

What Makes Me GREAT?

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Vetted Project: This year fourth graders at Carrsville Elementary School explored an essential question: What makes me GREAT? Students reflected upon themselves as citizens who exude the qualities of Growth, Respect, Empathy, Accountability, and Trustworthiness. They also recognized themselves as learners who have GRIT: Gumption, Resiliency, Integrity, and Tenacity. Their intense study of the book *Wonder* and positive and negative character traits have deepened their understanding of themselves and others. Students created original cubes and Wassily Kandinsky inspired artwork based on their self-reflections with the book *Wonder*. Fourth graders constructed six wooden buddy benches this year with the help of six outstanding volunteers. Two benches will remain at Carrsville Elementary and the other four will be presented to Carrollton, Hardy, Westside, and Windsor Elementary Schools. The benches help facilitate being buddies--not bullies--at school, especially on the playground. Each fourth grader also designed and constructed an amusement park ride to illustrate emotions and the ups and downs, twists and turns, and spins that one experiences in life. Fourth graders are currently selling their Kandinsky inspired artwork in notecard form. All proceeds from the sale of the notecards will be donated to the Children's Craniofacial Association. Sustainability: Buddy Benches that were built during the project will impact every elementary school student in the district. Driving Question: What makes me GREAT? Lessons Learned: We would plan a project that did not span over a whole school year. Some of the students lost momentum. Also, we would have used student groups in the amusement park construction instead of individuals.

I. Authenticity

Performing

Participate in a Rehearsal

Speech or Spoken Word Performance

Demonstrating

Event

Exhibit / Contest

Film / Documentary

Producing / Revising

Execute Multiple Drafts

Model or Prototype

Portfolio / Presentation Board

Product

Revise a Product or Service

Spec / Design

Presenting

Utilize Visuals

II. Media Produced

Digital Content

Video Content

Tactile

Building

Artistic Composition

Journal / Diary

Poetry

Technical Writing

Article / Script / Essay (Non-fiction)

Physical Drawings & Fine Arts

Illustration

Painting

Product Drawing or Sketch

III. Challenging Problems

Questions

Assist Others

Build a Better World

Compassion for the Unknown

Express the Intangible Visually

Self Reflection & Evaluation

Themes

Community Outreach

Humanitarian

Topics: Humans in the World

Family, Friends & Relationships

Humanitarian Issues

Student Related Issues

Work & Careers

IV. Achieved Literacy Skills

Project / Work

Address Setbacks / Criticism

Balance Various Roles / Responsibilities

Manage Time / Workload

Take Initiative for Personal Success

I. Parameters & Feasibility

Project Timeframe: This was a yearlong project.

Project Timeframe

More than 8 Weeks

Assessment Timeframe
More than a Class Period

of Project Members
Individual
Small Group
Flexible Group

Grade Level
Elementary (Grades K-5)

Authentic Audience / Evaluators
Peers
Parents
Teachers & Administrators
Community Members

II. Intended Learning Outcomes

Creativity
Brainstorm
Change
Design / Create
Elaborate / Expand
Envision / Invent
Improve / Refine
Recognize Limits

Communication
Engage Creatively
Role-play

Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams

Critical Thinking
Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Draw Analytic Conclusions
Overcome Obstacles
Reflect Critically on Learning
Solve Problems Innovatively

Instilled Citizenship Values
Community Service
Express Empathy / Compassion
Habits of Mind & Heart
Personal Responsibility
Social Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand
Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating

Social & Emotional Skills
Self-awareness
Self-management
Group-awareness

Learning Styles / Intelligences
Interpersonal / Social
Intrapersonal / Introspective
Verbal / Linguistic
Visual / Spatial

Assessment Structures / Resources
Checklists
Graphic Organizers
Journals
Rubrics

IV. CTEs & Disciplines

Career & Technical
Architecture & Construction
Arts & Entertainment
Authorship & Composition



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