

Let Me Take a Selfie
Smithfield High School
Smithfield, VA, 23430
(757) 357-3108



Vetted Project: "How fast do I need something to move to make a chain reaction?" was the driving question for this project, and one which each student approached differently. To create tangible examples of related rates in the study of derivatives within Calculus, students used a Rube Goldberg machine, proving that math indeed can be fun!" Sustainability: It will always live on the Internet. Driving Question: How fast do I need something to move to make a chain reaction? Lessons Learned: The amount of time that I give for the actual project would need to change. Teacher Rating: Neutral

I. Authenticity

Demonstrating
Exhibit / Contest
Producing / Revising
Product

II. Media Produced

Internet Media
Website
Computer-Assisted Drawings
STEM Drawings
Computer-based
Computer Model or Mapping

Tactile
Building

I. Parameters & Feasibility

Project Timeframe
3-4 Weeks
Assessment Timeframe
Timed Assessment
of Project Members
Small Group
Grade Level
High School (Grades 9-12)
Authentic Audience / Evaluators
Teachers & Administrators

II. Intended Learning Outcomes

Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams

Critical Thinking

Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Draw Analytic Conclusions
Model with Math
Negotiate
Overcome Obstacles
Persuade
Quantify
Rational, Objective Decision-making
Reflect Critically on Learning
Solve Problems Innovatively

III. Success Skills & Depth of Knowledge

Assessment Structures: Quizzes
Social & Emotional Skills
Self-awareness
Group-management
Learning Styles / Intelligences
Logical / Mathematical
Assessment Structures / Resources
Checklists
Rubrics

IV. CTEs & Disciplines



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