

## Dispelling Fake News: The Truth About Immigration

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**Vetted Project:** Students selected a Spanish Speaking country and researched immigration statistics and famous immigrants in order to create a presentation product.  
**Sustainability:** This project created a lasting awareness and empathy for others. **Driving Question:** Immigrants --who are they, where are they coming from and why? **Student Reflection:** Every student completed a paper or online self reflection regarding their PBL experience.

### I. Authenticity

**Presenting:** Students offered interactive activities including sample immigration tests and cost involved.

#### Performing

- Dance Routine / Performance
- Dramatic Performance
- Musical Performance / Recital
- Realistic Role
- Speech or Spoken Word Performance
- Sport / Athletic Event

#### Demonstrating

- Exhibit / Contest
- Film / Documentary
- Show / Program

#### Producing / Revising

- Execute Multiple Drafts
- Portfolio / Presentation Board
- Product
- Storyboard
- Test for Quality / Integrity

#### Presenting

- Display Calculations & Trends
- Utilize Visuals

### II. Media Produced

**Computer-Assisted Drawings:** Maps of immigration trends and paths taken.

#### Internet Media

- Online Survey

#### Digital Content

- Video Content
- Digital Arts / Graphics

#### Computer-Assisted Drawings

- Topography / Landscape Drawings

#### Computer-based

- Computer Model or Mapping
- Spreadsheets & Graphs

#### Tactile

- Cosmetics, Make-up & Fragrances
- Fashion / Textiles
- Sculpting

#### Print Media

- Signage

#### Artistic Composition

- Fictional Narrative
- Journal / Diary
- Poetry
- Script for Film, Documentary or Play

#### Technical Writing

- Article / Script / Essay (Non-fiction)
- Autobiography / Biography
- Budget, Cost Analysis or ROI
- FAQs
- Interview Questions
- Marketing Pitch / Brochure

#### Physical Drawings & Fine Arts

- Animation
- Illustration
- Painting
- Product Drawing or Sketch

### III. Challenging Problems

#### Questions

- Assist Others
- Reveal the World
- Self Reflection & Evaluation

- Themes

Community Outreach  
Humanitarian  
Research-based

Topics: [Humans in the World](#)

Civilizations & Cultures  
Constitution, Laws & Civics  
Consumers & Industry  
Domestic Violence & Abuse  
Ethics  
Family, Friends & Relationships  
Habitation & Population  
Health, Fitness & Diet  
Historical Times & Periods  
Humanitarian Issues  
Inventions  
News, Events & Politics  
Work & Careers

Topics: [Of the Mind](#)  
Implications of Decisions

## **IV. Achieved Literacy Skills**

[Information / Technology](#)

Distinguish Quality Web Content  
Master Uses of Technology  
Utilize Spreadsheets / Graphs / Tables

[Media](#)

Enhance Multicultural Interaction  
Examine Media's Influence

[Financial](#)

Assess the Economy's Role in Society

[Project / Work](#)

Address Setbacks / Criticism  
Balance Various Roles / Responsibilities  
Manage Time / Workload

[Leadership](#)

Balance Diverse Views  
Leverage Strengths of Others  
Present a Professional Appearance

## **I. Parameters & Feasibility**

Project Timeframe: This project was on going due to the application of vocabulary and grammar usage. We began Essential Questioning during the first days of Spring semester (February), continuing every Friday and prepared to present student findings in May.

[Project Timeframe](#)

3-4 Weeks

[Assessment Timeframe](#)

More than a Class Period

[# of Project Members](#)

Individual  
Pair  
Small Group

[Grade Level](#)

High School (Grades 9-12)

[Authentic Audience / Evaluators](#)

Peers  
Parents  
Teachers & Administrators  
Community Members

[Special Test Accommodations](#)

Presentation of Materials / Directions  
Student Response  
Timing / Scheduling

## **II. Intended Learning Outcomes**

[Creativity](#)

Brainstorm  
Design / Create  
Elaborate / Expand  
Improve / Refine

[Communication](#)

Argument / Debate  
Challenge Status Quo  
Cross-demographic Communication  
Decipher Attitudes / Intentions / Values  
Engage Creatively  
Point of View  
Role-play

[Collaboration](#)

Assume Shared Responsibility  
Encourage Others  
Exercise Flexibility  
Incorporate Feedback  
Respond to Failure  
Value Contributions Made by Others

Critical Thinking  
Clarify Meaning  
Draw Analytic Conclusions  
Overcome Obstacles  
Persuade  
Reflect Critically on Learning

Instilled Citizenship Values  
Civic Activities / Organizations  
Community & Public Issues  
Community Service  
Democratic Systems & Values  
Express Empathy / Compassion  
Social Responsibility

### **III. Success Skills & Depth of Knowledge**

Cognitive Demand  
Comprehending / Understanding  
Applying  
Analyzing  
Creating

Social & Emotional Skills  
Self-awareness  
Self-management  
Group-awareness  
Group-management

Learning Styles / Intelligences  
Interpersonal / Social  
Intrapersonal / Introspective  
Musical / Rhythmic  
Visual / Spatial

Assessment Structures / Resources  
Checklists  
Graphic Organizers  
Interviews / Conferences  
Portfolios  
Rubrics

### **IV. CTEs & Disciplines**

Career & Technical  
Arts & Entertainment  
Education  
Human Services  
Non-profits & Associations

Arts  
Art Studies  
Dance Studies  
Music Studies  
Theatre Studies

Business  
Human Resources Management

Communication / Media  
Mass Media

History  
Local History  
National History  
World History

Humanities  
Cultural Studies

Information Technology  
Multimedia

Social Sciences  
Economics  
Human Geography



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