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 ***IDEAS TO ASSIST WITH CmPS***

**Purpose:** To develop CmPSers into students with advanced 21st Century Skills. Students should be able to demonstrate quality in the communication of their thoughts and actions through various visual and auditory means.

**How to include CmPS in a CCGPS ELA classroom?**

The CmPS project “fits” nicely into the ELA speaking/listening standards, the writing standards, and the research part of the informational text standards. I included the CmPS work as group work/centers/stations (whatever is the appropriate terminology for your school) in my lesson plans. The students were divided into groups to work on the various components so this was a perfect way to have performance tasks that were part of the project, while they were advancing in their development and mastery of the CCGPS.

**How do we decide what should be in the scrapbook for the state**?

When I had a classroom, we had a filing cabinet drawer where we “threw” everything as we worked on it. We SAVED everything! Later we “upgraded” to a large crate/box that goes to all of the meetings where there is work on the project going on. Again, we SAVED everything.

The hard part has been deciding what should actually go in the scrapbook. We usually start working on the scrapbook the end of February or the beginning of March. We have scrapbook work days, where they categorize their artifacts and pictures by topics from the project or a timeline of events. For the state we want to make sure we have enough to tell our story without too much “junk” in the scrapbook. We have not always been able to make wise decisions about what should be in the scrapbook, but the students are doing better with that. Also, having them place comments with pictures helps tell their story as well.

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 We add another scrapbook for the international competition if we win saate. We inlcude what we have added to the project after the state bowl. Also, whatever we did not add to the state bowl, but we thought it might be needed, we add to the scrapbook at this time. Another thing is usually our one for state is so PACKED with pages that we move some to the other scrapbook just so it is easier for the judges to view.

 **How do we decide what should be in the addendum?**

 We have a discussion about what were the main points of our project. Then we decide if we need one page or two pages of the addendum to describe each main point. We then make small collages of pictures and other documentation of what they did. They add small comments to go with the pictures. Usually the addendum pages are arranged in a time order or by the two or three major aspects of our project. My students still like for these pages to be done manually—old fashion scissors, glue, and tape. It just needs to be neat and each page needs to be explained well enough through picture, artifacts, and comments that the judges know what is going on with the project.

 Please contact me, and I would love to talk about CmPS. It is one of my favorite things to do: Mary Jean Banter @ kbanter@aol.com or (478)960-4873.