

PandeMaths
P-1 and P-3
(Rubric)

Middle: Some knowledge of focal area

Student Project Samples:

The Pandemic's Impact on Anime Consumption

<https://youtu.be/STBqTp2rdH0>

Casetastrophe

<https://docs.google.com/presentation/d/18Lhll1VpxHTfHF2gEIFLi2M54udJ59i4DlrrHfJPPjo/edit?usp=sharing>

Investigate and explain The Coronavirus Pandemic through the lens of mathematics, human narratives, art (graphics), and technology.

The student must consider investigating a specific aspect of The Pandemic; propose a topic; and develop and explain the topic via an audio, video, or written medium.

Narratives must be used to develop the topic and to document the lives of actual human beings that have suffered during the Pandemic.

Math must be used to investigate, to develop and to explain the particular aspect of The Pandemic that the student is investigating.

Technology must be used to investigate the topic and to collaborate with co-collaborators. A technological medium must be used to present your project and its findings.

PandeMaths Parts:

- Project introduction (informal) - Nearpod Video (Day 1). (2/17/2021)
- Project proposal, topic, and initial summary (Day 14) (Verbal - 1 presenter) 3/10/2021. (1- Grade)
- A formal summary with specific project components explained (Written and audio presentation) 3/18/2021 (All Collaborators) (2 - Grades).
- Final project presentations and uploads (3/24/2021) (4 - Grades).

Rubric: Project Proposal

3/10/2021

Did students' Pandemic idea reflect an aspect of the Pandemic where people have suffered and where math can be applied?	Did students develop and decide on an appropriate title that adequately reflects the project?	Did students informally present their project idea in a manner that was clear, concise, and convincing
4 Students' ideas perfectly reflected an aspect of the Pandemic where people have suffered and where math can be applied.	4 The students' title fully reflected the idea being conveyed in the project.	4 The students presented their project idea in a manner that was clear, concise, and convincing.
3 The students' ideas partially reflected an aspect of the Pandemic where people have suffered and where math can be applied.	3 The students' title partially reflected the idea being conveyed in the project.	3 The students partially presented their project idea in a manner that was clear, concise, and convincing.
2 Students' ideas nominally reflected an aspect of the Pandemic where people have suffered and where math can be applied.	2 The students' title nominally reflected the idea being conveyed in the project.	2 The students nominally presented their project idea in a manner that was clear, concise, and convincing.

- A formal summary with specific project components explained (Written and audio presentation)
- Students will have 6 minutes per group
- Each member must participate in the presentation

Rubric: Project Summary (Formal) and Project Presentation

3/18/2021

<p>The student incorporated at least three relevant math components; at least three human components; and at least three technology related components.</p>	<p>The components of the project have been combined in a manner that is evidently organic.</p>	<p>The student used strategies to ensure that the project was both engaging and compelling.</p>	<p>The student chose a medium that was favorable to her project presentation. The student presented the project in a manner that was convincing, thoughtful, and professionally executed.</p>
<p>10. The student incorporated three math components; three human components; and three technology related components.</p>	<p>10. The student thoughtfully aligned the different components of the project. The human narrative, the mathematics application, and the technology are seamlessly connected.</p>	<p>10. The student created the math components so that they would be easily understood by a “non math” person without compromising the mathematical idea. The student strategically used visual aids to communicate the ideas in her project. The student created opportunities for audience input and interaction.</p>	<p>10. The medium and the forum that the student chose to display her project enhanced the project. The project presentation was dynamic, the audience was engaged, and the conclusions and suggestions were supported by fact based research.</p>

		The student strategically placed the human stories.	
6. The student incorporated two math components; two human components; and two technology related components.	6. The student partially aligned the different components of the project. The human narrative, the mathematics application, and the technology were partially connected.	6. The math components were not easily understood by a “non math” person. The student partially used visual aids to communicate the ideas in her project. The student partially created opportunities for audience input and interaction. The student did not strategically place the human stories.	6. The medium and forum partially enhanced the execution and delivery of the presentation. The project was partially dynamic and the audience was partially engaged. The conclusions and suggestions were partially based on fact based research.
3 The student incorporated one math components; one human components; and one technology related components.	3. The student did not effectively align the components of the project. The human narrative, the mathematics application, and the technology were nominally connected.	3. The student did not create the math components so that they would be easily understood by a “non math” person without compromising the mathematical idea. The student did not effectively use visual aids to communicate the ideas in her	3.The medium and forum nominally enhanced the execution and delivery of the presentation. The project was nominally dynamic and the audience was nominally engaged. The conclusions and suggestions were not entirely based

		project. The student did not create sufficient opportunities for audience input and participation. The student did not strategically place the human stories.	on fact based research.
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