

MNTH PROJECT FORM

This form must be submitted prior to rolling out a project.

PROJECT TITLE:	Controlling Factors
ESTIMATED LENGTH:	10 days
TEACHER(S):	Chambers & Mobley
GRADE LEVEL(S):	10 th
SUBJECTS:	World History & Sophomore English

Please check components of your project briefcase that have been completed and posted on Portal.

<input checked="" type="checkbox"/>	Entry Document
<input checked="" type="checkbox"/>	Calendar (All important due dates and daily objectives are posted.)
<input checked="" type="checkbox"/>	Project Rubric
<input checked="" type="checkbox"/>	Scaffolding Activities
<input checked="" type="checkbox"/>	Project Related Resources & Links
<input checked="" type="checkbox"/>	Assessments & Evaluation
<input type="checkbox"/>	Project Management Resources

What content standards must you cover with in this unit? (According to the district bundles) Are there other standards that might fit well with this topic?

<p>WH (11) (A) Summarize the international, political, and economic causes of the global depression (B) explain the responses of governments in the US, Germany, and the Soviet Union to the global depression (12) (A)Describe the emergence and characteristics of totalitarianism (B) explain the roles of the various world leaders, including Benito Mussolini, Adolph Hitler, Hideki Tojo, Joseph Stalin, FDR, and Winston Churchill, prior to and during WWII</p> <p>ELA (5) (A) Analyzing scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (B) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures (C) evaluate the connections between forms of narration and tone in works of fiction Fig. 19 (B) making complex inferences in literature 13 A-E Expository writing process personal response</p>

State your project's driving question.

What are the impacts that government can have on its people? What are potential moral dilemmas created in response to global depression?

Entry document is complete. List the type of entry document (*letter, movie, song, guest speaker*).



Movie made from template in iMovie

- Products and artifacts (drafts, story boards, videos, papers, web sites, presentations, etc) students will be turning in for you to assess their progress and understanding of the subject matter have been determined. (Will the products actually be a good measure of the student's understanding of the standards and outcomes for the unit?)**

Students will create a personal response essay detailing the decision their group made about a moral dilemma based on their reading of the Hunger Games, knowledge of totalitarianism and global depression, and their connection with global and community engagement.

- Assessment rubrics needed to set the expectations for the project and to assess the products have been created.**

- A complete general project calendar has been completed along with 2 complete class calendar weeks.**

- Academic scaffolding you going to provide your students has been determined.** (lectures, websites, textbooks, study guides, etc)

- Students will do graphical organizers, assigned readings, and quizzes to assess their progress and understanding of government and English content.
- Workshops will be given on each of the new or confusing concepts so that students will have the appropriate knowledge and understand of what is required.
- Group academic discussions (teacher facilitated) concerning research and content, at times in lieu of workshops.

- Means of having students keep track of their progress has been developed.** (task list, calendars, group support, progress checks, learning logs, journals)

Group contract

Googledoc of Project calendar—with interim deadlines

Bi-weekly Group Meetings and documentation in Group Meeting Logs

Bi-weekly journals that probe the students to think about where they are in relation to where they should be.

Multiple checks of K/NTK to see that students are ticking off or adding to NTK list in order to complete project and learn material.

Daily calendar posting and review.

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.



- Have multi-level resources available specialized to research for their comic books.
- Check two to three times per week with each targeted student for level of understanding/comprehension.
- Have back-up tools available for students (i.e. graphic organizers, colored markers, assistive reading folders, etc.) for use at any time.

How will you and your students reflect on and evaluate the project?

- Class discussion
- Fishbowl
- Student-facilitated formal debrief
- Teacher-led formal debrief
- Student-facilitated informal debrief
- Individual evaluations
- Group evaluations
- Other:

