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| FURR XQ: Project DESIGN: OVERVIEW page 1 | | | | | | | | | | | | |
| **Name of Project: Family Genetics** | | | | | | | | | | **Duration: 1 Semester** | | |
| **Career Pathway: Health Science** | | | | | | **Teacher(s):** | | | | **Grade Level:10-12** | | |
| **Other subject areas to be included, if any: Math , Science, Social Studies, English, CTE** | | | | | | | | | | | | |
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| **Key Knowledge and Understanding**  (TEKS or other standards) | | |  | | | | | | | | | |
| **XQ Learner Goals**  (to be taught and assessed) | | | Master of all fundamental literacies | | |  | | Original thinkers for an uncertain world | | |  | |
| Holders of foundational knowledge | | | X | | Generous Collaborators | | | X | |
| Learners for life | | | X | |  | | |  | |
| **Global Graduate Attributes** (to be taught and assessed) | | | Leader | | |  | | Skilled Communicator | | | X | |
| Adaptable & Productive | | |  | | Critical Thinker | | | X | |
| Responsible Maker | | |  | | College Ready Learner | | |  | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | | | Students are to research their family tree and make a representation of their Lineage. Students are to interview various family members and determine if there are common illnesses in their family. Statistical analysis of illnesses in family. Comparison of genetic illnesses and illnesses created by the environment of the subjects. Looking at social aspects of health in the area and questioning if there is a correlation between health and money. | | | | | | | | | |
| **Driving Question** | | | Are the members of our community healthy in comparison to people of other communities? What illnesses are most prevalent, can they be prevented? Who are the professionals in our area that treat the illnesses? Is there a pathway to follow to become those professionals? | | | | | | | | | |
| **Entry Event** | | | How much do you know about your family’s history? | | | | | | | | | |
| **Products** | | | Individual: Family trees, Interviews with family members, Research papers on illnesses, Social commentaries on illnesses in socioeconomics, Interviews with professionals,  Toxic tours | | | | | Specific content and success skills to be assessed: Research , soft skills, interview , reading comprehension, drawing conclusions, problem solving | | | | |
| Team: Health Gala, Group studies, | | | | | Specific content and success skills to be assessed:  Presentation skills, collaboration, soft skills, organizational skills, problem solving | | | | |
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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) | | Students will have a health and wellness week that will lead up to a community gathering of health professionals and students giving health and wellness seminars. Looking to create partnerships with wellness organizations as well as any products that can help prevent and inform students about the illness within their families and community.  In radio studio PSA promoting event  Pep rally  Dance  Food Trucks  Health fair /gala | | | | | | | | | | |
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| **Resources Needed** | | On-site people, facilities: Students, teachers , health professionals (clinicians, social workers, doctors, etc.), Non-profit organizations that promote wellness in our community. Guest speakers : community leaders | | | | | | | | | | |
| Equipment: Sound systems, | | | | | | | | | | |
| Materials: Tables, chairs, food , decorations | | | | | | | | | | |
| Community Resources: Local businesses to donate time and services, radio services, PSAs via univision | | | | | | | | | | |
| Technology: Websites, podcast, smartboards, | | | | | | | | | | |
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| **Reflection Methods**  (how individual, team, and/or whole class will reflect during/at end of project) | | Journal/Learning Log- what if we documented the whole process, what works and what doesn’t work - vlogs | | |  | | Focus Group- families of furr high school, community leaders, health specialist | | | | |  |
| Whole-Class Discussion – Socratic seminars – Seminars from specialist | | |  | | Digital Portfolio- from the cradle to the grave; pictures documenting the kids working from the brainstorming to the final presentation. | | | | |  |
| Survey- student survey of what works in the project and what doesn’t work – what they were excited to do and what they didn’t care for. | | |  | | Other: | | | | |  |
| Project Design: student Learning Guide | | | | | | | | | | | | |
| **Student(s):** | | | | | | | | | | | | |
| **Project:** | | | | | | | | | | | | |
| **Driving Question:** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **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) | Learners for life /family history | | | Looking at the amount of information in the family tree as well as gathering statistical data. | | | | | Researching information ; soft skills to interview family members correctly | | | |
| Holders of foundational knowledge/ Analysis of information | | | Taking the data that is collected along with literature about health and formulating a hypothesis | | | | | Collecting data, Data analysis, Research, Creation of a controlling idea | | | |
| Generous Collaborators/ Reaching out to professionals | | | Interviews about prevention of illnesses as well as exploration of solutions | | | | | Interviewing skills, organization of information, marketing and reaching the masses | | | |
| Masters of all fundamental literacies/ Presenting the information subliminally to the student body through a week of fun activities promoting wellness | | | Wellness week- how well do we get our message out- organization of ideas- teaching the masses without them knowing it | | | | | Strategy, marketing, organization, empathy | | | |
| Original Thinkers in an uncertain world/ Health Week- Health Gala | | | How well can we promote a week of wellness all being capped off by a Health Gala in which students and professionals will inform the community about our findings | | | | | Presentation skills, Marketing skills, problem solving , capitalizing on the event itself. | | | |
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