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| FURR XQ: Project DESIGN: OVERVIEW page 1 | | | | | | | | | | | | |
| **Name of Project: Digital Media Immigrant Broadcast** | | | | | | | | | | **Duration:** | | |
| **Career Pathway: Digital Media** | | | | | | **Teacher(s): Raby, Ghodrati, Skrande, Kavtorina, Xiong, Holland, Lagos, Allen, Mnjoyan.** | | | | **Grade Level: 9-12** | | |
| **Other subject areas to be included, if any:** | | | | | | | | | | | | |
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| **Key Knowledge and Understanding**  (TEKS or other standards) | | | USH.3C, USH.3D, CHEM.5A, ENG.19A, ENG.19B, ELA.10 FIG 19A, ELPS C1.A, ELA 10 13.BWHS.21A,B,C  WHS.29C,D,F,G, WHS.30A,C, 130.307 Digital Media, 130.308 Web Technologies | | | | | | | | | |
| **XQ Learner Goals**  (to be taught and assessed) | | | Master of all fundamental literacies | | |  | | Original thinkers for an uncertain world | | | x | |
| Holders of foundational knowledge | | |  | | 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 | | | x | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | | | Students will produce a **30-45 minute broadcast** of student research into the immigrant experience. They will **explore the issues surrounding immigration**. Using this work as a gateway to further explore, **students will be encouraged to delve into the challenges that immigrants face and how they fit into this unique aspect of American life**. The issues students will explore include the difficulty of the language barrier, securing housing, prejudice, documentation status, cultural barriers, the politics surrounding DACA, and more. | | | | | | | | | |
| **Driving Question** | | | How does immigration affect the American Dream? | | | | | | | | | |
| **Entry Event** | | | Students will be introduced to this event by adding their own understanding to the project and contribute to the collage of student, based viewpoints. | | | | | | | | | |
| **Products** | | | Individual: Essays, interviews, research, and various presentations on the subject of how being an immigrant can change your view of the American Dream. | | | | | Specific content and success skills to be assessed:  Students will be asked to think critically about this issue and develop original research based on the problem. | | | | |
| Team: Students will work together to edit, produce, and publish an informative documentary detailing the different discoveries that they have made in their research. | | | | | Specific content and success skills to be assessed: Students will be asked to work together as a team to produce a community-facing video that expresses what they have discovered in the topic of immigration and how it relates to the American Dream. | | | | |
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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) | | Student interactions with guest speakers and cultural centers, including interviews, will be recorded and placed as part of a broadcast by mid-May. The project will then be archived and made available on the Furr Website presenting all of the student’s work that were instrumental to creating the broadcast. The purpose will be to increase awareness of the challenges faced by immigrants in modern American society. | | | | | | | | | | |
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| **Resources Needed** | | On-site people, facilities: Experts on immigration, people who qualify as immigrants, and a variety of workplaces and other facilities that deal with this issue. | | | | | | | | | | |
| Equipment: The Digital Media studio. | | | | | | | | | | |
| Materials: Cameras, laptops, recorders, microphones. | | | | | | | | | | |
| Community Resources: Public documents regarding this subject as well as access to institutions that house information on this subject (example: Digital Library of Congress). They will also be asked to look into their community as a source for information | | | | | | | | | | |
| Technology: Cameras, laptops, recorders, microphones. | | | | | | | | | | |
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| **Reflection Methods**  (how individual, team, and/or whole class will reflect during/at end of project) | | Journal/Learning Log | | |  | | Focus Group | | | | |  |
| Whole-Class Discussion: Students are invited to discuss the issue and how their research changed their point of view. | | |  | | Digital Portfolio: Students will keep a collection of their individual work products to collect as a portfolio. | | | | |  |
| Survey: Students will be conducting surveys of other student’s views on immigration as part of their research methods and reflecting on how this adds to their understanding. | | |  | | Other: | | | | |  |
| Project Design: student Learning Guide | | | | | | | | | | | | |
| **Student(s): Digital Media Pathway Students** | | | | | | | | | | | | |
| **Project: Exploring Immigration and the Connection to the American Dream** | | | | | | | | | | | | |
| **Driving Question: How does immigration affect the American Dream?** | | | | | | | | | | | | |
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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 | | | |
|  | Original thinkers for an uncertain world | | | Students will be asked to come up with novel solutions to existing problems or novel implementation of solutions. | | | | | Social studies resources, English resources, library and research strategies should be implemented to help students find what they need. | | | |
| Generous Collaborators | | | Students will present materials relating to their interaction with successful immigrants or immigration services. | | | | | Students will be encouraged to interact with professionals that handle issues surrounding immigration. | | | |
| Learners for life | | | Students will demonstrate their knowledge of how they obtained various information that solved their problems. | | | | | Students will be encourage to see how the skills they already possess might be used to find out information on things they don’t know. | | | |
| Critical Thinker | | | Students will be able to assess the issue of immigration on their own terms by expressing a well-reasoned opinion and be able to explain the rationales of opposing viewpoints. | | | | | Students will be asked to demonstrate research skills. | | | |
| Skilled communicator | | | Students will be able to communicate their message through a digital medium that is edited and produced by students. | | | | | Students will be encouraged to practice presentation styles as well as delivery methods. | | | |
| College ready learner | | | Students will interact with a variety of university or college level resources in pursuit of this project and be asked to share their bibliography. | | | | | Students will be asked to pursue a professional demeanor while grappling with difficult issues and to analyze an emotional issue. | | | |