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| **Project Overview** | | | | | | | | | | |
| **Name of Project: What’s Your Problem?** | | | **Duration (days): 2 weeks** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): Safford** | **State: Iowa** | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included: Research, Communication, English** | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | In this project, students will develop their own question. This question must be important to them, have professionals they can reach out to for feedback, and will result in a public product that can be used in real life. The students will use their research skills and general interest in a topic to drive their project. They can work in pairs, but it is recommended that this project be done solo. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What’s your problem and what’s your answer? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | <https://www.edutopia.org/blog/voice-and-choice-more-than-what-andrew-miller> Have students read or guide students through this article, breaking down how they can choose their own educational paths. If your students are more of a video crew, watch this video and ask how it can be applied to projects: <https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity/discussion?referrer=playlist-77#t-908721> | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | Reviewing and giving feedback to one another to improve their projects and help determine next steps. | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Students will create a product, poster, guide or whatever USABLE result can be made from the answer to their question. | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Click here to enter text. | | |

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| **Project Overview** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? **(Level 1):**  C18, D21, D22, D23, D24, F33  What competencies will be in progress during this project? **(Level 2):**  F35, F36, G41, G49, G54  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  G53, G55, H61, H67, H72, H79 | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | Essay | | | | Peer Evaluation | | | | |  |
| Multiple Choice/Short Answer  Test | | | | Self-Evaluation | | | | |  |
| Oral Presentation, with rubric | | | | Written Final, with rubric | | | | |  |
| Other (see PBL Library for ideas): Final product of student choice | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | | | | | Focus Group – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Click here to enter text. | | |
| **Project Overview** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising | | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  Arts & Communication  Business, Management, Marketing & Technology  Engineering/Manufacturing & Industrial Technology  Health Sciences  Human Services  Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  **Various depending on the question written by the student.** | | | | | | | |
| **Employer Engagement Strategy:**  How will you utilize employer connections to increase relevance? | | | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: | | | | | | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. | |
| **Project Overview** | | | | | | | | | | | | | |
| **Scaffolding**  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | | | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Create a list of potential resources or questions, or create your own example to emulate the type of questions that can be included in the project.  **Launching the Project:**  (How will you SPARK their attention?)  Spark creativity in the students by talking about what matters to them. Assist students in realizing they can create meaningful products based on their own likes. Inspire that education can be meaningful and creative.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Project Navigation:  Please see project notes at the end of the overview.   1. Complete entry event. Challenge students to begin brainstorming what kinds of topics they would like to know more about. Decide if they will work solo or in groups. Once students have journal a list of topics they could find themselves really getting into, have them look over the list for ones that have real life applications and real life people they can involve in their projects. 2. Create the questions they will be researching. Each student should meet with the specialist to decide if it answers the qualifying questions with a yes. If ALL questions are answered YES, they can move forward. If not they need to revise until they can answer all yeses. See attachment labeled qualifying questions for questions. 3. Allow the students to spend time researching the project. Encourage them to gather all the information to answer their question in the fullest way possible. 4. Once students feel they have an adequate amount of information, they can begin forming their rough draft/prototype project. 5. With a completed rough draft, students will take the draft and the feedback questions sheet to an actual professional associated with that project (i.e.- an art teacher to answer the question “what is the purpose of art in society?” or a vet tech to review a vet tech school study guide). Students must also have a conversation with another student to receive feedback from them as well.   When feedback has been obtained by both a professional and a student, students will begin to research the new questions | | | | | | | | | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | | | Adjustments may be made based on 504 or IEP accommodations | | | | **Revision & Critique:**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Become acquainted with IEP plans as needed. | | | | | |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | | | **WHO** will you be incorporating? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| School Staff | | | | Teachers from subjects presented | | | | | | |
| Business Professionals/Employers | | | | Anyone who can assist student with subject presented | | | | | | |
| Community Leaders/Organizations | | | | Anyone who can assist student with subject presented. | | | | | | |
| Technology | | | | Computer searches and researching | | | | | | |
| Materials | | | | Art supplies, community information | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project: What’s your Problem?** | | | | | | | | | | | | |
| **Driving Question: What’s your problem and what’s your answer?** | | | | | | | | | | | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | | | | | | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will students need to successfully complete this portion? | | | | |
| Formative  Final Product | How to research and how to utilize information gained | | | | | | | I can identify a need in my community. | | | | |
| Team  Individual |
| Formative  Final Product | How to create a power point | | | | | | | I can research a question that matters to me and hae a fully realized answer. | | | | |
| Team  Individual |
| Formative  Final Product | Guest speakers, how to formulate questions to speakers coming into the classroom to | | | | | | | I can effectively communicate my research findings both verbally and through a public product. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | I can use my research and provide feedback to form valuable answers. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | I can work as a team or an individual to create the presentation. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
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| Team  Individual |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Entry event and topic choice | Create questions for topic and projects. Approval from specialist | Research | Research | Research |
| **PROJECT WEEK TWO** | | | | |
| Rough drafts due-student feedback day | Professional feedback day | Re-work and revision | Re-work and revision | Turn in final product  Journal reflection |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK FOUR** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **ADDITIONAL INFORMATION** |
| Project Navigation:   1. Complete entry event. Challenge students to begin brainstorming what kinds of topics they would like to know more about. Decide if they will work solo or in groups. Once students have journal a list of topics they could find themselves really getting into, have them look over the list for ones that have real life applications and real life people they can involve in their projects. 2. Create the questions they will be researching. Each student should meet with the specialist to decide if it answers the qualifying questions with a yes. If ALL questions are answered YES, they can move forward. If not they need to revise until they can answer all yeses. See attachment labeled qualifying questions for questions. 3. Allow the students to spend time researching the project. Encourage them to gather all the information to answer their question in the fullest way possible. 4. Once students feel they have an adequate amount of information, they can begin forming their rough draft/prototype project. 5. With a completed rough draft, students will take the draft and the feedback questions sheet to an actual professional associated with that project (i.e.- an art teacher to answer the question “what is the purpose of art in society?” or a vet tech to review a vet tech school study guide). Students must also have a conversation with another student to receive feedback from them as well. 6. When feedback has been obtained by both a professional and a student, students will begin to research the new questions that came up. 7. Begin creating the final product. 8. Once the final product is complete, students must use it. If a poster, they must have it hung in a place that is relevant (in an art classroom, given to the professional to use, etc.)   Reflect in journal about their process creating this work. What skills did they use? What worked? How to they learn the best? How can they use this in other projects? What was learned? |