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|  | PROJECT PLANNING FORM |

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| **PROJECT TITLE:** |  |
| **TEACHER(S):** |  |
| **SCHOOL:** |  |
| **GRADE LEVEL(S):** |  |
| **SUBJECTS:** |  |

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| PHASE ONE: Begin with the End in Mind |

**1.1 What content standards would you like to cover with this unit? Are their other standards that might fit well with this topic?**

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**1.2 In what ways could students demonstrate that they have mastered the skills and knowledge listed above?**

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**1.3 What 21st Century skills or school-wide learning outcomes do you want to focus on in this unit?**

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**1.4 How could you evaluate a student's performance on the 21st Century skills you listed above.**

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**1.5 REALITY CHECK: Are the standards you listed above important in achieving your state's testing goals?**

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| PHASE TWO: Craft The Scenario and Driving Question |

**2.1 Considering the standards you listed in phase one, where is that knowledge used in the real world? What kinds of tasks and activities would an adult do that would require knowing this subject matter in depth?**

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**2.2 What kind of scenario could you put the student into to engage them in the task and create the need to knows?**

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**2.3 Summarize the scenario's core problem into a clear driving question.**

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**2.4 REALITY CHECK - Have you posed an authentic problem or significant question that is likely to engage the student's curiosity and requires core subject knowledge to solve or answer?**

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| PHASE THREE: Plan the Assessment |

**3.1 Define the products and artifacts (drafts, story boards, videos, papers, web sites, presentations, etc) will students be turning in for you to assess their progress and understanding of the subject matter:**

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| Early in the Project: |
| During the Project: |
| End of the Project: |

**3.2 Look at the final product for the project and analyze the tasks necessary to produce a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How will they learn the necessary knowledge and skills?**

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|  | (Check appropriate box) |

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| KNOWLEDGE AND SKILLS NEEDED | SHOULD KNOW ALREADY | DIRECT INSTRUCTION | EXPERIMENT OR RESEARCH |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |

**3.3 What assessment rubrics will you need to develop to set the expectations for the project and to assess the products?**

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| Product:  Rubric(s): |
| Product:  Rubric(s): |
| Product:  Rubric(s): |

**3.4 How might you "externalize the enemy" of this project (outside evaluators, live demonstrations, etc)**

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**3.5 REALITY CHECK - Will the products actually be a good measure of the student's understanding of the standards and outcomes for the unit?**

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| PHASE FOUR: Map The Project |

**4.1 List each day of the project and what activities you might expect students to be working on each day.**

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**4.2 What kind of academic scaffolding are you going to have to provide your students?** (lectures, websites, textbooks, study guides, etc)

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| Early in the Project: |
| During the Project: |
| End of the Project: |

**4.3 REALITY CHECK - Are you providing the appropriate amount of scaffolding for the experience level of your students? (not too much ... not too little)**

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| PHASE FIVE: Manage the Process |

**5.2 What kind of process scaffolding are you going to have to provide your students?** (task list, calendars, group support, progress checks, learning logs, journals)

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| Early in the Project: |
| During the Project: |
| End of the Project: |

**5.1 List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.**

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**5.2 How will you and your students reflect on and evaluate the project?**

* Class discussion
* Fishbowl
* Student-facilitated formal debrief
* Teacher-led formal debrief
* Student-facilitated formal debrief
* Individual evaluations
* Group evaluations
* Other:

**Reflection - *What do you expect to learn from this project?***

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NOTE: This planning form is a modification of a document originally developed by the Buck Institute for Education and can be used in conjunction with the PBL Handbook available at www.bie.org