PROJECT OVERVIEW

Name of Project:	**Passport to Our World**		**Duration:** quarterly
Subject/Course: Social Studies		**Teacher(s): Christie Close, Anne Asplund**	**Grade Level: 2**
Other subject areas to be included, if any:	**Technology and art**		

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Exploring how we fit in and impact our community at various community levels. As our community grows what role do we play? In this opening semester students will develop a digital tour of their school using age-appropriate map skills, technology and art to recognize the many individuals involved in creating their school community.
Driving Question	As our community grows what role do we play? • Beginning- role in our school community - digital tour • Next – role in our natural community - advertisement for Al Quaal • Then- role in Ishpeming community - downtown tour and living history (young authors' book) • Finally –future community –"Downtown Dreams" - What does your perfect community look like?
Content and Skills Standards to be addressed:	G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale. PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

		T+A	E		T+A	E
21st Century Skills to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed:	Collaboration	X		Technology skills	X	X
	Presentation	X				
	Critical Thinking:		X			

			Presentation Audience:	
Culminating Products and Performances	**Group:**	Digital tour of Birchview Elementary School	Class:	X
			School:	X
			Community:	X
	Individual:	Self portrait-with "who am I" clues (art class)	Experts:	
			Web:	X
			Other:	

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Entry event to launch inquiry, engage students:	**Treasure Hunt: student groups will embark on a mission to find their passports while learning about major landmarks of the school. Passports will be used throughout the school year to document our adventures.**				
Assessments	**Formative Assessments (During Project)**	Quizzes/Tests		Practice Presentations	**X**
		Journal/Learning Log		Notes	
		Preliminary Plans/Outlines/Prototypes	X	Checklists	
		Rough Drafts	X	Concept Maps	
		Online Tests/Exams		Other: participation,	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____	X	Other Product(s) or Performance(s), with rubric: Final map, final group portion of the digital tour, self-portrait	X
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	

Resources	**On-site people, facilities:**	Staff schedule interviews

Needed	Equipment:	Digital video and still cameras, KidPix			
	Materials:				
	Community resources:	Teachers and school staff			
Reflection Methods	**(Individual, Group, and/or Whole Class)**	Journal/Learning Log		Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
X		Survey	X	Other: Blog	X

PROJECT TEACHING AND LEARNING GUIDE

Project: School Community Digital Tour	Course/Semester: First Quarter

Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	**Scaffolding / Materials / Lessons to be Provided** by the project teacher, other teachers, experts, mentors, community members
Introductory map skills	➜ Weekly Reader, worksheet, initial school map drawing
Interview skills	➜ Technology teacher will provide mock interviews to practice for school personnel interviews
Use of digital camera	➜ Technology teacher will provide instruction and practice
Basic computer skills	➜ Technology teacher will provide instruction on opening and saving files
Review of direction words	➜ Classroom practice
	➜
	➜

P R O J E C T   C A L E N D A R

Project: School Community Digital Tour	Start Date: Wednesday, September 8th 2010

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
		Begin direction word review daily schedule and make a plan-how will we get around the school?	Student interest survey (use to create groups)	Self-portrait drawing in Art class
PROJECT WEEK TWO				
Create groups-Assign roles		Visual school tour with cameras		Finish self-portrait and write "Who am I?" clues
PROJECT WEEK THREE				
		Send out schedule for pictures and interviews for school personnel		**Digital art maps**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK FOUR				
	Practice interviews and scripts	Interviews and tape scripts	Practice interviews and scripts	Finish digital art and Interviews and tape scripts
PROJECT WEEK FIVE				
		Post production		Post production
PROJECT WEEK SIX				
		Treasure Hunt		**Watch the show!**

Anne Asplund
Christie Close
Birchview Video Tour

Presentation Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Organization Students wrote descriptions of different areas of the school.	Poor Audience cannot understand presentation because there is no sequence of information.	Fair Audience has difficulty following presentation because student jumps around.	Good Student presents information in logical sequence which audience can follow.	Excellent Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge Students investigated and reported on the jobs that were needed to help the school run smoothly.	Poor Student does not have grasp of information; student cannot answer questions about subject.	Fair Student is uncomfortable with information and is able to answer only rudimentary questions.	Good Student is at ease with expected answers to all questions, but fails to elaborate.	Excellent Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics Students created maps of different areas of the school that were included in the video tour.	Poor Graphics do not relate to the topic or had no graphics.	Fair All graphics relate to the topic. The student used 1-2 graphics.	Good All graphics are related to the topic. The student used 3-4 graphics.	Excellent All graphics are related to the topic and make it easier to understand. The student used 5 or more graphics.
Grammar Student reflections were created at the end of the project.	Poor There are more than 4 grammatical/ mechanical mistakes on the poster.	Fair There are 3-4 grammatical/ mechanical mistakes on the poster.	Good There are 1-2 grammatical/ mechanical mistakes on the poster.	Excellent There are no grammatical/ mechanical mistakes on the poster.
Prepared Students narrated assigned portions of the video	Poor The student is not prepared to present. No presentation given.	Fair The student is somewhat prepared, but it is clear that adequate rehearsal was lacking.	Good The student seems mostly prepared but needed a couple more rehearsals.	Excellent The student is completely prepared and had obviously rehearsed.