

# ROOSEVELT HIGH SCHOOL

*Enter to Learn, Leave to Serve*



## Welcome to your Reflective Project Seniors! Fall 2021-22 RHS IBCP

Facilitator/Teacher: Kari Anderson Slade, RHS Health Careers Coordinator & Health Teacher

Days/Times of class: Mondays, Tuesdays and Fridays 10:00-10:50 a.m., and has Wednesday block from 9:45- 11:15 a.m.

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### About the Reflective Project Course:

I am excited to have you in class, and be a support person for your Senior Reflective Project. One goal of 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 RP is a chance to find the answers to the questions above, build on your research and critical thinking skills, look at an ethical issue from multiple perspectives, learn how your ideas compare to local and global perspectives and produce a unique body of work that will prepare you for college & career! You can do this!**

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 curiosity & initiative and should reflect your experience in the IBCP. It draws together key elements of the IBCP program, in particular your career-related studies.

### Steps in finding your Reflective Project topic

- 1) Identify an issue of interest that you would like to explore in greater depth that arises from your career studies.
- 2) Explore ethical dilemmas associated with the issue and then conduct research on an 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.**
- 3) Write your paper and choose from other creative options to highlight the thinking skills and communication skills you 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.

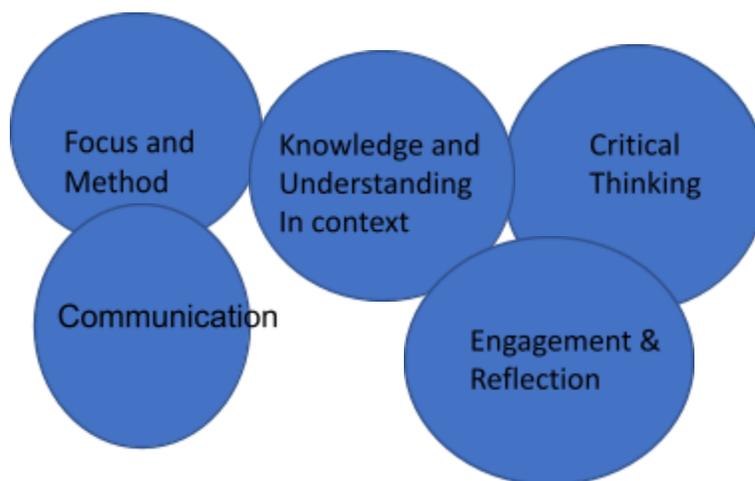
**What are your options for the RP Format? Choose your path as part of your RP Journey (For IBCP Certificate students, you will choose from the following two options, Medallion does the 1500 word essay.)**

**Option 1:** a formal essay (3000 words in length)

**Option 2:** a 1500-word essay + a website or web page, a PowerPoint presentation, a dialogue, a short play, a short film, a storyboard or a series of photographs. Whatever the nature of the project, the work must be presented in a format that can be electronically sent to, or accessed by, the IB for moderation purposes.

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

**Areas of Scoring for the Reflective Project are:**



**Why RP? What will I gain from this class & project?**

- Learn about ethics & ethical dilemmas
- Examine your own sense of ethics & compare/contrast these to professional ethics
- Learn research techniques and source citation
- Research and write an RP that is uniquely your own
- Identify a topic or issue of your choice and create a plan
- 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 and conduct it with a community expert
- How to reflect on the process and your own learning
- Re-evaluate and rewrite and eventually submit a final reflective project
- Develop skills of critical and creative thinking
- Present your RP to your peers and an invited audience!

### 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 the first draft of your RP by the end of Semester 1.

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. Final Product & Presentation- will be due at the end of Semester 1

Grade for Quarter 1 will be largely based upon items 1-3. Grades for Quarter 2 will include items 1-4. 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 and grow from this project in a way that is fulfilling outside of the marks that you earn!

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

7-8 = A = Work consistently is Extended & Innovative

6 = A- = Work consistently is Extended & Innovative

5 = B = Work consistently is Accurate & Proficient

4 = C = Work mostly is Adequate & Inconsistent

2-3 = D = Work is Developing, Limited & Partial

0-1 = F = Work is Incomplete, Unacceptable, Inaccurate or has Insufficient Evidence

A	>	86%
A-	=	75 – 86%
B+	=	71 – 74%
B	=	66 – 70%
B-	=	63 – 65%
C+	=	59 – 62%
C	=	54 – 58%
C-	=	50 – 53%
D+	=	44 – 49%
D	=	31 – 43%
D-	=	25 – 30%
F	<	25%

#### Grade Categories:

*Formative Assessments*

20%

(Homework checks and daily work on RP and related activities)

*Summative Assessments*

80%

(Major milestones or deadlines to meet with your RP)

#### Inclusion Practices

Students enter RP class with many different life experiences, learning styles and at many different points in their journey of learning about Health. Strategies will be used to help all students succeed, no matter their starting point or needs. All IEPs and 504 plans will be followed. All 8-point assessments will have accommodations and/or modifications for students that need them. Your success and support is a team effort, and an important part of my job as a teacher!

**Attendance, tardy policy and passes:** Be here on time, ready to dig into your RP work, connect with peers, explore questions on your ethical dilemma, learn new information, and much more each day we have class - you are an important part of our community + having a class for RP to get done is a bonus! If you do come late without a pass, it will be counted as a tardy and the RHS Tardy Policy will be followed. If you need to leave class to take a bathroom break, or for another reason, you will be issued a pink pass and have up to 10 minutes to take care of business and then rejoin the class. Let me know if there is some circumstance that has you needing more than 10 minutes and we will work it out.

**As you come back for your final year at RHS, how are we handling cell phones?**

Cell phone policy: Cell phones and electronic devices must be out of sight in the classroom or instructional spaces during any scheduled classes, **unless specifically being instructed to use it for an instructional activity.** Students may be on phones during passing time and lunch.

If a student is using their cell phone during instructional time, and is not compliant with you asking them to put it away immediately, please call the front desk and ask for someone to come for a cell phone. If a hall staff is called, the phone will be removed from the student. If there is an issue, the hall staff will call the next level of support.

**1st Occurrence:** Device will be confiscated and turned into appropriate grade level Dean. The device will be returned to the student at the end of the day.

• **2nd Occurrence:** Device will be confiscated and turned into appropriate grade level Dean. The device will be returned to the student at the end of the day.

• **3rd Occurrence and ongoing:** Device will be confiscated by the staff member, labeled and given to the appropriate grade level Dean. A Parent/Guardian must come pick up the device from school at the end of the school day.

Technology Use Guidelines & Procedures if we transition to online learning:

<p><b>Expectations for Students Use of Google Meet:</b></p> <ul style="list-style-type: none"> <li>• Intended for educational use only</li> <li>• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)</li> <li>• Wear school appropriate clothing</li> <li>• Use school appropriate language</li> <li>• Mute microphone when not speaking</li> <li>• Use chat for learning specific questions and comments only</li> <li>• Turn on audio, however live video is optional</li> </ul>	<p><b>Virtual Classroom Manners:</b></p> <ul style="list-style-type: none"> <li>• Students should use their real names.</li> <li>• Please address the teacher and other virtual school students in a respectful manner, even when disagreeing.</li> <li>• When chatting, avoid using all uppercase letters; this is considered the equivalent of shouting.</li> <li>• Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning.</li> <li>• Clear the room of playful pets or noisy siblings.</li> </ul>	<p><b>It's important that you are prepared before class!</b></p> <ul style="list-style-type: none"> <li>• Make sure you download any necessary software and connect and test devices like microphones or video cameras before the lesson begins.</li> <li>• Please exit other applications on your computer prior to launching the classroom software.</li> </ul>	<p><b>While in a virtual Class</b></p> <ul style="list-style-type: none"> <li>• Focus on the classroom conversation and activities.</li> <li>• Take notes on the information presented.</li> <li>• Ask relevant questions to clarify the material covered or assignments given.</li> <li>• Not join sideline chats with classmates when the teacher is speaking.</li> </ul>	<p><b>Assume good intentions with your fellow students if you engage in discussion posts</b></p> <ul style="list-style-type: none"> <li>• Without seeing their facial expressions, other people may not know when they are kidding or being sarcastic.</li> <li>• Please reread your own messages for friendliness and respect before sending.</li> <li>• What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Minimize background noise by turning off the TV and radio.</li> <li>• Turn off cell phones. (No multitasking during class!)</li> </ul>			
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***The goal of your RP journey is to learn and work hard as we go to have all parts 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 together!***

**First homework assignment:**

Please share this syllabus with a parent/caregiver and 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/Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Questions you have for me about this class, IBCP, anything else? This is a space for parents/caregivers or students to write in:

As a parent/caregiver, what would you like me to know about your amazing student? What are your hopes for their Senior year that will help me fully support them?

***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!***

***Kari Anderson Slade  
Health Careers Coordinator & Medical Careers and Health Teacher at RHS  
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