitarian (Local Topic: Character Development) -Reflection: Identity Mapping Activity • Read/Discuss Mentor Text: Freedom Writers Diary-Diary #71 • Socratic Seminar • Reflection	
	MODELING *"I DO"*	*10-15 min*
	• Teacher will begin modeling by presenting a pre-written Identity Map. • Teacher will read the text with the students to locate how the author addresses the importance of volunteering within the community.	
	GUIDED PRACTICE *"WE DO"*	*15-25 min*
	• Teacher will continue to read and discuss the text with the students. • Teacher and students will read and discuss MDCPS Values -Students will be placed in groups of 3-5 to discuss the MDCPS Values that are demonstrated in the text. -Students will share- - Perform checks for understanding.	
	INDEPENDENT PRACTICE *"YOU DO"* • Students will be placed in groups to identity a MDCPS Value, plan, and work to implement a Service-Learning Activity (school or community). (Personal Topic: Character Development)	*15-35 min*
	CLOSURE	*10 min*
	• Students will share out. • Students will participate in a Roses & Thorns Activity.	
	HOME-LEARNING	
	• Students will write in their personal journals. • Students will conduct research.	

IDENTITY MAPPING ACTIVITY



I AM SEEing AND DEMONSTRATING the C's!!!!!!!
SELF-EVALUATION CHART

NAME: _____ WEEK OF: _____
PERIOD: _____

COMMUNICATION:

I demonstrated communication this week
by_____
_____
_____

Ways I could have improved my communication

_____
_____
_____

OVERALL, MY COMMUNICATION THIS WEEK WAS **1 2 3 4 5**

CRITICAL THINKING:

I demonstrated critical thinking this week
by_____
_____
_____

Ways I could have improved my critical thinking

_____
_____
_____

OVERALL, MY CRITICAL THINKING THIS WEEK WAS **1 2 3 4 5**

CREATIVITY:

I demonstrated creativity this week
by_____
_____
_____

Ways I could have improved my creativity

_____
_____
_____

OVERALL, MY CREATIVITY THIS WEEK WAS **1 2 3 4 5**

CARING:

I demonstrated a caring attitude this week
by_____
_____
_____

Additional ways that I could have demonstrated a caring attitude

_____
_____
_____

OVERALL, MY DEMONSTRATION OF A CARING ATTITUDE THIS WEEK WAS 1 2 3 4 5

COMMUNITY:

I created a sense of community this week by_____
_____
_____

Additional ways that I could have created a sense of community

_____
_____
_____

OVERALL, MY DEMONSTRATION OF CREATING A SENSE OF COMMUNITY THIS WEEK WAS 1 2 3 4 5

COLLABORATION:

I collaborated with someone this week by_____
_____
_____

Additional ways that I could have collaborated with others

_____
_____
_____

OVERALL, MY DEMONSTRATION OF COLLABORATION THIS WEEK WAS 1 2 3 4 5

Socratic Seminar Guidelines and Rubric

Guidelines for Participating

- Come prepared. Bring notes and info that is relevant to the discussion.
- Participate, participate, and participate!

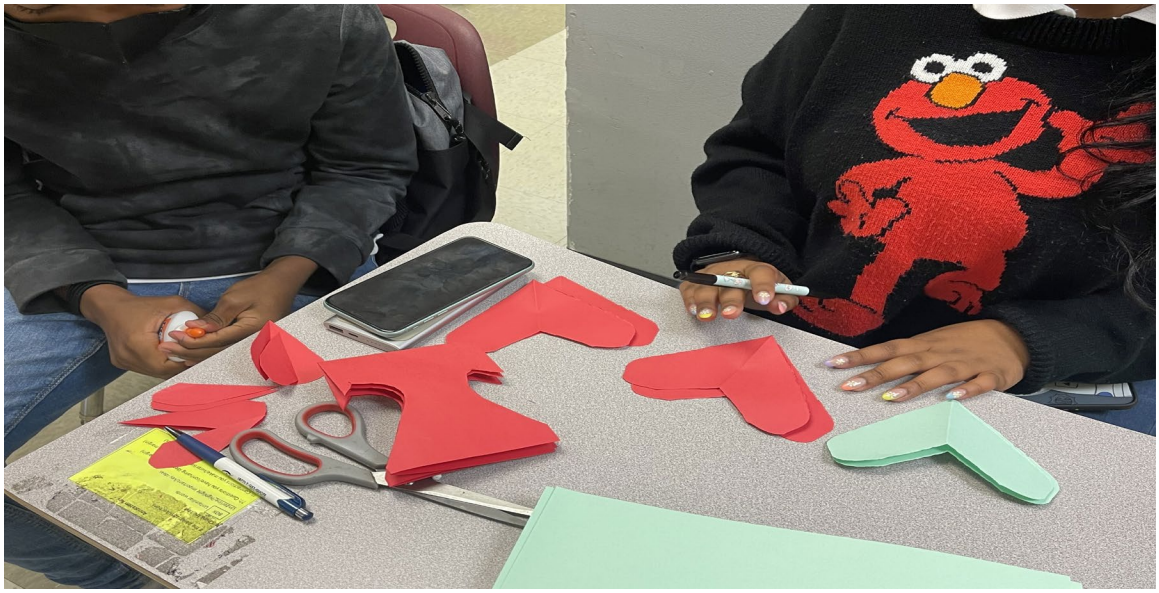
- Back up your comments with evidence/ facts.
- Try to comment on someone else's previous statement before you give yours.
- Personal stories should have a direct connection to the facts.
- Keep discussion alive by asking open-ended, thought-provoking questions.
- Disagree with comments, not individuals. NEVER put anyone down.
- Use your speaking time fairly (contribute but do not control).

Socratic Seminar Rubric

	5	4	3	2	Total
Conduct	*Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue.	*Respectful. *Comments but does not attempt to involve others. *Generally focused.	*Participates but shows impatience. *Some focus. *Engages in "sidebar" conversations.	*Disrespectful. *Argumentative. *Does not participate.	
Speaking	*Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion.	*Speaks to most participants. *Attempts to move on to new ideas. *Tends to "ramble on" after making a point.	*Speaks too softly. *Needs prompting to get involved. *Has no sustainable point; uses "sound bites." *Monopolizes the discussion.	*Reluctant to speak. *Comments do not support point.	
Reasoning	*Cites relevant text. *Relates topic to outside knowledge and other topics. *Makes connections between own thoughts and others. *Willing to take an alternate viewpoint. *Asks questions to further dialogue.	*Makes limited connections to others' ideas. *Some intriguing points that merit reaction. *Some references to text.	*Accurate on minor points but misses the main point. *No textual support; "talking of the top of your head." *Refuses to acknowledge alternate viewpoints.	*Illogical comments. *Ignores the movement of the seminar.	
Listening	*Writes down comments, questions, ideas. *Builds on other's ideas & gives others credit.	*Generally attentive and focused. *Responds thoughtfully. *Takes *some* notes.	*Appears disconnected. *Takes limited notes.	*Inattentive. *Comments show lack of understanding. *Takes no notes.	
Reading/ Preparation	*Familiar with text. *Understands major concepts. *Writing assignment completed on time. *Was well prepared in small discussion groups.	*Fairly familiar with text. *Asks for references. *Writing assignment completed on time. *Was mostly prepared in small discussion groups	*Confused with key concepts of text. *Writing assignment may be completed on time. *Occasionally prepared in small discussion groups.	*Unfamiliar with text. *Writing assignment completed but not on time. *Very much unprepared in small discussion groups.	

Total:

iVikings



Aim
Crest

Colgate
Dial
equate
Hand Sanitizer

Prep
Dial

Everybody
Can Be Great
Because
Everybody
Can Serve.
- Martin Luther King Jr.