

Title / or Problem to Solve

Course / Grade Level / School / School District

Teacher(s)

Timing (time of year, number of weeks)

Driving Question or Problem Statement

Project Summary

Education Standards Addressed

Community Impact Measures

Entry Event

Learning Products & Assessment Strategies

Learning Skills Focus

Authentic Audience

PBL Unit Planning - NOTES and RESOURCES

Adapted from: http://bie.org/project_planner

Project Summary Tips

The project's overall idea should incorporate best practices, such as:

1. Inquiry is academically rigorous: students pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers.
2. The topic & Driving Question (DQ) reflect authentic issues or challenges that concern students, their communities, and/or professionals in the field.
3. Tasks & products replicate the kind of work done in the world outside of the classroom, or are actually used for a real purpose beyond the classroom.
4. Students have opportunities to express "Voice & Choice" on important matters, e.g., the topics to study, questions asked, texts & resources used, the form products take, the use of time, and organization of tasks.
5. Students have opportunities to take significant responsibility and work independently from the teacher.

Several possible kinds of projects include:

1. An exploration of a philosophical question, such as "What is a healthy community?"
2. An investigation of a historical event, time period, or a natural phenomenon
3. A problem-solving situation, either real or in a fictitious scenario
4. An examination of a controversial issue
5. Design a physical or computer-based artifact, develop a plan, or produce an event
6. Create a piece of writing, multimedia, or work of art

Different Ways to Write a Driving Question

All Driving Questions (DQ) should communicate the project's purpose. With that in mind, you can create your DQ based on your own style and preference, your students' characteristics and interest, and the nature of your project.

There are two basic types of Driving Questions. A DQ can...

1. specify a product to be created, a task to be done, or a problem to solve
2. focus on a philosophical or debatable issue, or an intriguing topic

Driving Questions should incorporate best practices such as:

1. The DQ captures the project's main focus.
2. The DQ is open-ended; allows more than one reasonable, complex answer.
3. The DQ is understandable & inspiring to students.
4. To answer the DQ, students will need to gain the intended knowledge, skills, & understanding.

Launching the Project with an Entry Event

An Entry Event is like a warm-up to a lesson. Or think of an effective movie preview or a sudden invitation to go on a trip with someone. It gets your attention, leads you ask to questions, and makes you want to take further steps. An Entry Event has two basic purposes: to spark student interest and curiosity, and to begin the inquiry process by leading students to ask questions.

Entry Event Examples

1. Field Trip
2. Guest Speaker
3. Film, Video, Website
4. Simulation or Activity
5. Strange object to handle and consider
6. Provocative Reading
7. Startling Statistics
8. Puzzling Problem
9. Piece of Real or Mock Correspondence
10. Song, Poem, Art
11. Lively Discussion

Products of Learning (a menu)

Written	Presentation	Media & Tech	Constructed
Research Report	Speech	Audio Recording	Small Scale Model
Letter	Debate	Slideshow	Consumer Product
Brochure	Oral Defense	Drawing/Painting	Device/Machine
Script	Live Newscast	Graphic Design	Vehicle
Blog	Panel Discussion	Collage/Scrapbook	Invention
Editorial	Play	Photo Essay	Scientific Instrument
Book Review	Musical Piece	Video/Animation	Museum Exhibit
Training Manual	Dance	Website	Structure
	Lesson	Computer Program/App	Garden
	Public Event	Digital Story/Comic	Habitat Improvement
	Sales Pitch		

Assessment Strategies

Formative Assessments / Menu: (During Project)

1. Pre-Test online surveys (students interact with aggregate data to form inquiries)
2. Quizzes (student written and assessed)
3. Journal/Learning Log
4. Preliminary Plans/Outlines/Prototypes
5. Common Core "Practice" Performance Tasks

Summative Assessments / Menu: (End of Project)

1. Pos-Test online surveys (students analyze aggregate data to propose improvements)
2. Concept Maps (individual or team)
3. Knowledge Maps (class)
4. Written Products (with rubric)
5. Oral Presentation (with rubric)
6. Common Core Performance Task
7. Self-Evaluation

Reflection Methods / Menu (Individual, Team, or Whole Class)

1. Journal/Learning Log
2. Whole-Class Discussion
3. Survey
4. Focus Group
5. Fishbowl Discussion
6. Other

Learning Skills Focus

1. 21st Century Skills
 - a. Critical Thinking
 - b. Creative Problem Solving
 - c. Collaboration
 - d. Communication
2. Systems Thinking Skills
3. Habits of Mind - Thinking Skills
4. Other...

Authentic Audience (Who needs to know?)

1. Another class
2. Younger students
3. ASB Student Council

4. City Youth Advisory Board
5. Community Youth Organizations
6. Faculty
7. PTA
8. Neighborhood Association
9. Community Group, Non-Profit
10. Service Organization, Rotary, YMCA
11. Business Association, Chamber of Commerce
12. City Council
13. School Board
14. Online community

Education Standards Met

1. Common Core
2. Next Generation Science
3. OSPI Environmental and Sustainability Education Standards

Community Impact Measures (How does my project measurably improve sustainable community conditions?)

1. Stormwater Management Plan
2. Water Conservation Plan
3. Wastewater Management Plan
4. City Comprehensive Plan
5. Community Sustainability Indicators
6. Climate Action Plan
7. STAR Community Rating System - Goals and Objectives
8. WRIA (name local watershed) Salmon Recovery Plan
9. County Flood Plan
10. Puget Sound Vital Signs Dashboard
11. Results Washington
12. UN Sustainable Development Goals - 2030 Agenda