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idea packet

sponsored by:

Student Voices in Motion

Reciting of Class Pledge

I am not everyone, but I am someone.
I cannot write everything, but I can write something!
What I can write, by the grace of the universe,
I will freely write as a means to become the best
Person that I can be for me, my household,
my community and the world.
I have something to say because I am somebody.
I am freely writing myself into existence.
I am a Viking Freedom Writer

"Speak with heart; from the heart!"
-Dr. Precious Symonette

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STUDENT VOICES IN MOTION!!

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"Speak with heart; from the heart!"
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For the past 7 years, I have been teaching in Miami Gardens, Florida at Miami Norland Senior High School. Fortunately, I had been successful with getting my students to improve their communication skills and to express themselves about a variety of topics. Last year, I was given the opportunity to partner with *The Atlantic Magazine* through a video project about improving schools throughout America. My students were so eager to share their experiences and feelings related to this topic. In fact, they wanted to experience additional ways of how their voices could be added to additional conversations happening nationally. After reflecting on the three projects that I previously executed, a Teacher Mini Grant, "Viking Freedom Writers iWrite Movement" and two Disseminator Grants, "Slamming My Story" and "Writing About Miami" were proven to be successful, I decided to create another project, that could possibly mirror and extend our experience with *The Atlantic Magazine* partnership.

At the beginning of the academic school year, my 11th grade students entered my reluctant to partake in class conversations. They didn't realize and respect the importance of participating in effective conversations. In addition to the aforementioned, many students felt as if their voices were not respected in different places. With this being the case, I was charged with not only preparing them to be successful in their respective Dual Enrollment course, ENC 1101, but to change their perspective toward the art of communication. As a means for me to accomplish these goals, I had come up with some interactive and creative ways to help my students to improve their communication skills

that would enable them to share their voices with different audiences, for different purposes, in different spaces and places. Although I used formal quarterly assessments, teacher made exams and oral assessments to help me to assess the academic progress of my students, the "Student Voices in Motion" Project, sponsored by the Student Power Grant-Inner-Club Council enabled me to learn and to improve the communication skill set of each one of my students. This project helped my students learn the power and necessity of their voices in a creative way. More importantly, it helped them to learn more about their government on a local, state, and global level; this project also allowed my students to practice their public speaking skills using different modes of media. This year, 98% of my 11th grade students passed their ENC 1101 Dual Enrollment course and successfully completed their end of year Global Issues Research Project Portfolio.

Approximately 150 students participated in this project. The students were in grades 10th-12th, ages 13-18. Students were able to create their first School Literary Magazine and Video Message Series. To complete the Student Voices in Motion Project, students met at least 2-3 times a week. This project can be adapted to other ages or achievement levels, and/or used with larger or smaller groups.

The Student Voices in Motion Project is a combination of the Creative Writing, Civic Engagement, and Digital Media disciplines. The project allowed students to create a Literary Magazine and Video Projects using multimedia. Students then helped to circulate their work using the traditional face-to-face method and circulating their voices (Literary Magazine and Video Messages) on a Project Website. This project helps students to become more involved in their community by using a variety of Media Outlets in positive and productive ways to share their experiences and opinions about

critical issues that they consider to be important. Furthermore, this project creates many ways to facilitate dialogue among young adults. The Student Voices in Motion Project helps students to learn, practice, and master 21st Century Skills using Digital Media and to strengthen public speaking, writing, networking, and technology skills that will help them to be successful on an academic, professional, and personal level. The students also learn transferrable skills that will enable them to become advocates and change agents within their respective schools, communities, and the government.

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.

- Close reading of texts from several critical approaches, including formalist, biographical, cultural, historical, gender, and others.

- Develop refined research strategies,

- Students will host/facilitate ongoing conversations

- Students will participate in a variety of conversation activities

- 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.

- Students will record, edit, and publish a series of videos

- Students will compose, design, and publish a Literary Magazine

Standards:
Reading, Writing, Speaking & Listening, Language

LAFS.910.W.2.5 The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.RL.2.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

LAFS.1112.RL.3.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LAFS.1112.RL.4.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. making, set clear goals and deadlines, and establish individual roles as needed.

   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.L.3.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

STRAND:
Civic Engagement
SS.7.C.1 Demonstrate an understanding of the origins and purposes of government, law,

and the American political system.

SS.7.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

SS.7.C.2.13 Examine multiple perspectives on public and current issues.

SS.7.C.2.14 Conduct a service project to further the public good.

STRANDS:
Digital Media/Multimedia Design

01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Digital Media/Multimedia Design.

02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Digital Media/Multimedia Design.

03.0 Demonstrate knowledge of presentation production issues.

04.0 Demonstrate basic computer knowledge.

05.0 Demonstrate proficiency in using illustration software.

06.0 Demonstrate knowledge of digital still photography.

07.0 Demonstrate knowledge of photo editing software.

08.0 Demonstrate proficiency in advanced design.

09.0 Demonstrate understanding of color modes.

10.0 Demonstrate proficiency in using fonts for advance design.

11.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Digital Media/Multimedia Design.

12.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Digital Media/Multimedia Design.

13.0 Demonstrate knowledge of design layout software.

14.0 Demonstrate proficiency in Web page design applicable to the WWW.

15.0 Demonstrate understanding of HTML and CSS.

16.0 Demonstrate proficiency in authoring software for Web page design.

17.0 Demonstrate proficiency in animated Web page design applicable to the WWW.

18.0 Demonstrate understanding of ActionScripts.

19.0 Demonstrate proficiency in animation design software for Web page design,

interactive presentation and banners for WWW.

20.0 Demonstrate proficiency in using presentation software and equipment to produce a complex presentation.

21.0 Demonstrate proficiency using video editing software and equipment.

22.0 Develop proficiency in using authoring software.

23.0 Demonstrate proficiency using all media to create an advertising campaign.

24.0 Participate in work-based learning experiences.

25.0 Apply job readiness, career planning and job seeking skills to obtain personal and professional goals.

Some Things to Consider When Starting a Literary Magazine...

Choose a Faculty Sponsor

Find Interested Students

Determine the Details (Type of Literature Magazine-Online, print, both)

Establish Norms

Assign Roles and Responsibilities

Announce a Call for Submissions

Design and Print

Distribute Literary Magazine

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**