

Communicable Disease - Lost

Colony

Smithfield High School
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Vetted Project: Participants enter a vacant wilderness base camp (Lost Colony concept) and have to discover clues as to the apparent fate of the previous campers. Communicable disease clues are inserted into the belongings and site. Participants must discover what could have possibly happened to the campers before needing to leave the area to avoid an approaching blizzard. Sustainability: It creates awareness for the participants to be informed of choices that impact quality of life and health. Driving Question: How does knowledge regarding health issues decrease the chances of acquiring a disease or disorder. Student Reflection: Students learned how to work collaboratively to brainstorm for ideas, to think creatively, analyze the validity of ideas and group management. Teacher Reflection: Requiring diverse groups to collaborate and manage expectations and present/critique their work and the work of others. Lessons Learned: Schedule the project around school events to provide continuity to the project progression. Teacher Rating: Likely to recommend (4 of 5).

I. Authenticity

Performing: Escape room.

Performing

Participate in a Rehearsal

Realistic Role

Demonstrating

Event

Exhibit / Contest

Producing / Revising

Model or Prototype

Spec / Design

Presenting

Utilize Visuals

II. Media Produced

Digital Content

Digital Photography

Computer-based

3-D Printing

Tactile

Building

Print Media

Signage

Artistic Composition

Script for Film, Documentary or Play

Technical Writing

Article / Script / Essay (Non-fiction)

Instruction / How to Use

Task / Needs Analysis

Physical Drawings & Fine Arts

Animation

Illustration

III. Challenging Problems

Questions

Build a Better World

Self Reflection & Evaluation

Themes

Environmental

Humanitarian

Topics: Physical World

Human Body

Topics: Humans in the World

Civilizations & Cultures

Family, Friends & Relationships

Health, Fitness & Diet

Student Related Issues

Topics: Of the Mind

Implications of Decisions

Intelligence & Learning

IV. Achieved Literacy Skills

Information / Technology

Avoid Information Misuse

Control Personal Information

Media

Examine Media's Influence

Project / Work

Balance Various Roles / Responsibilities

Learn / Develop Expertise

Manage Time / Workload

Take Initiative for Personal Success

Leadership

Lead with Respect

I. Parameters & Feasibility

Project Timeframe

3-4 Weeks

Assessment Timeframe

Timed Assessment

More than a Class Period

of Project Members

Large Group

Grade Level

Middle School (Grades 6-8)

High School (Grades 9-12)

Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Community Members

Special Test Accommodations

Setting

Timing / Scheduling

II. Intended Learning Outcomes

Creativity

Brainstorm

Change

Design / Create

Elaborate / Expand

Envision / Invent

Improve / Refine

Recognize Limits

Communication

Argument / Debate

Decipher Attitudes / Intentions / Values

Role-play

Collaboration

Assume Shared Responsibility

Encourage Others

Exercise Flexibility

Ignore Distractions

Value Contributions Made by Others

Work with Diverse Teams

Critical Thinking

Assemble Parts of a Whole

Clarify Meaning

Critique Reasoning of Others

Negotiate

Overcome Obstacles

Persuade

Reflect Critically on Learning

Solve Problems Innovatively

Instilled Citizenship Values

Community & Public Issues

Express Empathy / Compassion

Lifestyle Respecting Environmental Resources

Personal Responsibility

III. Success Skills & Depth of Knowledge

Cognitive Demand

Comprehending / Understanding

Applying

Creating

Social & Emotional Skills

Self-awareness

Group-awareness

Group-management

Learning Styles / Intelligences

Intrapersonal / Introspective

Verbal / Linguistic

Visual / Spatial

Assessment Structures / Resources

Interviews / Conferences

Journals

Rubrics

IV. CTEs & Disciplines

Career & Technical

Health Services

Human Services

Communication / Media

Nonverbal Communication



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