

Project Based Learning (Starting with the Standards)

1. **Prepare Standards:** Cut math, language arts, science, history, technology, and the art standards up into strips.
 - a. Hint: I like to make each subject area a different color so that it is easier to differentiate.
2. **Choosing Standards:**
 - a. Warm Up: Randomly choose a standard from multiple subjects such as science, math, and history and just brainstorm projects for practice. Put those aside and grab a few more...repeat a few times until comfortable with your team.
 - b. Option 1: Choose standards that work in isolation so the unit can be placed anywhere in the year.
 - c. Option 2: Choose standards that tend to fall about the same time of year and plan accordingly.
3. **(The Point) Culminating Performance Task:** Once you have chosen the standards to work with (there needs to be at least two main subjects involved (math/science, math/history, history/science, etc...language arts is a given and should be included in all projects) begin to brainstorm a culminating performance task that would require those standards in order to accomplish.
 - a. Be aggressive here. Think of many varied ideas. This is where it is best to have a team of teachers working together. It would also benefit to have special education and gifted teachers involved as well...maybe even a former student.
 - b. Let the concept roll around and get polished. You may find that you add standards and take away some that you previously started with. That is okay!
4. **(The Pins) Support Lessons:** Now that the culminating performance task is decided. Begin to think of what lessons need to be taught in order for them to complete the CPT.
 - a. These lessons should be authentic and focused on the needed facts, skills, and concepts needed to complete the CPT.
 - b. Integrate technology, literature, collaboration, informal, and summative assessments when needed to check a standard.
 - c. They need to have choice in product, content, and process. This doesn't mean that all students will be on different standards. They have to stay within the window of the standards but are given room to choose avenues within.
5. **(The Primer) Hook:** Create a Hook for the unit.
 - a. Have students list-group-label around the topic or concept chosen so you can gather knowledge of what they know and to create conversation. Post these posters up around the room.
 - b. The HOOK can be a video, a debate, a game, or any lesson that draws them into the content and gets them excited about it. It does not need to be graded or cover an actual standard. The purpose of the hook is to engage and motivate.

Project Based Learning (Starting with the Standards)

- c. It is possible that some “Driving Questions” come out of this lesson—those can be logged on a running poster so that when it is time to do the CPT...they have some to choose from.