

Dispelling Fake News

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Vetted Project: Research the facts about immigration and dispel some of the stereotypes. Sustainability: The project created an awareness about immigration and its stereotypes. Driving Question: Why do people from Spanish speaking countries immigrate to US? Why are some more acceptable than others?

I. Authenticity

Performing

Realistic Role

Demonstrating

Exhibit / Contest

Film / Documentary

Producing / Revising

Execute Multiple Drafts

Product

Revise a Product or Service

Spec / Design

Test for Quality / Integrity

Presenting

Leverage Media Technologies

Utilize Visuals

II. Media Produced

Digital Content

Digital Photography

Tactile

Buidling

Print Media

Print Advertising

Signage

Technical Writing

Article / Script / Essay (Non-fiction)

Interview Questions

Marketing Pitch / Brochure

Statistical Analysis

Physical Drawings & Fine Arts

Animation

Logo, Package Art, Trademark Design

Painting

Product Drawing or Sketch

III. Challenging Problems

Questions

Build a Better World

Compassion for the Unknown

Express the Intangible Visually

Themes

Community Outreach

Field-based Work

Topics: Humans in the World

Civilizations & Cultures

Ethics

Family, Friends & Relationships

Humanitarian Issues

Student Related Issues

IV. Achieved Literacy Skills

Information / Technology

Avoid Information Misuse

Control Personal Information

Distinguish Quality Web Content

Master Uses of Technology

Media

Enhance Multicultural Interaction

Examine Media's Influence

Project / Work

Adapt to Ambiguity / Changing Priorities

Address Setbacks / Criticism

Adjust to Schedules / Contexts

Manage Time / Workload

Leadership

Balance Diverse Views

Influence through Leadership not Authority

Present a Professional Appearance

I. Parameters & Feasibility

Project Timeframe

3-4 Weeks

Assessment Timeframe

Within a Class Period

of Project Members

Small Group

Grade Level

High School (Grades 9-12)

Authentic Audience / Evaluators

Peers

Community Members

Special Test Accommodations

Presentation of Materials / Directions

Student Response

II. Intended Learning Outcomes

Creativity

Brainstorm

Design / Create

Elaborate / Expand

Improve / Refine

Recognize Limits

Communication

Argument / Debate

Challenge Status Quo

Cross-demographic Communication

Decipher Attitudes / Intentions / Values

Engage Creatively

Instruct

Point of View

Collaboration

Encourage Others

Exercise Flexibility

Incorporate Feedback

Manage People / Team

Respond to Failure

Value Contributions Made by Others

Work with Diverse Teams

Critical Thinking

Balance / Weigh Alternatives

Clarify Meaning

Critique Reasoning of Others

Overcome Obstacles

Persuade

Reflect Critically on Learning

Solve Problems Innovatively

Instilled Citizenship Values

Community & Public Issues

Democratic Systems & Values

Express Empathy / Compassion

Habits of Mind & Heart

Lifestyle Respecting Environmental Resources

Personal Responsibility

Sense of Public Duty

Social Responsibility

III. Success Skills & Depth of Knowledge

Cognitive Demand

Identifying / Remembering

Comprehending / Understanding

Applying

Analyzing

Evaluating

Creating

Social & Emotional Skills

Self-awareness

Group-awareness

Learning Styles / Intelligences

Bodily / Kinesthetic

Interpersonal / Social

Intrapersonal / Introspective

Verbal / Linguistic

Visual / Spatial

Assessment Structures / Resources

Checklists

Graphic Organizers

Interviews / Conferences

Journals

Learning Logs

Rubrics

IV. CTEs & Disciplines

Career & Technical
Authorship & Composition
Defense & Foreign Policy
Education
Food & Beverage
Human Services

Arts
Art Studies

Communication / Media
Speech Communication & Translation
Technical Writing

Humanities
Cultural Studies



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