

What Does it Mean to be an American?

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Vetted Project: The project is centered on the question: "What does it mean to be American?" The American motto: E Pluribus Unum —"Out of many one" is the cornerstone of our civilization; however, are these ideals apparent in our founding documents and subsequent historical documents that define turning points in our short 242 years? Are the ideals of being American inherent to all that are born/that live/or have immigrated to the United States or are these ideals being lost or eroded among the "noise" (social, economic, political upheaval) of this age? Students will engage the school and the surrounding community in defining "What does it mean to be American?" in the 21st century and curate this meaning by redesigning & redefining the school's freedom shrine. Sustainability: Students reconstructed and updated the school's freedom shrine. Driving Question: What does it mean to be American? What holds us together in turbulent times? Teacher Reflection: Definitely would recommend (5 of 5).

I. Authenticity

Demonstrating

Event
Exhibit / Contest
Film / Documentary

Producing / Revising

Model or Prototype
Product

Presenting

Leverage Media Technologies

II. Media Produced

Internet Media: Students interviewed community members and videotaped interviews centered on the project themes and driving questions.

Digital Content

Audio Content
Video Content
Digital Arts / Graphics
Digital Photography

Tactile

Building

Print Media

Signage

Artistic Composition

Journal / Diary
Script for Film, Documentary or Play

Technical Writing

Article / Script / Essay (Non-fiction)

III. Challenging Problems

Questions

Assist Others
Build a Better World
Express the Intangible Visually
Self Reflection & Evaluation
Strongly Held Beliefs

Themes

Community Outreach
Field-based Work
Humanitarian
Research-based

Topics: Humans in the World

Civilizations & Cultures
Constitution, Laws & Civics
Historical Times & Periods
News, Events & Politics

IV. Achieved Literacy Skills

Media

Enhance Multicultural Interaction

Project / Work

Balance Various Roles / Responsibilities

Leadership

Lead with Respect
Leverage Strengths of Others

I. Parameters & Feasibility

Project Timeframe

5-6 Weeks

Assessment Timeframe

Within a Class Period
More than a Class Period

of Project Members

Individual

Small Group

Grade Level

High School (Grades 9-12)

Authentic Audience / Evaluators

Peers

Teachers & Administrators

Community Members

Government Officials

II. Intended Learning Outcomes

Creativity

Brainstorm

Change

Design / Create

Elaborate / Expand

Improve / Refine

Communication

Cross-demographic Communication

Engage Creatively

Technical Presentation

Collaboration

Assume Shared Responsibility

Develop Trust

Encourage Others

Incorporate Feedback

Manage People / Team

Value Contributions Made by Others

Work with Diverse Teams

Critical Thinking

Assemble Parts of a Whole

Balance / Weigh Alternatives

Negotiate

Rational, Objective Decision-making

Solve Problems Innovatively

Instilled Citizenship Values

Civic Activities / Organizations

Community & Public Issues

Democratic Systems & Values

Sense of Public Duty

Social Responsibility

Societal Influence & Political World

Student / School Governance

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

Group-management

Learning Styles / Intelligences

Bodily / Kinesthetic

Interpersonal / Social

Assessment Structures / Resources

Graphic Organizers

Interviews / Conferences

Journals

IV. CTEs & Disciplines

Career & Technical

Information Technology

Law, Public Safety, Corrections & Security

Information Technology

Computer Science, IT & Networking

User Experience Design

Web & Digital Communications

Social Sciences

Political Science



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