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| FURR XQ: Project DESIGN: OVERVIEW page 1 | | | | | | | | | | | | |
| **Name of Project: Environmental Consciousness Initiative** | | | | | | | | | | **Duration: Spring 2018** | | |
| **Career Pathway: Natural Resource Systems** | | | | | | **Teacher(s): NRS Pathway** | | | | **Grade Level: 10-12** | | |
| **Other subject areas to be included, if any: Cross over with Digital Media and Global Health** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Key Knowledge and Understanding**  (TEKS or other standards) | | | SST: USH 29A, USH 29B, USH 29F, USH 29H  SCI: ENVS.2H, ENVS 2F, ENVS 3B  MATH: GEOM 1G, ALGII. 1G  ELA: 10.13 B, 10.13.C | | | | | | | | | |
| **XQ Learner Goals**  (to be taught and assessed) | | | Master of all fundamental literacies | | |  | | Original thinkers for an uncertain world | | |  | |
| Holders of foundational knowledge | | |  | | Generous Collaborators | | |  | |
| Learners for life | | |  | |  | | |  | |
| **Global Graduate Attributes** (to be taught and assessed) | | | Leader | | |  | | Skilled Communicator | | |  | |
| Adaptable & Productive | | |  | | Critical Thinker | | |  | |
| Responsible Maker | | |  | | College Ready Learner | | |  | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | | | The **Agriculture, Food and Natural Resource Pathway** will have a dedicated presentation to partners and community members at the Furr campus in May about how **students relate to their environment on the east side**.  Our end project will be a two-hour event that contains a **gallery walk and presentations from students**. We will also document our work/progress with a video portfolio under our pathway section on the website.  This project is a culminating symposium dedicated to how classrooms have tied-in and facilitated the **three-branch vision of our CTE Pathway**: classrooms will focus on **1) Herman Brown Park trails**, **2) the park’s fishing pond**, and **3) the community garden**. | | | | | | | | | |
| **Driving Question** | | | How can **students understand, raise awareness, and tackle environmental issues** on the **east side of Houston** by **using 21st century skills**? | | | | | | | | | |
| **Entry Event** | | | Students will complete a student interest survey that will work in tandem with the student project planning document that each individual student will work be working on throughout the project. | | | | | | | | | |
| **Products** | | | **Individual**:  Each teacher will have a 2:00 minute video that will be uploaded on the school website. | | | | | **Specific content and success skills to be assessed:**  Teacher rubrics based on their individual projects. | | | | |
| **Team:**  The NRS pathway will provide a symposium on environmental issues after the STAAR test in the third week in May. | | | | | **Specific content and success skills to be assessed:**  TBD NRS project rubric based on XQ learner goals | | | | |
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| Project DESIGN: OVERVIEW page 2 | | | | | | | | | | | | |
| **Making Products Public**  (include how the products will be made public and who students will engage with during/at end of project) | | Videos will be uploaded on the Furr Website under the NRS Pathway. | | | | | | | | | | |
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| **Resources Needed**  Details will be updated by 3/02 | | **On-site people, facilities**: TBD by pathway members based on their specific projects (to be updated) | | | | | | | | | | |
| **Equipment**: TBD by pathway members based on their specific projects (to be updated) | | | | | | | | | | |
| **Materials**: TBD by pathway members based on their specific projects (to be updated) | | | | | | | | | | |
| **Community Resources**: TBD by pathway members based on their specific projects (to be updated) | | | | | | | | | | |
| **Technology**: TBD by pathway members based on their specific projects (to be updated) | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reflection Methods**  (how individual, team, and/or whole class will reflect during/at end of project) | | 1. **Journal/Learning Log:**   Students will construct and track their developments on the Hub. | | |  | | **4) Focus Group**  Mr. Turkal’s 8th period will be tackling water issues on the east side. | | | | |  |
| 1. **Whole-Class Discussion:**   Classes will have discussions about the developments of the project. | | |  | | **5) Digital Portfolio**  Teachers will film examples of experiential learning for the Furr website | | | | |  |
| 1. **Survey**   Students will complete an interest survey on the Hub. | | |  | | Other: | | | | |  |
| Project Design: student Learning Guide | | | | | | | | | | | | |
| **Student(s):** Students in the classes of teachers in the NRS pathway**.** | | | | | | | | | | | | |
| **Project:** Environmental Consciousness Initiative | | | | | | | | | | | | |
| **Driving Question**: How can students understand, raise awareness, and tackle environmental issues on the east side of Houston by using 21st century skills? | | | | | | | | | | | | |
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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 including dates | | | | | **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) | **Cox**  Estimate costs and design habitat for animals including humans.  Choose a habitat that will add to the current natural habitat.  Design in such a way that it blends and compliments the current ecosystem. | | | TBD by teacher | | | | | TBD by teacher | | | |
| **Dobbs**  I plan on working with Mr. Elizondo and Mr. Salazar to connect lessons on Victory Gardens with how the popularization of gardens and gardening started in the aftermath of WWII and how the practice was adopted in many homes. This issue is a response to the Food Desert in Jacinto City and the need for nutritious, sustainable diets. | | | TBD by teacher | | | | | TBD by teacher | | | |
| **Lemond**  Investigate the quality of the water in the pond. Can that body of water sustain life? | | | TBD by teacher | | | | | TBD by teacher | | | |
| **Salazar, Elizondo, Velasquez**  The NRT Pathway CTE class on Forestry and Woodlands Ecology will align instruction and experiences with the USDA Forest Service 2015-2020 Strategic Plan Goals and Objectives to embody commitment to SUSTAIN our nation’s forests and grasslands, DELIVER benefits to the public, and APPLY knowledge globally. | | | TBD by teacher | | | | | TBD by teacher | | | |
| **Nedbalek**  Research the causes of flooding in Houston and surrounding areas.  Delve into how suburban development affects the floodplains, especially in Fort Bend County near the Brazos River.  Approach it from a historical perspective, develop solutions based on current research and theories surrounding known issues, especially in the wake of Hurricane Harvey.  Students will create a PowerPoint.  Outside research sources from the Houston Public Works Division, Ft. Bend Public Works, etc.  As you can tell, there’s a lot of info to go over.  A more concise focus will be determined as further development allows. | | | TBD by teacher | | | | | TBD by teacher | | | |
| **Turkal**  How can we connect a classroom fishtank to the pond and to social justice? | | | TBD by teacher | | | | | TBD by teacher | | | |