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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | In a More Perfect World | | | | | | | | | | | | **Duration:** | | | 7 Days | | |
| **Subject/Course:** | | | Political Science | | | | | **Teacher(s): Mrs. Juliana Berger** | | | | | | | **Grade Level:** | | | 11 | | |
| **Other Subject Areas to Be Included, if any:** | | |  | | | | | | | | | | | | | | | | | |
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| **Project Idea**  **Summary of the issue, challenge, investigation, scenario, or problem:** | | | Students are asked to apply what they know about Global Citizenship and Global Human Rights to create a plan to address faculty and administration of the school about their needs as citizens of the school, emphasizing key concepts that are included in the necessity of Global Citizenship and Global Human Rights Education. | | | | | | | | | | | | | | | | | |
| **Driving Question** | | | Are Global Citizenship and Global Human Rights applicable today? | | | | | | | | | | | | | | | | | |
| **CCSS to be taught and assessed:** | | | 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates) | | | | | | | | | | | | | | | | | |
| **Additional Standards to be taught and assessed:** | | | 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information) | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **21st Century Competencies to be taught and assessed:** | | | Collaboration | | | | | | X | | | Creativity & Innovation | | | | | | | X | |
| Communication (Oral Presentation) | | | | | | X | | | Other: | | | | | | |  | |
| Critical Thinking | | | | | | X | | |  | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Students will present an in-depth analysis on current school policies.  Students will present corrections they view necessary to be made to these policies based on the goals of Global Citizenship and Global Human Rights goals. | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | |
| X | Class | | | |
| X | School | | | |
|  | Community | | | |
| Individual: | | | Students will research school policies and requirements for presenting and meeting with faculty and administration to help them become competent of the school system.  Students will personalize policy corrections to direct benefits. | | | | | | | | | | | |  | Experts | | | |
|  | Web | | | |
|  | Other: | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry  and engage students: | | Are Global Citizenship and Global Human Rights applicable today? Read Malala Yousafszai’s story to the students and present them with the idea of Global Human Rights. This will show them that not every country or citizen is given the same rights as each of them. It begins to show the relevance of this concept as they begin to research how these topics relate to their lives. | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | | Quizzes/Tests | | | | |  | | | Practice Presentations | | | | | | X |
| Journal/Learning Log | | | | | X | | | Notes | | | | | | X |
| Preliminary Plans/Outlines/Prototypes | | | | | X | | | Checklists | | | | | | X |
| Rough Drafts | | | | | X | | | Concept Maps | | | | | |  |
| Online Tests/Exams | | | | |  | | | Other: | | | | | |  |
| **Summative Assessments**  (End of Project) | | | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | X | | | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  |
| Oral Presentation, with rubric | | | | | X | | | Peer Evaluation | | | | | | X |
| Multiple Choice/Short Answer Test | | | | |  | | | Self-Evaluation | | | | | | X |
| Essay Test | | | | |  | | | Other: Faculty Evaluation | | | | | | X |
|  | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | School secretary (meeting schedule and necessary documents for presentation), Library | | | | | | | | | | | | | |
| **Equipment:** | | | | | Computer, method of Presentation (PowerPoint, Prezi, interactive presenting webpage) | | | | | | | | | | | | | |
| **Materials:** | | | | | Net books (or other), Journal notebooks, notes from teacher, online Universal Declaration of Human Rights, Databases | | | | | | | | | | | | | |
| **Community resources:** | | | | | Professional Legislator (to discuss proper etiquette when addressing a professional committee) | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | | Journal/Learning Log | | | | | X | | | Focus Group | | | | | |  | |
| Whole-Class Discussion | | | | | x | | | Fishbowl Discussion | | | | | |  | |
| Survey | | | | |  | | | Other: | | | | | |  | |