

Stonewall Collegiate Launch Program Course Outline

Teachers: Mr. Mooney & Miss Sturgeon

Days and times: Blocks 4 & 5 every day for the entire year

Mission:

Provide rich educational experiences for all students that actively explore real-world problems and challenges and acquire a deeper knowledge.

Vision:

Students will take ownership of the learning process by utilizing student driven interest to design authentic projects that, not only engage students with curriculum, but build student resiliency and fosters 21st century skills.

COURSE DESCRIPTION:

Launch is an interdisciplinary, project-based learning environment where students earn 4 credits while pursuing an individualized area of interest. The program takes place for two periods for the entire year and incorporates the following credits: English 20F, Essentials Mathematics 20S, LifeWorks Planning 20S, and one based upon student project design - whether that interest lies within mechanics, medicine or music etc.

Launch follows the Big Picture Learning Network's "One Student at a Time" philosophy based on the premise that students learn best when they are doing something they passionate about, in the real world, and actively participate in their own education. Launch combines challenging academic work and real-world learning and internships.

Students work on inquiry-based research projects throughout the year that they present to their parents and communities. They select their projects based on their own interests and conduct research through workshops, independent study, field trips, informational interviews, and their internship experiences.

LEARNING GOALS:

Empirical Reasoning - This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses

Quantitative Reasoning - This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, the properties of shapes, and to study how things change over time.

Communication - This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, and to use technology and artistic expression to communicate.

Social Reasoning - This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

Personal Qualities - This goal is to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

COURSE SCHEDULE/TIMELINES:

Semester 1

Sept. 4th to September 20th – Information and intake process

Week 1 (Sept. 23-27) – Mini projects/purposeful play

Week 2 (Sept. 30 – Oct. 3) – Homeless project start up/ Blog and technology set up

Week 3 to week 7 – Homeless projects

Week 8 (Nov. 12-15) – Homeless projects

Week 9 (Nov. 18-22) – research process on 1st internship placement

Week 10 (Nov. 25-29) – INTERNSHIP WEEK #1

Week 11 (Dec. 2-6) – research week

Week 12 (Dec. 9-13) – reflection pieces

Week 13 (Dec. 16-20) – Team building and research week

****Xmas Break****

Week 14 and 15 (Jan. 6-17) – Proof of concept

Week 16 (Jan. 20-24) – Assessment week (reflection on proof of concept)

****Exam week Jan.27-31****

Semester 2

Week 1 to Week 6 – Work on individual big project and find internship placement relating to project

Week 7 (Mar. 16-20) – INTERNSHIP WEEK #2

Week 8 to 15 – Continue working on individual big project

Week 16 (May 25-29) – Presentations of projects to classmates

Week 17 (June 1-5) – Presentations of projects to community

BEHAVIOURAL EXPECTATIONS:

- Students challenge themselves
- Curious
- Motivated
- Independent
- Organized
- Creative
- Accountable
- Responsibility
- Respect
- Collaborate with others
- Willing to take risks with their learning

- Maintain focus

INSTRUCTIONAL METHODS:

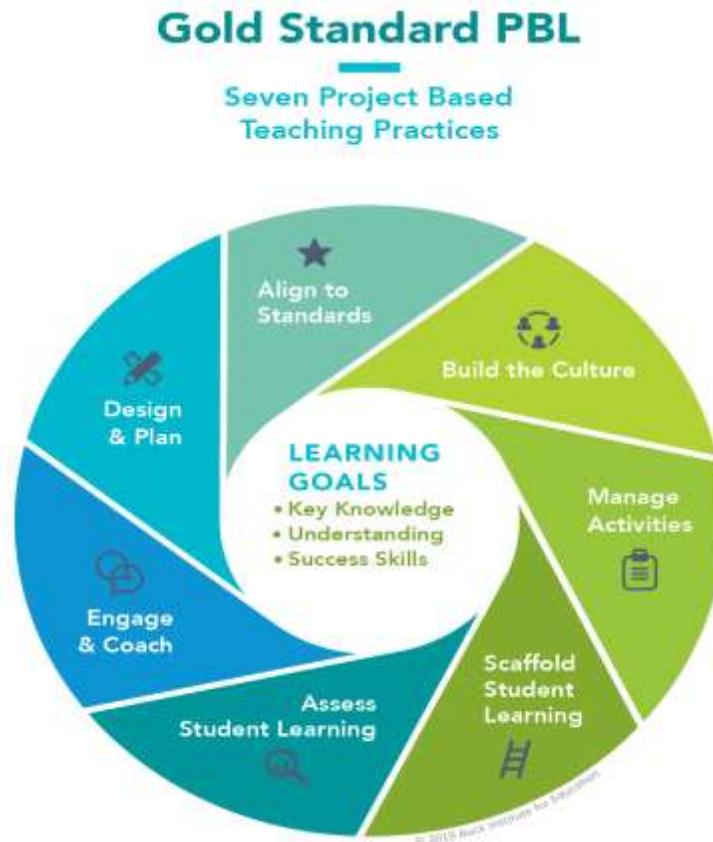
Students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

All projects will align with curriculum standards.

Students will be expected give presentations of a regular basis to develop and enhance communication skills.

Students are expected to explore in meaningful feedback for themselves and their peers.

Launch will follow the PBL Gold Standard, which is comprehensive, research-informed model for PBL to help teachers, schools, and organizations measure, calibrate, and improve their practice. In Gold Standard PBL, projects are focused on students' acquiring key knowledge, understanding, and success skills.



ASSESSMENT AND EVALUATION:

Because the Launch Project focuses on developing independent lifelong learners there will be a major focus on peer and self reflection/assessment. Student are expected to think critically and creatively about their own learning and supporting the learning needs of the classroom team.

Student assessment is ultimately the role of the teacher and the final grade will be determined through means of teacher student interviews, yes/no deliverable deadline data, evaluating the quality of work submissions, and feedback from community placements. Final grades will be determined by mastery of skills and concepts, rather than an average of grade, therefore there will be a major emphasis on the final project/student exhibition.