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| **PBL Design Form** |
| **Name of Project:** | **Duration:**  |
| **Facilitator(s):** | **Subject/Course:** | **Grade Level:** |
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| **Accountability** | **Key Knowledge & Understanding**Content & Literacy Standards to be taught and assessed  | **NYS CCLS/Framework:** [**Science**](http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf)[**Social Studies**](http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf)[**Math**](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics)[**FACS/P.E.**](http://www.p12.nysed.gov/ciai/health/healthPEFACSLearningStandards.pdf)[**ELA & Literacy**](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy)[**The Arts**](http://www.p12.nysed.gov/ciai/arts/SPrevisedfinal.pdf) | **[Final Products/](http://www.ocmboces.org/teacherpage.cfm?teacher=3097)****[Performances](http://www.ocmboces.org/teacherpage.cfm?teacher=3097)** |
| **Individual** |  |  |
| **Team** |  |  |
| [**Success Skills**](http://www.bie.org/blog/how_to_use_the_4cs_rubrics) | **Collaboration**[K-2](http://www.bie.org/object/document/k_2_teamwork_rubric) [3-5](http://www.bie.org/object/document/3_5_collaboration_rubric_ccss_aligned) [6-12](http://www.bie.org/object/document/6_12_collaboration_rubric_ccss_aligned) |  | **Creativity**[K-2](http://www.bie.org/object/document/k_2_creativity_innovation_rubric) [3-5](http://www.bie.org/object/document/3_5_creativity_innovation_rubric_ccss_aligned) [6-12](http://www.bie.org/object/document/6_12_creativity_innovation_rubric_ccss_aligned) |  | **Agency**[K-5](http://pbl101.weebly.com/uploads/3/1/3/1/31318861/ntnagencyrubricelementaryschool.pdf) [6-12](https://32dkl02ezpk0qcqvqmlx19lk-wpengine.netdna-ssl.com/wp-content/uploads/2016/08/ntnagencymiddleschool_0.pdf) |  |
| **Critical Thinking/Problem Solving** [K-2](http://www.bie.org/object/document/k_2_critical_thinking_rubric) [3-5](http://www.bie.org/object/document/3_5_critical_thinking_rubric_ccss_aligned) [6-12](http://www.bie.org/object/document/6_12_critical_thinking_rubric_ccss_aligned) |  | **Communication/Presentation**[K-2](http://www.bie.org/object/document/k_2_presentation_rubric) [3-5](http://www.bie.org/object/document/3_5_presentation_rubric_ccss_aligned) [6-8](http://www.bie.org/object/document/6_8_presentation_rubric_ccss_aligned) [9-12](http://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned)  |  | **Other** |  |
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| **PBL Design Form** |
| **Project Summary** |  |
| **Challenging Problem or Driving Question** |  |
| **Initiating Inquiry: Entry Event**  | (How will you initiate inquiry? Describe your plan to kick off the project and engage students. Be sure the Entry Event will encourage students to ask questions related to the Driving Question.) |
| **Initiating Inquiry: Anticipated Student Need to Knows** | **Need to Knows**(List questions that the students may ask related to the project.) | **Effective Questioning Prompts** (If students don’t ask the right questions, how will you guide them?) |
| **Methods of Inquiry** | Survey/Questionnaire: |  | Observation: |  | Panel Discussion: |  |
| Interview: |  | Experiment: |  | Other: |  |
| Research: |  | Examination: |  | Other: |  |
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| **PBL Design Form** |
| **Making Products Public** |  |
| **Resources Needed** | Websites:  |
| On-site people, facilities: |
| Technology & Digital Resources: |
| Materials: |
| Community Resources: |
| [**Voice & Choice Options**](http://www.ocmboces.org/teacherpage.cfm?teacher=3097) | Final Product/Performance: |  | Topic: |  |
| Task(s): |  | Team: |  |
| Time: |  | Other: |  |
| **Reflection Methods** | Journal/Learning Log |  | Focus Group |  |
| Whole-Class Discussion |  | Fishbowl Discussion |  |
| Student-Led Conference |  | Other: |  |
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| **Managing the Project** | **Learning Objectives/Targets** | **Checkpoints/Formative Assessments** | **Instructional Strategies** **for All Learners** |
| Phase 1: Launch Project* Entry Event
* Driving Question
* Need to Know
* Public Product Rubric
* Form Establish Teams
* Success Skill Rubric
 | *Ex. I can make detailed agreements with how my team will work together.* |  *Student created team contract.* | *Fishbowl discussion to generate ideas around contract components and how to work with one another.* |
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| **Managing the Project** | **Learning Objectives/Targets** | **Checkpoints/Formative Assessments** | **Instructional Strategies** **for All Learners** |
| Phase 2: Build Knowledge * Align learning goals to individual and team products
* Determine formative assessments to support student learning
* Identify checkpoints to assess student learning and progress with final products
* Establish instructional practices
 | *Ex. I can use evidence to support my claim.* | *Graphic Organizer (Claim with Evidence)* | *Charrette Feedback Protocol Using Graphic Organizer* |
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| **Managing the Project** | **Learning Objectives/Targets** | **Checkpoints/Formative Assessments** | **Instructional Strategies** **for All Learners** |
| Phase 3: Develop & Critique Products* Help students apply learning
* Utilize feedback protocols
* Provide opportunities for revision
 | *Ex. I can give useful feedback to my peers.* | *Post-it Notes/Observation* | *Gallery Walk Protocol* |
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| **Managing the Project** | **Learning Objectives/Targets** | **Checkpoints/Formative Assessments** | **Instructional Strategies** **for All Learners** |
| Phase 4: Present Product/ Answers to DQ* Assess w/ public product rubric
* Individual and team reflection
 | *Ex. I can articulate the answer to the DQ through my Public Product.* | * *Public Product Rubric—feedback from Peers and Teacher*
* *Reflection on Feedback and Revisions Made*
 | *Critical Friends Protocol* |
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