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| PROJECT OVERVIEW | | | | | | |
| **Name of Project: Personalized License Plate** | | | | **Duration: 2 weeks** | | |
| **Subject/Course: iJAG** | | | **Teacher(s): Gutierrez & Paulsen** | **Grade Level(s): 9-10** | | |
| **Other Subject Areas to Be Included: Art, Language Arts, public speaking** | | | | | | |
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| **Project Summary**  Includes student role, issue, problem or challenge, action taken or purpose/beneficiary. | The purpose of this PBL is to get to know our students and understand what they are dealing with and have dealt with in life before iJAG. This will be a great way for everyone to learn about student’s successes and their barriers. Students will be able to share things that are positive about themselves in a creative way. They will design a personalized license plate made from poster board cut out to the actually size of a real license plate. Students will only get one plate, which will require them to take ownership of their plate and not lose it. The requirements for the plate are as follows: the plate state will be the state the students were born in, positive quote that represents the student’s family; one goal that the student has; two personal strengths; one dream career/ or dream; 2 hobbies or interests and one barrier they have overcome or currently working on. This plate represents how great these students are. The students will present these plates to our community members and get feedback. | | | | | |
| **Driving Question**  A driving question meets the following criteria: engaging for students, open-ended and aligned with learning goals. | How can I show others how awesome I am? | | | | | |
| **Entry Event**  An entry event should engage and intrigue to provoke students to want to know more about this topic. | Showing the students a varied of personalized license plates, having them in teams that they pick on their own and making a game out of which team can decipher what the plate means. | | | | | |
| **Public Product**  A Public Product should be one of the following: A tangible thing, presentation, or a solution/answer to the driving question. | Team: | Students will work together on the entry level event, working in teams to figure out what the plates mean. Students will be able to practice their presentation to the class or certain peers. | | | **Presentation Audience**  **Presentation Audience:**    Class  School | |
|  | Class X |
|  | School |
|  | Community X |
| Individual: | The students will prepare a speech that catches the attention of the judges and explain their plate to the judges. | | |  | Experts |
|  | Web |
|  | Other: |
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| PROJECT OVERVIEW | | | | | | | |
| **Competency Attainment**  Please provide a list of the competencies included and at what level they are achieved through this PBL.  Consider what students should understand, know and be able to do as a result of the PBL? | What competencies will you introduce? **(Level 1):**  What competencies will be in progress during this project? **(Level 2):** A1,A2,A3,A4, C17,C18, C19, D21,D22,D23, D24,E30,F33,F34,F36,F37,G47,G48,G49,G51,G53,G54,G56,G58,H60,H61,H65,  H70,H71,H73,H74,H75  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  The proficiency of the competencies will be determined through rubrics that the judges use to critique their performance and the student's self-reflection of the project.  ***Competencies will vary due to program level and time of year***. | | | | | | |
| **Formative Assessments**  (During Project) | Quizzes/Tests | |  | Practice Presentations | | | X |
| Journal/Learning Log | |  | Notes | | |  |
| Preliminary Plans/Outlines/Prototypes | |  | Checklists | | |  |
| Rough Drafts | | X | Concept Maps | | |  |
| Online Tests/Exams | |  | Other: | | |  |
| **Summative Assessments**  (End of Project) | Oral Presentation, with rubric | | X | Written Final, with rubric | | |  |
| Multiple Choice/Short Answer Test | |  | Peer Evaluation | | |  |
| Essay | |  | Self-Evaluation | | | X |
| Other: | | | | | |  |
| **Reflection Methods**  (During and/or the End of the  Project) | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | |  | Focus Group – Success Counsel |  |
| Whole-Class Discussion | | | X | Fishbowl Discussion |  |
| Survey | | |  | Other: |  |

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| PROJECT OVERVIEW | |
| **Scaffolding**  (Managing the Process)  Lessons, exercises and activities integrated into the project that builds a student’s understanding and experience with the content.  All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project. | **Prior to the Project Beginning:**  Gather pictures of license plates, cut out poster board for the plates, get markers, colors pens. Connecting with community members, school staff and school administrators to judge final product.  **Launching the Project:** Showing the students a varied of personalized license plates, having them in teams that they pick on their own and making a game out of which team can decipher what the plate means.  **Project Navigation:**  \*Specialist will share a personalized plate as well and explain what each symbol understand for. This will allow students to see what a finished plate might look like.  \*Students need to research what they state plate looks like (the state they were born in)  \*Students will need to have a rough draft of the personalized plate before getting the final poster board plate.  \*Specialist will be available for questions and to give suggestions if asked.  \*Practicing presentation, making changes/ giving feedback.  \*Presentations  \*Self Evaluation of project |
| **Accommodations** | 504 and IEP students will be allowed extra time according to their plans. |
| **Resources** | School-Based Individuals: school staff, administrators, counselors |
| Community: community members |
| Technology: computers. printers, chrome books, phones- ideas |
| Materials and Supplies:  Scratch paper, the license plate (poster board) , Scissors, Color pens/Markers, Tape |

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| PROJECT CALENDAR page 4 | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Notes: | | | | |
| **Personalized Plate**  **Day 1**  Entry Level Event  Image result for iowa license plate designs  Teams of 2 or 3 trying to see what team can figure out what the plate means | **Personalized Plate**  **Day 2**  Students will start working on their rough draft of their plate. | ***Mohawk Pride***  Academic Remediation Day  ***Image result for mason city mohawk symbols*** | **Personalized Plate**  Day **3**  Students will continue working on their rough draft of their plate. | **Personalized Plate**  **Day 4**  Students will continue working on their rough draft of their plate/ students will turn in their rough draft for their final plate. |
| ***PROJECT WEEK TWO*** | | | | |
| Notes: | | | | |
| **Personalized Plate**  **Day 5**  ***Work Time***  Students will turn in their rough draft for their final plate. | **Personalized Plate**  **Day 6**  ***Work Time***  Students will work on their final plate. | **Mohawk Pride** | **Personalized Plate**  **Day 7**  ***Work time***  Students will continue working on their final plate. | **Personalized Plate**  **Day 8**  ***Work time***  Students will work on their final plate and practice their presentation for game day. |
| **Personalized Plate**  **Day 9**  Students will work on their final plate, putting their final changes and practice their presentation for game day. | **Personalized Plate**  **Day 10**  Presentation Day/Game Day | **Personalized Plate**  **Day 11**  Make up day for presentations/ Self Evaluation on project |  |  |