**PBL: Project Planner**

| Project Overview | |
|---|---|
| **Project Title** | |
| **Driving Question** | |
| **Grade Level (s)** | **Time Frame** |
| **Project Summary** | |
| **Public Products (individual & team)** | |

| Learning Goals | |
|---|---|
| **Standards (Proficiency Scales)** | |
| **Key Vocabulary** | |
| **Literacy Skills** | |
| **Success Skills** | |
| **Rubric(s)** | |

## Project Milestones

**Directions:** Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant 'moments' or 'stages' within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

| Milestone | Description | Key Question | Assessment |
|---|---|---|---|
| **Milestone #1** | Entry Event | | Formative- |
| **Milestone #2** | Student generated questions; research | | Formative- |
| **Milestone #3** | Field observation and data collection | | Formative- |
| **Milestone #4** | Feedback from an expert and revision | | Formative- |
| **Milestone #5** | Finalization of product and preparation for presentations | | Formative- |
| **Milestone #6** | Final presentation and reflection | | Summative- |

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|---|---|
| **Project Calendar** (copy for each milestone of the project) | |
| **Driving Question** | |
| **Week #_____** | **Project Milestone #_____** |
| **Day One** | |
| **Day two** | |
| **Day Three** | |
| **Day Four** | |
| **Day Five** | |
| **Notes** | |

*The calendar is organized by milestone so that you have flexibility when it comes to implementing. You may also structure by weeks if that feels more intuitive. A given milestone may take more or fewer than 5 days. Feel free to flex the form to meet your needs.*

# PBL: Project Planner

| Lesson Planner (supporting resource) | |
|---|---|
| *How to use the document*: This planner offers guidance on how you might plan your daily lessons in the project calendar. Pick & choose what feels necessary to achieve the learning outcome and advance product development for all students. | |
| **CHECKING PRIOR KNOWLEDGE** | Identify how you will inventory student knowledge ahead of the task, lesson, or activity. (e.g., previous day's exit tickets, warm-up activity, need to know list review, quiz, class discussion, etc.) |
| **LEARNING OUTCOME** | These can be related to success skills or standards. If your district uses a graduate profile or career pathway outcomes, include relevant outcomes here as well. |
| **KEY VOCABULARY** | Note which terms or academic vocabulary will be essential to this lesson. If you serve English language learners, consider what additional vocabulary might be necessary for them to access the content/skills during the instructional activities. |
| **FORMATIVE ASSESSMENT** | For each lesson, consider which assessment type best measures the learning outcome. For example, a quiz may be the best way to check for understanding of key terms while an annotated sketch might be best for determining student understanding of how the key terms fit together. In some cases, your assessment may be informal, such as an exit ticket, or more formal, as in a rough draft. Finally, when planning your formative assessment, diversify who is doing the assessment. Include self, peer, and teacher assessment opportunities, as appropriate for the age group. When possible, have external partners or end users provide feedback to improve or guide the work. |
| **MAJOR INSTRUCTIONAL ACTIVITIES** | This can include lessons, tasks, activities, or learning experiences. Choose the instructional method that will best help students achieve the learning outcome. For example, a direct instruction lesson may be appropriate for introducing the key players in World War II while an artifact inquiry activity during which students examine primary source documents would be better suited for them to understand the impact of those key players on the pivotal events during the war. This would also be the space to include teaching and learning related to classroom culture, student collaboration, and/or project management tools or skills, as appropriate for students or project milestone needs. Included links show examples of such activities. |
| **SCAFFOLDS** | Scaffolds are intended to be temporary supports that are removed when students no longer need them. These scaffolds can be used to support either content or the project process (e.g., need to know questions). Leverage "checking prior knowledge" to ensure you are offering the right scaffolds to the students who need them. Be sure to consider a wide range of needs, such as literacy skills, language acquisition levels, auditory/visual processing, building schema, learning style preferences, academic performance levels, etc. |
| **REFLECTION** | How will students reflect on their thinking, process, or learning? |
| **STUDENT NEED TO KNOW QUESTIONS ADDRESSED** | Which student questions will be answered, or are you aiming to answer, during this instructional activity? |
| **TOOLS/RESOURCES** | Student-facing tools, human resources such as experts or community members, teacher tools, equipment, etc. |