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| Project Design: student Learning Guide | | | |
| **Project:** | | | |
| **Driving Question:** | | | |
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| **Final Product(s)**  Presentations, Performances, Products and/or Services | **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 |
| (individual **and** team)  TIMELINE  &  DOCUMENTARY | * I can understand how war affects employment on an individual and national level. | * Whole class discussion | * Teacher will show the “Vets Wanted” documentary. |
| * I can practice appropriate human relations with peers and veterans. | * Completed documentary with rubric | * Teacher will coordinate veteran interviews in conjunction with students; teacher will review appropriate interview techniques/questions. |
| * I can assist my classmates in creating a quality public product through feedback and evaluation. | * Peer Review | * Teacher will provide a rubric for peer evaluation and model an appropriate peer critique. |
| * I can think critically about the economic impact of war. | * Completed timeline with rubric | * Teach will provide computers for students to research various wars. |
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