**STEAM Academy Community Project Outline**

**The Purpose:** Students will apply the skills and knowledge they have acquired by engaging with their community to make it a better place. Students will generate new insights and develop deeper understandings of the world in which they live through an in-depth investigation and communicate their findings to peers. All projects must impact at least fifteen people of the targeted group.

**Project Types:**

* Direct: interactions with people and/or environment.
  + Direct action (i.e. volunteer, start an organization)
* Indirect: actions benefit without direct involvement.
  + Donating (i.e. fundraisers, donation boxes)
* Advocacy: promote a cause or concern.
  + Performance art (i.e. dance, music, acting)
  + Visual art (i.e. sculpture, mural, portraits, PSA)
  + Multimedia Piece (i.e. PSA, music, video, animated movie)
* Research: use information to influence policy or change.
  + Scientific/technology innovation (design and create a model to solve a problem)

**Process Journal:** As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every student must keep their own journal and it must be used every Friday.

What is included in the process journal?

* Reflections of your understanding of the topic
* Reflections of your understanding of the global context through with you will work with the topic (connecting your topic/project to the global context)
* Reflections of your understanding of your ATL skills
* Drawings, diagrams, doodles, clippings, pictures
* Meeting notes: intentions, next steps, accomplishments, brainstorming, discussions, arguments (keep it civil!), reflections on your personal growth through these meetings
* Record of sources/notes from research
* Planning information: materials, contact names and numbers, dates, times, locations of meetings and events
* Musings on all of the above (the more humorous the better!)

How can you keep your process journal?

* personal notebook/scrapbook
* video
* audio recordings
* OneDrive, word, blog, other online record keeper

**Understanding Global Contexts:** Whichever topic you choose, you must also choose a Global Context through which to understand it. Global Contexts give background (explain the situation, people the topic impacts) to the topic.

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| **Identities and Relationships**  (psychology, sociology, theology, cultural anthropology)  **Explore:** identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human | **TOPIC EXAMPLES**  - #BlackLivesMatter movement  - cyberbullying  - keeping traditions alive  - gun culture/violence in communities  - rape culture  - benefits of exercise  - lifestyle choices |
| **Orientation in Space and Time**  (history, cultural anthropology, archaeology)  **Explore:** personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives | **TOPIC EXAMPLES**  - immigration patterns  - imperialist strategies  - impact of scientific discoveries  - one family’s journey during the Great Migration  - Syrian refugee crisis  - oral history traditions |
| **Personal and Cultural Expression**  (art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology)  **Explore:** the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of ‘beauty’ | **TOPIC EXAMPLES**  - visual art  - architecture  - performance art (dance, music)  - multimedia  - games  - fashion |
| **Scientific and Technical Innovation**  (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy)  **Explore:** the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and innovation; how humans use their understanding of the natural world | **TOPIC EXAMPLES**  - materials for bicycles  - simple machines in daily life  - genetic engineering  - industrialization  - climate change  - renewable fuels  - city planning  - using math to solve crimes (data/profiling)  - light and sound energy  - space travel/exploration |
| **Globalization and Sustainability**  (politics, environmental conservation, economics, foreign relations)  **Explore:** interconnectedness of human-made systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities | **TOPIC EXAMPLES**  - impact of climate change on developing countries  - Greek austerity measures  - education policies around the world  - NAFTA  - Opening relations with Cuba  - Joint Comprehensive Plan of Action with Iran |
| **Fairness and Development**  (counseling, law, politics, economics, education, environmental science)  **Explore:** rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution | **TOPIC EXAMPLES**  - fair trade  - open-market economies  - economic regulation  - white flight  - capitalism/socialism  - free college tuition  - ghettos  - public v. private schools  - river contamination |

**Timeline:**

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| --- | --- | --- | --- | --- |
| Investigating | Planning | Taking Action | Final Reflection Paper | Presentation |
| **September** | **Oct. – Dec.** | **Jan. – Feb.** | **March - April** | **May** |
| **INVESTIGATING**  -Define a goal to address the need with the local or global community  -Initial research (select relevant sources)  -Record information and developments in process journal | **PLANNING**  -Develop a proposal for action  -Continue research (select, evaluate and record information)  -Prepare for “taking action”  -Record information and reflections in process journal | **TAKING ACTION**  -Carry out the action plan  -Record information and reflection in process journal | **FINAL REFLECTION PAPER**  -Type your Final Reflection Paper    -Evaluate the quality of the action taken compared to the plan  -Reflect on your understanding of your topic through the Global Context you chose    -Select the extracts from the process journal to include in final paper  -Complete the bibliography | **PRESENTATION**  You will be given a time to present your project and Final Reflection Paper for scoring. |

**YOUR INFO**

**Topic**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Team Members and Email/Phone Contacts**

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**How are you keeping your Process Journal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**