

# PROJECT PLANNER

*Adapted from the Project Planning Form by the Buck Institute for Education*

Project title: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_

Grade level(s): \_\_\_\_\_

Subjects: \_\_\_\_\_

## Overview

*Summarize the theme for this project. Why do this project?*

## Essential Question

*Pose an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.*

## Products

What do you want students to do/write/create/build? What will you assess?

## Learning Goals

*What do you want students to learn?*

Identify the **content standards** that students will learn in this project.

Identify key **skills** students will learn in this project. List only those skills you plan to assess.

## **Timeline/Milestones**

List the key dates and important milestones for this project.

## **Strategies for Meeting the Needs of Diverse Learners**

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

## Presentation

How will students present/exhibit their work? How might you incorporate an authentic audience?

## Assessment

***Describe the criteria for exemplary performance for each product:***

Product:

Criteria:

Product:

Criteria:

Product:

Criteria:

Product:

Criteria:

## Project Planner: *The Six As of Designing Projects*

	<p style="text-align: center;"><b>Questions</b></p> <p style="text-align: center;"><i>Ask these questions to better understand how the project reflects the 6 As of Designing Projects.</i></p>	<b>PLANNING NOTES</b>
<p><b>1. Authenticity</b></p>	<ul style="list-style-type: none"> <li>• Does the project emanate from a problem that has meaning to the student?</li> <li>• Is it a problem or question that might actually be tackled by an adult at work or in the community?</li> <li>• Do students create or produce something that has personal and/or social value, beyond the school setting?</li> </ul>	
<p><b>2. Academic Rigor</b></p>	<ul style="list-style-type: none"> <li>• Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?</li> <li>• Does it challenge students to use methods of inquiry central to one or more disciplines? (e.g., to think like a scientist)</li> <li>• Do students develop higher order thinking skills and habits of mind? (e.g., searching for evidence, taking different perspectives)?</li> </ul>	
<p><b>3. Applied Learning</b></p>	<ul style="list-style-type: none"> <li>• Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?</li> <li>• Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?</li> <li>• Does the work require students to develop organizational and self-management skills?</li> </ul>	

<p><b>4. Active Exploration</b></p>	<ul style="list-style-type: none"> <li>• Do students spend significant amounts of time doing field-based work?</li> <li>• Does the project require students to engage in real investigations, using a variety of methods, media, and sources?</li> <li>• Are students expected to communicate what they are learning through presentation and/or performance?</li> </ul>	
<p><b>5. Adult Relationships</b></p>	<ul style="list-style-type: none"> <li>• Do students meet and observe adults with relevant expertise and experience?</li> <li>• Do students have an opportunity to work closely with at least one adult?</li> <li>• Do adults collaborate on the design and assessment of student work?</li> </ul>	
<p><b>6. Assessment</b></p>	<ul style="list-style-type: none"> <li>• Do students reflect regularly on their learning using clear project criteria that they have helped to set?</li> <li>• Do adults from outside the classroom help students develop a sense of real world standards for this type of work?</li> <li>• Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions and portfolios.</li> </ul>	