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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.
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| * 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.
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| * 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.
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| * 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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