

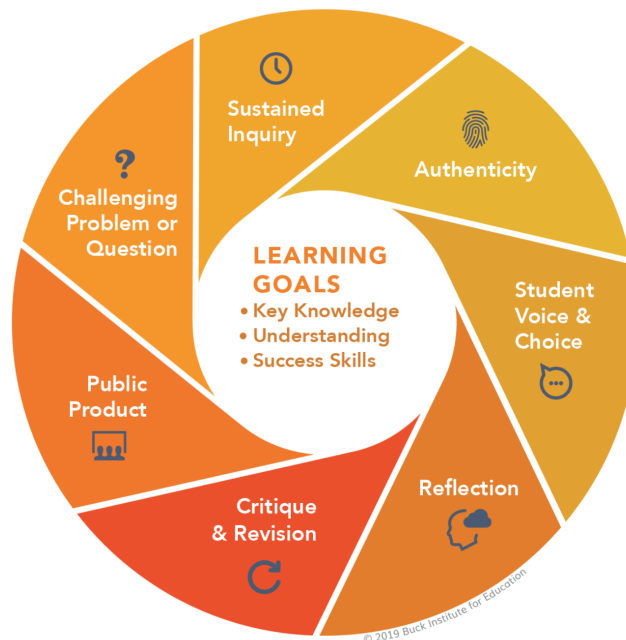
Spinnaker Team - Projects A & B

Because we are a project-based team, standards and skills for the subjects of science, language arts, and social studies will be addressed through a series of large and small group projects we will conduct throughout the year. Each project will have designated proficiencies to be completed by the end of the project period. **Students will also be responsible for choosing at least two additional proficiencies to work on during this time through a related, more individualized section of the project.** At any point in time, our team will be working on two different projects simultaneously. Around the start of each quarter, we will reset our projects and begin to explore a different driving question and theme. Students will be responsible for tracking and collecting evidence for each of the required proficiencies which will be collected on their PLP.

Process

Throughout the course of the year, Spinnaker students will have the opportunity to work on a total of 8 projects. At the beginning of the year, teachers will model the planning process of these projects with assistance from students in the 8th grade for those students who are new to process in 7th grade. As the year progresses, students will take on more of a leadership role and will begin to select and determine the topics and planning for these projects themselves through a gradual release of responsibility. However, students will ALWAYS have voice and choice throughout this process and will be able to personalize and shape their project under the umbrella of the big theme or question.

Our process for each project will follow the same format (from the Buck Institute for Education):



1. **Challenge/question** - We will begin each project with a challenge or question. Some projects will ask students to develop their own question, while others will be determined by the teachers to make sure all core subject requirements are being met.
2. **Sustained Inquiry** - Students will conduct research, pose sub-questions, and identify potential resources to better understand the project topic.
3. **Authenticity** - As a team, we will work together to find a real-world context for our project.
4. **Student Voice & Choice** - Students will identify their specific area of interest about the topic, form smaller groups, and decide how they want to learn and demonstrate their learning.
5. **Reflection** - Students will be asked to reflect on their learning at various stages throughout the process through a variety of ways (teacher conference, peer conference, written, video). These reflections will be collected on their PLPs.
6. **Critique & Revision** - Using their reflections, students receive and incorporate feedback into their project plan
7. **Public Product** - Students decide how they want to share/display their work to the public

Potential Project Topics

Project topics are subject to change based on student feedback and local opportunities. Below are a few examples of projects we have completed in the past and their connections to the core subjects.

- **Community & Identity** - Exploring ourselves and our place in the world (who we are as a team, school, community, state, and beyond)
 - Core connections: social studies, language arts, science
- **How Stuff Works** - Students will use a problem-based model to identify a problem in the local community and develop a real solution that will be presented to stakeholders.
 - Core connections: science, engineering, sustainability, language arts
- **The Power of Stories** - Through a place-based model and support of the Vermont Folklife Center, students will conduct an ethnographic study of a person, group, or organization in our community and develop a representation of their work for an exhibit at the local library.
 - Core connections: language arts, social studies, art, digital media

