KCIA Duwamish River Project

Interdisciplinary unit logistics outline

1. Kickoff
   1. We introduced this project with a “kickoff” presentation in which industry professionals gave a short presentation introducing the worksite and the challenge to assembled students.
   2. We then took students on a field trip to see the site they were creating the proposal for.
   3. After the field trip students filled out a google form requesting one partner they wanted to work with. Students remained with 2 of the teachers doing team building activities and reflecting on their learning, generating ideas for solutions, etc. Meanwhile, the 2 other teachers created teams by grouping student pair choices to create groups of 4.
   4. We then announced teams and students had time to establish team communication platforms and determine team roles (project manager, technical writer, experimental lead and CAD designer.) Teacher point assignments: Social Studies- project managers, English Language Arts- technical writers, Science- experimental leads, Math- CAD designers.
2. Student Supports
   1. Students were provided with the Scope of Work document, adapted from a typical score of work published by our industry partner. Teachers provided an annotated copy to students to help them navigate document and understand requirements.
   2. Student team work time was established two days a week in which students were able to work with their group members. We divided groups among the grade level lead teachers and allowed students to check in with key teachers as needed. Core class content from grade level leads was suspended and students were able to skip team time class periods if they had a non-core teacher class they needed to attend (ex. world Language)
   3. Project Managers acted as the key check in for overall group progress as well as resolving intergroup conflicts. Project managers also established each groups schedule and deadlines for different components.
   4. To support students with final product requirements, teachers provided a table of contents for student reports as well as assistance in design considerations for both the report and the presentation slides.
   5. For the assessment, we used adapted evaluation criteria provided by our industry partner.
   6. To support students in developing community engagement plans, we invited a local community coalition already advocating concerns related to our industry partner to present their concerns as well as requests to our students.
   7. Core class content on non-team time days was (as much as possible) dedicated to advancing skills, competency and knowledge that would aid students in being successful in the project.