

PROJECT DESIGN: OVERVIEW

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Name of Project: Newcomer Guide to navigate through Fordson High School		Duration: 1 week	
Subject/Course: 9th Grade EL Low Level World History		Teacher(s): Mr. Jadallah	Grade Level: 9th
Other subject areas to be included, if any: Math and English			
Key Knowledge and Understanding (CCSS or other standards)	WHG-5.1.2 Use historical and modern maps to analyze major territorial transformations and movements. P4.2.3 Participate in projects to help or inform others.		
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving		Self-Management
	Collaboration		Other:
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Students will be placed in groups of 3 and draw and day a layout of their designated hallway. Each student must draw what they see as a map maker and decide which map best takes scale and distortion into account. Students will use their maps and begin to prepare to make a video of a scenario of a new student navigating through the school to make it from class to class.		
Driving Question	How can we, as tour guides show future students how to navigate Fordson High School?		
Entry Event	Students are divided into groups based on abilities and needs. Students must map their selected hall.		
Products	Individual:	Specific content and success skills to be assessed:	
	Team:	Specific content and success skills to be assessed:	

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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	Students will create an assigned section of the school that will be pieced together to create a final guide to assist new students to navigate from class to class. Students will then use the knowledge they have gained and produce a video to guide students through scenarios they might encounter as new students to the building. Ex. Finding the library, gym, cafeteria, auditorium, changing classes with a counselor.			
Resources Needed	On-site people, facilities: Teachers, counselors, librarians.			
	Equipment: Computer, phones			
	Materials:			
	Community Resources:			
Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log		Focus Group	
	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Other:	

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project:

Driving Question:

Final Product(s) Presentations, Performances, Products and/or Services (individual and team)	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
