Spring Project Based Learning Experience

Project Plan

6th Grade
ELA & Ancient World History

Driving Question: How do artists use art and fantasy to deal with the problems of reality?

Final Product: iMovie/Storyboard script

Significant Content & 21st Century Competency
- ❖ Technology
- ❖ Collaboration
- ❖ Literacy
- ❖ Research

6th Grade
Math, Science, and Support

Driving Question: _How can we prevent the common illnesses that affect our community?___

Final Product: Google Presentation posted to blog. Pass out a pamphlet with data.

Significant Content & 21st Century Competency

- ❖ Research
- ❖ Communication/collaboration
- ❖ Relevant to students/parents
- ❖ Technology

7th Grade
ELA & Medieval World History

Driving Question:

What is holding our society back from the vision of a utopia?

How would you create your ideal community?

What aspects create a successful civilization/community?

How would you create your utopia?

How can we evaluate our society vs others?

How far are we away from being utopia?

Is utopia possible in our world?

Final Product:

PRESENTATION: Create rules/laws. Government (democracy, monarchy, serfs, slaves?)

Define social structure

Commerce/Economy

Infrastructure

Social services

Education

Genetic selection

MODEL OF COMMUNITY

Significant Content & 21st Century Competency

- ❖ Technology
- ❖ Research
- ❖ Collaboration

7th Grade
Math, Science, & Art

Driving Question: _How can we use arts, storytelling, and social media, to inform the community about water conservation in Los Angeles?

Final Product: _Film_____

Significant Content & 21st Century Competency
- ❖ ____Creativity_____
- ❖ _____Collaboration
- ❖ Technology

8th Grade
ELA, U.S. History & Resource

Driving Question: How do we reduce the disproportionately high number of minorities in the prison population?

Final Product: Create a blog that examines the history and causes of the problem and presents a solution.

Significant Content & 21st Century Competency

- ❖ Technology
- ❖ Collaboration
- ❖ Social Justice

8th Grade Math, Science, & STEM

Driving Question: How can you design a roller coaster, within a budget, that is safe and functional?

Final Product: Roller Coaster, ppt W/ video and pictures of coaster presentation

Significant Content & 21st Century Competency

- ❖ Forces and Motion
- ❖ Energy (kinetic and potential)
- ❖ Critical Thinking (Budgeting, Engineering)
- ❖ Data Analysis (Graphs, Linear Equations)

PE 6th -8th

Driving Question: How do nutrition and fitness habits prevent certain diseases in our community?

Final Product: Create a Tri-fold poster, Brochure or Google Presentation to be presented at our Fitness & Nutrition Expo (Fair)

Significant Content & 21st Century Competency
- ❖ Research
- ❖ Communication & Collaboration
- ❖ Creativity
- ❖ Data

"Today, more than 95% of all chronic disease is caused by food choice, toxic food ingredients, nutritional deficiencies and lack of physical exercise."

APRIL 2015

6th Grade: Science/Math

7th Grade: _Science/Math/Art___

8th Grade: Math/Science STEM

MAY 2015

6th Grade: ELA & History

7th Grade: ELA & History

8th Grade: ELA & History

P.E.: _____End of MAY_____

Agenda

1. 8 Essential Elements Checklist
2. Planning Time
3. <u>Video Example</u>
4. Survey

PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

Does the Project . . .?	👍	👎	?
FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.			
DEVELOP 21st CENTURY COMPETENCIES Students build competencies valuable for today's world, such as critical thinking/problem solving, collaboration, and communication, and creativity/innovation, which are taught and assessed.			
ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.			
ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.			
ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.			
ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.			
INCORPORATE CRITIQUE AND REVISION The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.			
INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.			