

Rural School and Community Trust Fund for Teachers

Project Planning Guide

Project Leader : Cassandra Galbier

Project Title: Pura Vida: Life As a Tico

School Name : Ocracoke

School District: Hyde County Schools

Grade Level(s) 2nd

Content Areas: ___ Science Arts Math ___ Technology ___ Foreign Language
 Social Studies _____ Other _____ Other

1. Essential Question: What is the project theme that will guide the work of students and community partners?

A day in the life of a Tico: How is Ocracoke similar and different to Santa Cruz, Costa Rica?

2. Project Description: Include the following information: What is the scope of the project? That is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation? How will students be involved in planning?

After studying Costa Rican culture and other words cultures, students will be able to compare the culture of Ocracoke and other communities. They will prepare a short presentation on their findings. The 2nd grade class will be presenting to Kindergarten – 5th grades.

3. Community and School Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What specific community or school need or interest will it address?

This project will include 3 Social Studies Units in the North Carolina Social Studies Curriculum.



4. Student Learning Outcomes, Standards, Activities and Assessment:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Activity. What activity(ies) will students engage in to accomplish stated learning outcome.	Assessment: How will you assess each student learning outcome?
1.Compare/contrast life in Santa Cruz, Costa Rica vs. Ocracoke Island	SS 3.01-3.06	A Day in the Life of a Tico Meals, games, chores, and math word problems	Venn Diagrams Writing Activity-Pen Pals
2.Understand change in communities over time	SS Goals 4.01-4.03	Maleku tribe video and discussion Rural/Urban development lesson	Maleku Art Project Effects of development on Maleku vs. Native Americans
3. Understand relations between people and geography	SS Goals 5.01-5.06	Map Landforms of Ocracoke vs. Santa Cruz Food chains in rainforest	Produce food chain/interdependence Writing-what happens if we cut down the rain forest
4.			
5.			
6.			



5. Literacy Goals, Strategies, and Assessment:

Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess students' literacy acquisition?
1. Reading-1.01-1.05 ; 2.01-2.08	Vocabulary and HFW	Fluency reading text Directions to play a Costa Rican game Costa Rican Legend
2. Writing-. 4.01-4.07	Pen Pals-writing	Correct spelling, punctuation, capitalization, and verb tense
3. Speaking-3.01-3.04	School Presentation-speaking vocab.	Planning of presentation and final product
4.		

6. Community Outcomes and Assessment:

Community Outcomes: What will change in the community or school as a result of this project: e.g., new resources, new partnerships between school and community, new services or products?	Assessment: How will you document and assess community or school outcomes and support?
1. School global awareness project	2nd grade presentation school writing assignments
2. Spanish communication with Spanish speaking community members	Daily
3.	
4.	
5.	



7. Who will be involved in assessing student learning and community or school outcomes? How will they be involved? How will students be involved in assessment?

2nd grade-Social Studies units and presentation

School wide Global Awareness Project

Spanish speaking community members- daily communication with parents and other Spanish speaking members.

8. Major Activities Timeline

Major Activities: What will you and students do to accomplish the stated student learning and community outcomes?	Timeline: When will these activities happen?
1.SS Unit 1 A World of Many People	Late Oct-Nov 21
2. SS Unit 2 Communities Now and Long Ago	Dec. 1- Dec. 17
3. SS Unit 3 The World Around Us	Jan. 5-Jan 23
4.	
5.	
6.	



9. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community or school issue(s) the project is addressing?

Power Point, slideshows, and video clips on culture and environment.. Email correspondence with Costa Rican family,.

10. Documentation and Celebration: How will you celebrate the project and document its impact on you as a teacher and on students, the school, and the community?

Presentation put together by students comparing life in Ocracoke to life in Santa Cruz.

Possibly a short play reenacting “A Day in the Life of a Tico”.

11. Project Budget:

Please attach any lesson plans to this guide.

