**PROJECT PLANNER**

**Project Name: Dream Colleges Teacher(s) Jenny Hoy**

**School Swope MS GT Magnet Grade (s) 8th Grade**

**This document was created to assist in the project planning process and to help incorporate the essential elements of PBL into the design process. It will also help you manage the project. The common format will allow us to share project ideas within our program and increase the projects available to all of us.**

**Each of the “boxes” is a table and will expand as you type to allow as much space as you need. Please answer the questions for each area in the box provided. The questions tie directly to the Project Design Rubric to see how your project incorporates “Best Practices” of PBL. Every project is a work in progress and the questions will help identify to what extent we are meeting the best practices in each area of PBL. With each box are recommendations utilizing resources each team was given: PBL Starter Kit-Middle School (MS), PBL in the Elementary Grades (ES) and PBL for 21st Century Success (21st). If you find other sections in the book or other resources please share with us and we will pass them on.**

**PROJECT IDEA**

**(MS pgs. 30-43; ES pgs.20-36)**

* What are your students going to do?
* Why are they doing it (what problem does it solve or what is the real world application)?
* What significant content areas will be incorporated and the general topics (not standards)?

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| * Students will research a national college—entrance requirements, student life, university history and traditions, academic reputation, costs, etc. They will write a research paper on this. They will then take this information, look at what they’ve accomplished in the magnet program and project and plan what they need to accomplish during their high school careers to potentially be accepted at this ‘dream college’ four years from now. Students will then create a presentation about their future academic plans couched in their accomplishments here at the magnet and with an eye towards what they need to accomplish over the next four years. This will be a presentation with parents present, however the authentic audience will be high school principals, counselors, teachers, and student leaders (student body presidents, representatives, etc.) Unbeknownst to the students, we also treat this evening event as a ‘graduation’ from the magnet with special gifts and certificates along with a sense of celebration. * Students will ‘apply’ to the college of their choice. Only one student will be allowed to research any given university and no Nevada schools will be considered (this is a research project and most students have significant knowledge already about these schools and culture; also this is an opportunity for students to imagine and dream beyond the expected. Additionally, if a student meets/exceeds the entrance requirements for the nation’s top universities, they will be eligible for more ‘automatic’ Nevada scholarships and merit awards than if they didn’t push themselves to these higher expectations * As the college acceptance process becomes more and more competitive, it is a good idea for students to have specific details about what they need to do both academically, athletically, and socially. For instance, it is always good to know if a particular college requires a specific class or sequence such as three years of a foreign language as a freshman, so a student doesn’t get to their senior year and find out they can’t apply to their dream school because they only took two years of a foreign language. This project will also allow students to see what an average successful applicant needs—Service clubs? Varsity sports? Academic competitions? Student Government? This way the student can make sure to run for student council and try out for the volleyball team, etc. (not that college acceptance is the only reason to do these things, but it might help guide a student’s choice instead of doing ‘whatever,’ or somehow just never getting around to doing things. * This is an ELA project—research, non-fiction reading, academic writing, speaking and listening * In many respects, this project is a capstone-like project, so much of the skills will have already been taught in other projects and this is their last event/project in the magnet. |

**DRIVING QUESTION**

**(MS pgs. 40-43; ES pgs. 37-43)**

* What is your driving question?
* Is your question open-ended, allowing students to develop more than one reasonable, complex answer?
* Is it too big (requiring students to learn more knowledge than they can in a reasonable amount of time or too explicit, telling students too many details about the project and products?
* How does it inspire or engage students?

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| **What do I need to accomplish in high school to know that I will be competitive in the college selection process at the dream college of my choice?**  **Sub-questions: How has my time here in the magnet put me in a place to start to make this dream a reality? What changes do I need to make in my activites, work ethic, grades, etc. to make this dream a reality?** |

**TEACHING AND LEARNING GUIDE**

**(MS pgs. 45-49, 56-62, 66-72; ES pgs. 33-36, 48-58, 63-67)**

The Teaching and Learning Guide is a valuable planning tool to help break down the knowledge and skills students need to produce the product(s) and their presentation of what they have learned. In the table below, list each of the major products students will produce and have assessed. This will help identify the standards you are actually assessing. You may want to start with the end products first and work your way backwards to identify the pieces students will produce that allow them to accomplish the end product(s) and presentation. Or you can start with the smaller pieces that will build up to the culminating project and presentation of learning. Just number each major product and provide the details asked for in the categories to the right. You don’t have to fill in all the rows provided for each section, you can add or delete rows as needed for each project. You can also add more sections based on the amount of products and standards you are assessing.

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| **LIST Major Product(s) and Presentation**  **( Identify if they are Group (G) or Individual?(I))** | **Standards Directly Taught or Learned Through Inquiry and Assessed in the PBL** | Knowledge and/or Skills Needed by Students (to successfully complete major products and presentations) | Already Have Learned (AL)  Taught During Project (TDP) | Strategy/Lesson/Scaffolding | Evidence of success-Describe Formative or Summative Assessment | Name of attached rubric  (if applicable) |
| Individual | W.7.7:  Conduct research projects | How to determine fact credibility | AL/TDP | Research graphic organizer | Research notes-Formative |  |
| Importance of information |  |  | Research process-Formative |  |
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| Individual | W.8.8: Gather relevant information from multiple print and digital sources | How to determine fact credibility | AL/TDP | Research graphic organizer | Research notes-Formative |  |
| Importance of information |  |  | Research process-Formative |  |
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| Individual and partnerships (peer-revision) | W.8.10: Write over extended periods of time | Planning time to write | AL/TDP | Outline graphic organizer | outline-Formative |  |
| Importance of outlining and planning paper |  |  | Rough drafts-Formative |  |
|  |  |  | Peer revision-Formative |  |
|  |  |  | Final Paper-Summative | Use State Writing Rubric for Informative papers |
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| Individual and partnerships (peer-review) | SL.8.4: Present claims and findings | Plan presentation | AL/TDP | Presentation graphic organizer | Presentation rehearsal-Formative | In Progress |
| Importance of outlining and planning presentation |  |  | Peer Feed Back |  |
|  |  |  | Final Presentation-Summative | In Progress |
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| Individual and partnerships (peer-review) | SL.8.5: Integrate multimedia and visual displays into presentations | Plan presentation | AL/TDP | Presentation graphic organizer | Presentation rehearsal-Formative | In Progress |
| Importance of outlining and planning presentation |  |  | Peer Feed Back |  |
|  |  |  | Final Presentation-Summative | In Progress |
|  | L.8.6: acquire and use accurately grade-appropriate academic and domain-specific words and phrases | Words specific to college application process | TDP |  |  |  |
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**21st Century Skills**

Similar to the limited number of academic standards you will teach and assess, each project should focus on a **limited number** of 21st century skills to **teach, monitor and assess**. Students may be using many skills in the project but which ones are you going to teach, monitor and assess? The four areas of 21st Century skills are listed below along with some possible ways students may be engaged in them. Please indicate the skills you will be focusing on for this project. You may choose a few from a few or all of the categories. Or you may choose to focus on one category for this particular project.

**COLLABORATION**

**(MS pgs. 72-75, 86-91; ES pgs.68-69, 93-97; 21st pgs. 38-61)**

**Using the space below please describe when and how students will collaborate in your project.** Here are some ways in which students might collaborate.

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| Skill | While working on what part of the project? | How will it be taught? | How will it be assessed? |
| Work in pairs or small groups to complete a task together | Peer editing/revision  Presentation revision/rehearsal | On-Going, part of general expectations throughout the school year | Observation, formative, google doc sharing |
| Work with other students to set goals and create a plan for their team? | n/a |  |  |
| Create joint products using contributions from each student? | n/a |  |  |
| Present their group work to the class, teachers or others? | Research Paper to teacher  Presentation to peers, teachers, parents, future principals, counselors, teachers, upper-classman peers | On-going research skills, prior knowledge from previous research projects/papers | State Writing rubric  Presentation rubric |
| Work as a team to incorporate feedback on group tasks or products? | Peer editing/revision  Presentation revision/rehearsal | On-Going, part of general expectations throughout the school year | Observation, formative, google doc sharing |
| Give feedback to peers or assess other students’ work? | Peer editing/revision  Presentation revision/rehearsal | On-Going, part of general expectations throughout the school year | Observation, formative, google doc sharing; presentation feedback |
| Other (describe) |  |  |  |

**FORMING TEAMS**

**MS pgs. 72-75; ES pgs.68-69**

**Each project should have collaboration**

* Describe the process you used to form teams and plans to monitor their progress.

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| No teams—this is an individual project.  Lots of peer evaluation, peer editing, peer support, etc. |

**CRITICAL THINKING**

**MS pgs. 69-70, 91-95; ES pgs. 98-103; 21st pgs. 17-38**

**Using the space below please describe when and how students will engage in critical thinking in your project.** Here are some ideas.

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| Skill | While working on what part of the project? | How will it be taught? | How will it be assessed? |
| Compare information from different sources before completing a task or assignment. | Research | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Draw their own conclusions based on analysis of data, facts, or relevant information. | Research Paper  Presentation | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Summarize or create their own interpretation of what they have been read or taught. | Research Paper  Presentation | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Analyze competing arguments, perspectives or solutions to a problem. | Research  Research Paper  Presentation | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Develop a persuasive argument based on supporting evidence or reasoning. | Research | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Try to solve complex problems or answer questions that have no single correct answer or solution. | All aspects of this project | Differentiated mini-lessons as needed | Observation, formative, google doc sharing |
| Other (describe) |  |  |  |

**COMMUNICATION**

**(MS pgs. 37,94, 125; ES pgs.30-31, 49-52; 21st pgs. 63-85)**

**Using the space below please describe when and how students will engage in communication in your project.** Here are some ways in which students might collaborate.

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| Skill | While working on what part of the project? | How will it be taught? | How will it be assessed? |
| Convey ideas using media other than written paper (for example, with posters, presentation software, videos or blogs). | Application, Research, presentation event | Mini-lesson on college application process | Application—college to research is determined. No grade, but student will learn if their top choice was awarded |
| Prepare and deliver an oral presentation (to teacher, peers or community members)? | Evening Event | Differentiated mini-lessons as needed | Presentation Rubric |
| Answer questions in front of an audience. | Evening Event | Differentiated mini-lessons as needed | Presentation Rubric |
| Describe how they will present their work or demonstrate their learning. | Evening Event | Differentiated mini-lessons as needed | Presentation Rubric |
| Create tables, graphs, charts or other products to communicate data in written or oral presentations. | Evening Event | Differentiated mini-lessons as needed | Presentation Rubric |
| Other (describe) |  |  |  |

**CREATIVITY**

**(21st pgs. 87-109)**

**Using the space below please describe when and how students will be creative in your project.** Here are some ways in which students might be given opportunities.

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| Skill | While working on what part of the project? | How will it be taught? | How will it be assessed? |
| Use techniques such as brainstorming or concept mapping. | Application, research, presentation | Differentiated mini-lessons as needed | Observation, Formative |
| Generate their own ideas about how to confront a problem or question. | Application, research, presentation | Differentiated mini-lessons as needed | Observation, Formative |
| Test out different ideas and work to improve them. | Application, research, presentation | Differentiated mini-lessons as needed | Observation, Formative |
| Invent a solution to a complex, open-ended question or problem. | Application, research, presentation | Differentiated mini-lessons as needed | Observation, Formative, Research Paper |
| Create original product or performance to express their ideas. | Application, research, presentation | Differentiated mini-lessons as needed | Presentation Rubric |
| Other (describe) |  |  |  |

**ENTRY EVENT**

**(MS pgs. 50-53; ES pgs.59-62)**

* Describe your entry event and answer the questions.
* How does your entry event powerfully engage students, both emotionally and intellectually?
* When will you generate the NEED TO KNOW LIST with them?

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| * Background: No Nevada colleges/universities may be selected; once a college is selected, no one else may select the college; students will also not be allowed to select ‘for profit’ universities (only because these institutions make it impossible to do reliable research on their acceptance rates, tuition, etc. without contacting them and then, they are basically put on a ‘mailing list.’) * Project will be introduced with videos of colleges showing the fun students have. Students will get to spend a day on College Board and the ‘college search’ which highlights different colleges/universities that align with students interests for study and college life. But the real BIG EVENT is * **COLLEGE ACCEPTANCE DAY!!!!!** Students will ‘apply’ to several colleges of their choice—they will receive an envelope with their ‘acceptance’ from the college that they will research. Part of this is based on the time I receive their application and how well they ‘argue’ for the college of their choice in their ‘application.’ This also provides the real-life lesson that not everyone gets into their first choice of school as invariably many students want to go to Stanford; but in this project, only one student will get to research Stanford. * **Field Trip to University of Nevada:** Students will participate in a ‘prospective student’ tour of the University of Nevada, Reno to see firsthand what it feels like and looks like to be on a college campus. Students will complete a notetaker that will mimic the categories they will research about their university. Students will also spend time on campus exploring different aspects of student life and complete a photo scavenger hunt with their small groups. |

**IN-DEPTH INQUIRY**

**(MS pgs. 81-85, 91-92; ES pgs.86-92)**

* Explain where in the project students will do any of the following; pose questions, gather and interpret data, ask further questions, develop and evaluate solutions or build evidence for answers. (Students may not be doing each example of inquiry, so please identify which ones they are and briefly where in the project they are doing it)

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| Students will have the opportunity to start thinking about what they want to study in school, what kind of activities they want to engage in while at college. They will then have to sort through thousands of colleges to find the best fit for them. Part of growing up is making choices. They will have to figure out college finances (student loans, scholarship possibilities, etc.), acceptance rates, travel, various options, etc. At every turn, they have to interpret college literature, balance it with scholarly research and personal interviews (when possible—I try to find graduates of schools for students to interview), and so on. They have to make choices and adapt their findings into what will be possible for them and their families. This project also creates many family conversations about the realities of going to college and sacrifices needed. It is all very personal and very real to the students—even if they end up researching a college they really won’t be attending because it starts the questions and they can then apply this knowledge to their real choices down the road with the confidence of knowing how to do this. |

**VOICE AND CHOICE**

**(MS pgs. 67-68, 81-85, 91-92;ES 86-93)**

* Explain how you will provide opportunities for students to have “voice and choice” on important matters such as; topics to study, questions asked, texts and resources used, products created, use of time, organizations of tasks or any other parts of the project .
* When will students have an opportunity to take significant responsibility and work independently from the teacher?

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| This is, for all practical purposes, a magnet capstone project—they will use their research skills developed in the course of so many PBLUs, they will be making choices about what they deem significant learning from their time with us, they will then plan their course of action for the next four years both academically and socially with the focus on where will they be headed upon graduation. I allow them the freedom to explore their many options and move through this project with as much fun and creativity as they desire. Presentations include students wearing their college colors, creating posters, singing school fight songs, dressing up as school mascots, etc. This is the final project where they showcase their best research and presentation skills that highlight all that they’ve learned while in our program. |

**REVISION**

**MS pgs. 59-60, 64; ES pgs. 104-107**

* Explain how you will provide opportunities for students to have regular, structured opportunities to give and receive feedback about the quality of their work-in-progress.
* How will you teach students to constructively critique each other’s work-in-progress?
* How will you know students used the feedback to improve their work?

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| * Research paper is scaffolded to include drafts, peer revision, editing, etc. * We’ve developed (and continue to develop) many constructive criticism techniques over the course of their tenure with us; this project will include many of these elements. * Students use Google Docs and writer’s notebooks to create their various drafts; I read them, I read the comments, I monitor the progress of their writing. * Students will have presentation rehearsal time with peers and will create solid, rehearsed presentations. |

**REFLECTION**

**MS pgs. 101-112; ES pgs. 113-123, 21st pgs.136-137**

* Explain how you will provide opportunities for students to engage in thoughtful, comprehensive reflection about what they learn and the project’s design and management both during and after the project.

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| Students will complete a post self-assessment of this project that will include time management, product reflection and presentation reflection. As time has progressed, I’ve learned that many students reflect on this project throughout their high school careers and things they’ve learned helps them work through their college choices when they are actually selecting which colleges to apply to and which offer to finally accept. |

**PUBLIC AUDIENCE**

**MS pgs. 54-56, 92-96; ES pgs.108-112**

* Explain how students will present or exhibit work to an audience that includes other people from both within and outside the school, which may include online audiences.
* How will students present and defend their projects in detail and depth by explaining their reasoning behind the choices they made, their inquiry process, etc.?

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| * Students will present to peers, teachers, and parents—parents especially as these will be family decisions within the next four years. * Additionally, high school principals, counselors, teachers, and student leaders will give direct feedback to students regarding their plans for high school. * Within their presentation, they must defend their choice of school and outline their goals for the next four years that will make this choice possible. |

**PROJECT CALENDAR**

**(not required to be turned in, you may want to have your students create their own as they get more familiar with the PBL process!)**

**MS pgs. 63-65 ES pgs.64-66, 75-84, 104-106**

Project Introduction will be the last week of February and the presentation will be the Monday before Memorial Day. Other dates will be determined as we get toward the end of the 3rd quarter—to fully plan this, I will need rotation and testing schedules to plan around and can’t do just yet—Students will be given an ‘application deadline.’ Beyond that, students will create their own timeline and due dates for their paper and rehearsals based on a set of workshop dates for this project