10th grade Debriefing Form DUE 11/08 @ 3:15 Your Name: Madailein Logan

Name of the Learning Experience: The Role of an Individual Project

Class(es) supporting this Learning Experience: Language Arts

1. Briefly **explain this learning experience** as if you were talking to someone who wasn’t in your class. Write two sentences to explain what the project/test/unit/learning experience was and its overall purpose-- what did the teacher intend for the class to learn or experience; what was the point?

For this project, we focused on the driving question “What is an individual’s role in society?” to answer this we had to define terms, create three artifacts, and look at multiple outside resources. The goal was to also determine our role in society and what can affect a person’s role in society.

b) Describe the steps in the process--what did you learn/do first, second, third? Consider using Schoology, your notes, a grid, etc. to “retrace your steps.”

1. We read and analyzed the literary passages “Harrison Bergeron” and “Everyday Use”, and informational passages “Perspectives on Individualism, Collectivism, and the Greater Good” and “Self Reliance”. To give us the understanding and background information for individualism and collectivism.
2. We were introduced to the driving question “What is an individual’s role in society” and came up with possible artifacts we could make.
3. We defined the terms individualism, collectivism, society, individual, role, and greater good.
4. We began our 1st Artifact by going over the rubric as a class and determining what is needed in a research paper.
5. We each determined the passages that we would use, found a hook, and drafted the introduction.
6. We then drafted the first body paragraph, which would find the answer to the driving question based on my chosen informational passage “Perspectives on Individualism, Collectivism, and the Greater Good” by Donelson Forsyth and Crystal Hoyt.
7. We drafted the second body paragraph, which would find the answer to the driving question based on my chosen literary passage “Harrison Bergeron” by Kurt Vonnegut Jr.
8. I posted a survey to fulfill the required community data and analyzed the results.
9. I drafted my third body paragraph and answered the driving question based on the community data I collected in the survey and a classmate’s survey to analyze what society believes the answer to the driving question is.
10. We drafted the conclusion paragraph based on the pervious body paragraphs.
11. We received critique from Ms. Wheeler and multiple classmates and revised to meet the rubric’s criteria.
12. I began my 2nd Artifact by choosing the way I wanted it to be represented from Ms. Wheeler’s options. After choosing to do a poem, I found an image that inspired me and illustrated my stance on the driving question.
13. I began writing the poem and revising it to best reflect my stance. After revising based on critique, I wrote a Creator’s Statemet.
14. I chose to include a Power Point in my Oral Presentation for my 3rd Artifact. I drafted a script, created notecards, and practiced before presenting my 1st and 2nd Artifacts to my classmates.
15. I filled out the reflection paper for the project.

ANSWER ONE OF THESE (#2-#5) *with at least eight sentences* (total).

THEN BE SURE TO ANSWER #6…

2. a) What **strength did you develop or exhibit** as part of this learning experience?

Being self-motivated to understand the content completely.

b) What evidence do you have of this strength? Describe this evidence or what happened.

I research deeply and took evidence from many different literary perspectives to better understand the content.

c) What artifact could show the development of this strength? Explain how this would demonstrate the strength.

My 1st Artifact, my research paper. To answer the driving question, I had to explain my understanding of the content and give evidence to support my understanding.

3. a) What **challenge** did you face as a part of this learning experience? (Possible challenges: time management, collaborating with group members, understanding a new concept, study skills, etc).

Time management, self-guided learning, and being self-driven.

b) How did you **overcome** that struggle or challenge? (Did you make a schedule/checklist, create a group chat, try a new study strategy, meet with the teacher or a friend, etc. )

I met with Ms. Wheeler and made a checklist of what I had left to do, had her critique my Artifacts several times, and made goals at the beginning of each class period of what I wanted to get done that day.

c) What artifact would a) demonstrate this challenge OR b) Artifact that would show how you overcame this challenge? Explain how this would demonstrate the challenge or how you overcame it..

The checklist, critique forms, and comparing my drafts to show how much they improved when I started implementing this.

4. a) What’s the **biggest academic (content-specific) learning** you took away from this learning experience? Be very specific in describing what you learned to do better. (You might consider the terms you wrote on the other side.)

I learned what my role in society is and how to fulfill that (which was one of the required contents of the Artifacts) and how to manage my time so that I put out my best work.

b) What **artifact(s)** demonstrate EVIDENCE of this learning? (For example, if you completed multiple drafts for this learning experience, consider using evidence from an early draft and then a later draft to show your growth.) Explain how this would demonstrate your interest.

How I answered the driving question based on how it applied to me and the improvements throughout my drafts.

5. How has this learning endeavor influenced your interest in a **future career path**? *(be specific about which career you are considering)*

It has led me to understand that I want my career to positively impact people in a very upfront way. I have not decided on a specific career path, but a career that makes people’s daily lives easier. This project has led me to consider an environmental or medical career.

Explain what part of the project relates to your interest in a future career--keep in mind that it could be something related to a skill like collaboration or communication and not content.

This project has taught me self-drive, which will be needed to succeed in any career and has taught me how to better understand myself and other people based on my definition of their role and what they contribute to society.

What **artifact(s)** demonstrate EVIDENCE of this learning? Explain how this would demonstrate your interest.

My 2nd Artifact shows my interpretation of an individual’s role in society and how I believe that applies to other people. It also shows my drive to make other’s lives better and how the environment needs to be helped.

6. Find **three content-specific terms** that were a part of this learning experience and that are relevant to the answer you gave above. These are terms that you may incorporate into a future reflection. In the space below, a) define the each term using the **definition provided** in class, **b)** **paraphrase** this definition in your own words; and **c)** **give an example of this term from an artifact** **you created** for this learning experience. *Explanations should convince your teacher that you learned this material.*

Term 1: Individual

a) An individual is a single human being as discrete from a group, class, or family; existing as a distinct entity; or marked by individuality.

b) A singular person being referred to as existing separately from a group of people.

c) “An individual’s role in society is to work to improve and guide society and try to benefit the collective, even if a singular individual might not be able to make a large difference.” (Artifact 1)

Term 2: Individualism

a) Valuing their own needs over the needs of the collective, individualists often have a habit of being independent and self-reliant.

b) A belief that the individual’s needs are more important than the collective’s and the choice to benefit themselves and work toward their own goals. This belief can be expressed through being self-sufficient and self-reliant.

c) ““Perspectives on Individualism, Collectivism, and the Greater Good” by Donelson Forsyth and Crystal Hoyt explains why some people are individualistic or collectivist and the literary passage “Harrison Bergeron” by Kurt Vonnegut Jr. is an example of the consequences of an individualistic society.” (Artifact 1)

Term 3: Collectivism

a) Valuing the collective needs over their own, collectivists will help others even if it does not benefit their personal goals and even make sacrifices so that they can do this.

b) The belief that the collective’s needs are more important than the individual’s and the choice to benefit the collective good and collective goals, even if it does not benefit the individual at all. This believe can be expressed through sacrifices for the greater good and working to help others.

c) “This is based on the majority but, if the individual is collectivist, this is no longer true; they will serve society without requiring it to serve them.” (Artifact 1)

10th grade Debriefing Form DUE 12/8 @ noon Your Name: Madailein Logan

Name of the Learning Experience: Chinese Pen Pal Project

Class(es) supporting this Learning Experience: CCP Chinese 2

1. Briefly **explain this learning experience** as if you were talking to someone who wasn’t in your class. Write two sentences to explain what the project/test/unit/learning experience was and its overall purpose-- what did the teacher intend for the class to learn or experience; what was the point?

The purpose of the Chinese pen pal project was to learn more about China’s culture and recreational use of the language. This was done through asking about China and the life of a high school student that lives there, while conversing in Chinese.

b) Describe the steps in the process--what did you learn/do first, second, third? Consider using Schoology, your notes, a grid, etc. to “retrace your steps.”

1. Got assigned a pen pal from China
2. Sent an opening email talking about who we are and what we do (in chinese)
3. Our pen pal corrects our Chinese and explains our mistakes
4. The pen pal responds in English to our questions and asks us some as well
5. We send an email correcting their English mistakes and explaining the mistake
6. Screenshot both the sent email and the response email and put them in a PowerPoint.
7. Repeated Steps 2-6 six times
8. Submitted PowerPoint

ANSWER ONE OF THESE (#2-#5) *with at least eight sentences* (total).

THEN BE SURE TO ANSWER #6…

2. a) What **strength did you develop or exhibit** as part of this learning experience?

b) What evidence do you have of this strength? Describe this evidence or what happened.

c) What artifact could show the development of this strength? Explain how this would demonstrate the strength.

3. a) What **challenge** did you face as a part of this learning experience? (Possible challenges: time management, collaborating with group members, understanding a new concept, study skills, etc).

Some of the challenges that I faced were the lack of organization and communication between our Chinese teacher and the teacher in China, coming up with email content, and correctly using Chinese to communicate. Because the students in China did not receive a grade for the project, there was sometimes a lack of response.

b) How did you **overcome** that struggle or challenge? (Did you make a schedule/checklist, create a group chat, try a new study strategy, meet with the teacher or a friend, etc. )

I overcame the lack of organization by not stressing out about when and whom I was supposed to be emailing and instead understanding that I would be notified of information as soon as the situation was figure out. I figured out how to communicate with my pen pal through practice and asking my Chinese teacher questions.

c) What artifact would a) demonstrate this challenge OR b) Artifact that would show how you overcame this challenge? Explain how this would demonstrate the challenge or how you overcame it..

My PowerPoint would demonstrate my growth in my ability to overcome the language barrier and improve my Chinese, because you can see the progression in the complexity of my content. It also shows how I improved based on the recommendations for my mistakes from my Chinese pen pal.

4. a) What’s the **biggest academic (content-specific) learning** you took away from this learning experience? Be very specific in describing what you learned to do better. (You might consider the terms you wrote on the other side.)

b) What **artifact(s)** demonstrate EVIDENCE of this learning? (For example, if you completed multiple drafts for this learning experience, consider using evidence from an early draft and then a later draft to show your growth.) Explain how this would demonstrate your interest.

5. How has this learning endeavor influenced your interest in a **future career path**? *(be specific about which career you are considering)*

Explain what part of the project relates to your interest in a future career--keep in mind that it could be something related to a skill like collaboration or communication and not content.

What **artifact(s)** demonstrate EVIDENCE of this learning? Explain how this would demonstrate your interest.

6. Find three **three content-specific terms** that were a part of this learning experience and that are relevant to the answer you gave above. These are terms that you may incorporate into a future reflection. In the space below, a) define the each term using the **definition provided** in class, **b)** **paraphrase** this definition in your own words; and **c)** **give an example of this term from an artifact** **you created** for this learning experience. *Explanations should convince your teacher that you learned this material.*

Term 1: Pen pal

a) A student peer from China that will be communicated with by responding and correcting each other language abilities.

b) Someone that you cannot necessarily communicate with face to face due to distance that you learn about and tell them about you.

c) This term shows up in some of the emails that I sent as well as the PowerPoint.

Term 2: 中国学生

a) Chinese student

b) A student from China

c) I used this term when asking about high school in China and when describing my pen pal from China.

Term 3: 高中学生

a) A high school student

b) A student who is in high school

c) I used this term when describing myself and my pen pal and describing American high school.

10th grade Debriefing Form DUE 1/11/18 Your Name: Madailein Logan

Name of the Learning Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class(es) supporting this Learning Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. a) What **challenge** did you face as a part of this learning experience? (Possible challenges: time management, collaborating with group members, understanding a new concept, study skills, etc).

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Term 1:

a)

b)

c)

Term 2:

a)

b)

c)

Term 3:

a)

b)

c)