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| FURR XQ: Project DESIGN: OVERVIEW page 1 | | | | | | | | | | | | |
| **Name of Project: Water Justice** | | | | | | | | | | **Duration: semester** | | |
| **Career Pathway: 9th Grade, Cohort 2** | | | | | | **Teacher(s):Sanchez, Johnson, Arya, Rosenthal, Moody** | | | | **Grade Level: 9** | | |
| **Other subject areas to be included, if any: Career Path and Technology, English, Geography, Geometry, Biology** | | | | | | | | | | | | |
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| **Key Knowledge and Understanding**  (TEKS or other standards) | | | Bio.2 a-d, EX.2 a-k, Geo.1 a-g, El.8, EL.Fig 19B, WGS.8 a-c | | | | | | | | | |
| **XQ Learner Goals**  (to be taught and assessed) | | | Master of all fundamental literacies | | | X | | Original thinkers for an uncertain world | | | X | |
| Holders of foundational knowledge | | | X | | Generous Collaborators | | | X | |
| Learners for life | | | X | |  | | |  | |
| **Global Graduate Attributes** (to be taught and assessed) | | | Leader | | | X | | Skilled Communicator | | | X | |
| Adaptable & Productive | | | X | | Critical Thinker | | | X | |
| Responsible Maker | | | X | | College Ready Learner | | | X | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | | | By engaging in research activities, students will create projects that demonstrate their understanding of issues surround food and water systems in our local and global communities.  They will design a two-part event in which they present individual research results in the form of posters, performances, or other visual arts pieces, followed by a presentation and panel discussion involving the audience and guest speakers from the community.  Their ultimate goal is to create a call to action, not only inspiring all participants, but providing tangible steps for beginning their food and water social advocacy as soon as they leave the event. | | | | | | | | | |
| **Driving Question** | | | How have Houston water levels changed over decades? What is the current state of bayous throughout the greater Houston region? What is the water quality of various regions of Houston? What are Houston’s waterways’ relationship to its geography? What are issues of water justice in our local and global communities? | | | | | | | | | |
| **Entry Event** | | | Community Forum. May 14, 2018 from 6-8 PM. | | | | | | | | | |
| **Products** | | | Individual and Group. | | | | | Specific content and success skills to be assessed:  Ela, Geography, Biology, Career and Technology. | | | | |
| Team: 9th Grade Cohort 2 | | | | | Specific content and success skills to be assessed: | | | | |
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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) | | Each cohort class will conduct its own investigation, guided by the teacher but driven largely by the students.  Consequently, the individual projects will remain fluid as students engage with the data they discover.  At the end of the semester, students will compile the data and projects produced in the individual classes at the year-end Community Forum.  Additionally, they will share their findings with other 8th period classes outside of our cohort. | | | | | | | | | | |
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| **Resources Needed** | | On-site people, facilities: Science Labs, Classrooms, Community Garden, | | | | | | | | | | |
| Equipment: Water testing kits, Laptops, | | | | | | | | | | |
| Materials: Tri-fold Presentation Displays, Projector, Laptop, Printer, and various mixed media presentations. | | | | | | | | | | |
| Community Resources: Community Garden, Houston Area Bayous, Rice University Spring Research Team, Toxic Tours, Water Treatment Facility- City of Houston. | | | | | | | | | | |
| Technology: Laptops, Projectors, Various Applications, Smartphones, I Pads, | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reflection Methods**  (how individual, team, and/or whole class will reflect during/at end of project) | | Journal/Learning Log | | | X | | Focus Group | | | | | X |
| Whole-Class Discussion | | | X | | Digital Portfolio | | | | | X |
| Survey | | | X | | Other: Public Performances | | | | | X |
| 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) |  | | |  | | | | |  | | | |
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