Project Planner

(All page refs are to *Work that Matters*: *The Teacher’s Guide to PBL*, which you can find [here](http://www.innovationunit.org/sites/default/files/Teacher%27s%20Guide%20to%20Project-based%20Learning.pdf))

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| **Project name:** **Teacher(s):**  |

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| **1. Project Summary***What are your students going to do, and why are they doing it?* |

**2. Essential Question (see *Work That Matters*, pp. 38-39)***An essential question should inspire students, require them to conduct serious research, and relate to a real world issue*

**3. Products (see W*ork That Matters, p*. 35)***What do you want students to do/write/create/build?*

**4. Exhibition venue & Audience (see *WTM*, pp. 66-67)***Where could the exhibition take place? Who is your audience?*

**5. Outside Experts (See *Work that Matters, p. 30, p. 44*)***Who are you hoping to work with, and what could they do?*

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| **Who they are** | **What they could do** |
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**6. What students need to know in order to do a good job, how they can learn it, and when they need to know it**

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| **What** | **How** | **When** |
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**7. Skills (see *Work That Matters*, pp. 42-43, 47-51)***What skills should students learn through this project?*

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| **Skill** | **How Assessed** |
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**8. Curriculum content
(see *Work That Matters*, pp. 42-43, 47-51)***What information should students learn and apply through this project?*

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| **Content** | **How Assessed** |
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**9. Timeline/Milestones (see *Work That Matters*, p. 46)***List the key dates and important milestones for this project.*(*eg check-ins, critique sessions, deadlines for drafts and specific product components*)

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| **Week** | **Activities** | **Deliverables** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |

**10. Personalization (see *Work That Matters*, pp. 52-56)**

*Think about where there is room for personalization in the project, especially for students who will need accommodations, and exceptionally high-achieving students*

**Adria Steinberg’s 6 A’s of PBL**

*Underneath each of the A’s, write down how your project could fulfil it.* ***Remember****, not all projects will hit all six A’s, and that’s OK.*

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| **Academic Rigor** Projects address key learning standards identified by the school or district and helps students develop habits of mind and work associated with academic and professional disciplines. |
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| **Authenticity**Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students. |
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| **Applied Learning**Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.). |
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| **Active Exploration**Projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations. |
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| **Adult Connections**Projects connect students with adult mentors and coaches from the wider community. |
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| **Assessment Practices**Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance. |
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