

Unit Topic	What Alternative Education means to me
Overview	Through the processes of interviewing, observation, community inquiry, and self reflection, students will explore the larger education community at MUHS as well as the smaller community in the Alternative Education Program. Students will use audio, video and photographic mediums as a means to document their findings. Final products will include presentations that can be shared with the larger ACSU community to better inform them about what the Alternative Education Program does and what it means for students who attend the program.
Enduring Understanding	Students will understand themselves as learners and discover where they fit in the larger educational community.
Essential Questions	Who benefits from the Alternative Education Program? What kind of student should attend the Alternative Education Program? How would students' school experience be different if there were no Alternative Education Program?
Focusing Questions	What does school staff think of the Alternative Education Program? What do students think of the Alternative Education Program? What does the larger ACSU community think of the Alternative Education Program? What do former students think of their experiences in the Alternative Education Program?
Other Standards and Grade Expectations	
<p>1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately. Communication of Data</p> <p>1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately. Goal-Setting</p> <p>3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.</p> <p>3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).</p> <p>4.6 Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives. This is evident when students</p>	

Assessments

The culminating project will be a documentary that includes a still photo slide show and/or video as well as an audio component. Students will be assessed how well their documentary explains how they understand themselves as learners and discover where they fit in the larger educational community. Students will also be assessed on the technical aspects of their documentaries.

Skills	Interviewing Digital audio recording and editing, digital video recording and editing, digital photography and editing. Documentary story development
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Suggested Resources	<ul style="list-style-type: none">• VFC Radio. Provides access to streaming and downloadable audio of radio documentaries produced by the Vermont Folklife Center, as well as additional materials drawn from the Vermont Folklife Center Archive that complement and enrich the programs. http://www.vermontfolklifecenter.org/multimedia/radio/index.htm• Gregory Sharrow, Director of Vermont Folklife Center, will be assisting our students by providing an interviewing workshop.• Kelby, Scott, The Adobe Photoshop CS3 book for digital photographers. This book will assist students and faculty in digital photo editing.• Ozer, Jan, Microsoft Windows Movie Maker2, This book will assist students and faculty in digital video editing and digital slideshow production.• Digital audio recording and editing guide developed by Erica Heilman• Faculty, staff, students, families of students, former students, and administration of Middlebury Union High School.• Local community members as needed.
Learning Opportunities/ Instructional Strategies	<ul style="list-style-type: none">• Students will interview faculty, staff, students, families of students, former students, and administration of Middlebury Union High School.• Students will document their interviews using audio, video and photographic mediums.• Students will create a documentary that helps them understand themselves as learners and discover where they fit in the larger educational community.• It is hoped that through this project students will demonstrate personal growth by deepening their understanding of themselves and others. Hopefully, it will also enhance students' sense of identification with, and caring for, their home community and help to ensure their future involvement in its civic life.