

ROOSEVELT HIGH SCHOOL

Enter to Learn, Leave to Serve



Welcome to the REFLECTIVE PROJECT: Fall 2019-20 RHS IBCP

Facilitator/Instructor: Kari Anderson Slade, Hour 5, Room 369

I am excited to have you in class, and be a support person for your Senior Reflective Project. A main goal in this course is to have it be an experience you enjoy, that challenges you and helps you grow in many ways, and that it allows you to build confidence in skills for college and better understand a career area of interest!

What are you most intellectually curious about?

What do you see in your world that makes you question right & wrong or pushes your moral boundaries?

What do you wonder about how issues are handled in your future career area? How do these people handle...?

The reflective project is a chance to dive into the answers to the questions above, build on your research & critical thinking skills, look at an ethical issue from multiple perspectives, learn how your ideas compare with local & global perspectives + produce a unique body of work that will prepare you for college & career!

The Reflective Project, or RP, is an in-depth body of work produced over an extended period and submitted toward the end of the course. It is a product of your own initiative and should reflect your experience of the IBCP. Designed to draw together key elements of the IBCP program, in particular your career-related studies, you will identify an issue of interest you would like to explore in greater depth. You will identify an ethical dilemma associated with the issue and then undertake research on the ethical dilemma, including consultation with the local community. **It is the ethical dimension of the issue, and not the issue itself, which is the focus of the RP.** The end product highlights the thinking skills & communication skills developed during the IBCP Capstone course including looking at multiple sides of an issue and then developing a well-reasoned argument based on appropriate supporting evidence.

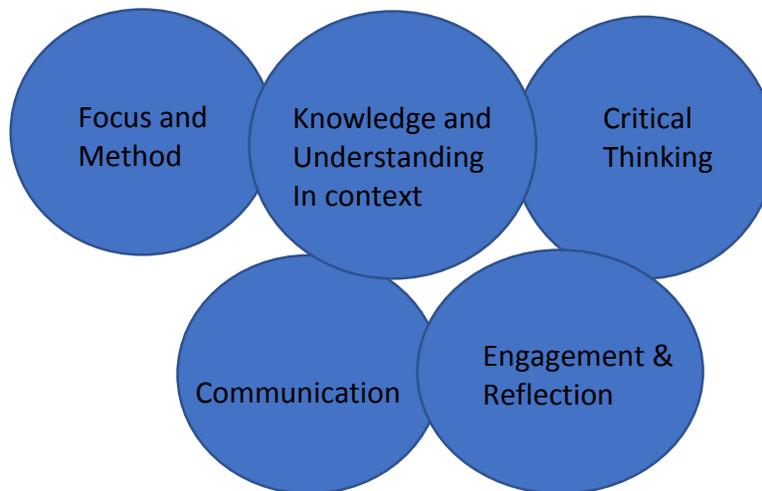
While many students will choose Option 1, a formal essay (1500 or 3000 words in length), Option 2 is also available and includes: a 1500-word essay + a website or web page, a Power Point presentation, a dialogue, a short play, a short film, a storyboard or a series of photographs. Whatever the nature of your project, the work must be presented in a format that can be electronically sent to, or accessed by, the IB for evaluation.

Aims of the RP: Why are we doing this?

- Produce an extended piece of work – this is a college level essay and then some!
- Engage in personal inquiry, action & reflection on a specific ethical issue
- Develop research & communication skills
- Develop the skills of critical & creative thinking

Teacher's role with the RP: It is my responsibility as your instructor, and the school's responsibility, to ensure that each of you engaged in the RP receives direct supervision + appropriate guidance to confirm the authenticity and quality of the work submitted. My job is to provide you with advice, guidance, support + encouragement, discuss the choice of topic with you, read and comment on the first draft only of the project, and monitor the progress of the project to ensure the project is going well and is your own work.

Areas of emphasis & evaluation for the Reflective Project are:



Throughout the semester we will:

- Learn about ethics & ethical dilemmas
- Examine our own sense of ethics & compare/contrast these to professional ethics
- Learn research techniques and source citation
- Review academic honesty to assure your RP is uniquely your own work
- Identify a topic or issue of your choice
- Create a plan for your reflective project
- Meet to check in on progress with instructor and peers
- Read articles, academic journals and other sources to gain knowledge
- Learn how to organize research findings and synthesize information
- Create an interview + conduct it with a community expert
- Reflect on the process 3 times during the journey
- Re-evaluate and re-write
- Submit a final reflective project
- Present your RP to your peers and an invited audience!

Attendance: Most of our work is done in class. If you miss class you are missing out on excitement ☺ and valuable information. Daily attendance is crucial. Focus on being here and being on time and prepared every day. ***Being prepared includes: having a pencil/pen, notebook, and folder in your possession for every class.*** Class is an experience; don't miss out.

Tardies: If you arrive late to class, no matter the time after the bell, you will be marked tardy for that class day. If you arrive late or are absent from class 3 days in 1 week, you will be placed on the **NO PASS LIST** for the hour you have Health class for the next week. If you show that you can make it to class on time the next week, you'll be taken off the No Pass List.

Passes: There 2 different types of passes. **Laminated Gold Passes:** for bathroom & water breaks. **Pink Passes:** for all other destinations. **ONLY 2 STUDENTS ARE ALLOWED A PASS AT ONE TIME.** If you want to use a pass you'll need to do 2 things. (As long as you are not on No Pass List)

1. Hand Mr. Seubert your phone before leaving the classroom. Hallways are a "No Phone Zone" during instruction/class time.
2. Sign out on the form posted by the classroom door with your name, hour of class, and the time. You will need to sign back in when you come back to class.

Electronic Devices/Phone Policy: The Health classroom is a **RED ZONE** unless stated otherwise. A **RED ZONE** means that phones and other electronic devices are not permitted in class. All of these devices should be out of sight (in a pocket or bag). There will be some instances where I tell the class we are in a **YELLOW ZONE**. A **YELLOW ZONE** means that you can use your phone for academic purposes. If a student abuses the phone policy there will be no warnings. Mr. Seubert will be forced to call a dean, and your phone will be confiscated. Dean will bring your phone to front desk of school, where you can pick up at the end of the day.

Ethical Practice- Academic Honesty Policy

Students engaged in academic dishonesty will be penalized on the assignment, may be given the opportunity to resubmit the assignment for credit, and they will be reported to their dean for disciplinary action and Administration if applicable (including but not limited to: cheating on assignments or tests, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers or creative work for more than one course without consent of all instructors concerned).

In our class, you are required to use APA citation style. Passages that are quoted verbatim must be enclosed within quotation marks and the author must be acknowledged. Electronic media (websites, etc.) must be treated the same way as books and journals, and the sources of all photographs, maps, illustrations, etc. must also be acknowledged if not your own work.

Grades/Evaluation: Grades will be determined by the percentage of total points you earn in class. You can earn points through daily assignments, note taking, tests, quizzes, participation, group projects, debates, and homework. We will be using a new grading scale this year at Roosevelt & in Health class: the 8-Point Grade Scale.

8- Point Grade Scale (Work that is graded for accuracy)

7-8 = Work is consistently Extended & Innovative
5-6 = Work is consistently Accurate & Proficient
3-4 = Work mostly is Adequate & Inconsistent
1-2 = Work is Developing, Limited & Partial
0 = Work is Incomplete, Unacceptable,
Inaccurate & Insufficient Evidence

Homework Checks- 2- Point Scale

(Based on completion/practice, not accuracy)

2 = Complete
1 = Partially Complete
0 = Not Turned In or Incomplete

A	=	>80%
A-	=	74% – 79%
B+	=	68% – 73%
B	=	62% – 67%
B-	=	56% – 61%
C+	=	50% – 55%
C	=	44% – 49%
C-	=	38% – 43%
D+	=	32% – 37%
D	=	26% – 31%
D-	=	20% – 25%
F	=	0%

Grade Categories:

Summative Assessments 80% (Deadlines for sections of paper and 2 drafts)
Formative Assessments 20%
(Includes all smaller assignments to build towards the RP)

Make-Up Work: You will be able to get make-up work if you see me before or after school. You can also access everything from class on our Google Classroom site. **It is your responsibility to collect make-up work. I am here to support you, but not do things for you if absent.** I realize that absences, and life happen. So speak up about needing what you missed, and we will make it happen together.

Homework Policy: Full credit will be awarded to those who complete their homework on time. If you don't hand in homework on time, you have until the end of the unit to get it turned in. You can only earn a B (5 or 6) on that given assignment.

R-E-S-P-E-C-T: Respect is the key to a great classroom. You will see quickly that as a teacher I treat students with respect and recognize the individuality and gifts you bring to the classroom. Plan to show respect to yourself, your peers, and the teacher. Respect is a two-way street. If you choose to do things that disrupt the level of respect in our classroom, there will be consequences.

Grading and evaluation of your progress and the RP:

There will be graded assignments throughout the semester, based on our RP timeline sheet and your individual plan. There will be many opportunities for reflection and improvement, but also a timeline to allow you to stay on track and finish your first draft of the RP by the end of Q1 and the second draft of the RP by the end of Quarter 2.

Categories of assignments are as follows:

1. Daily work, participation & background knowledge for RP (handouts, discussions, partner work, etc.)
2. Major milestones in the research process (determining an ethical dilemma, number of sources gathered & notated, interview written and completed, outline, RPPF, etc.)
3. Check ins with instructor (3 one on ones during the semester) & Peer Editing

4. Draft 1 and Draft 2 + Presentation- First draft due end of Q1, second draft due end of Q2 and presentations will happen at beginning of semester 2.

The final submitted Reflective Project will be graded based on IBCP criteria, of which you will have your own copy. I also encourage you to set your own standards for the work that you are doing, and assure that you truly learn & grow from this project in a way that is fulfilling outside of the marks that you earn!

The goal is to learn and work hard as we go to have all elements of the Reflective Project completed by the end of Semester 1 so you are ready to submit & present! We will build our way to RP Success!

Please share this syllabus with a parent/guardian & talk with them about the Reflective Project you will be completing this semester! It is a big academic deal and it helps to have support at home, and an awareness of what you will be working on.

Parent/Guardian Signature: _____

Date: _____

Note to parents/guardians: Thank you for the support you provide for your student! We could not do this without you- please feel free to keep in touch throughout the semester and year! I am thrilled to have your student in class and in the IBCP Program at RHS! I hope you can come in for the final presentations that will happen at the beginning of semester 2 to see the impressive, challenging and creative work your student has done!

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