Project planner

You can use this to help you to design your project, and to help you to explain the project to your colleagues during the project tuning.

PROJECT NAME:

TEACHER(S):

SUBJECT(S):

1. Project summary

What are your students going to do, and why are they doing it?

2. Essential questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

3. Products

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

4. Learning goals

What do you want students to learn?

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

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

5. Timeline/milestones

List the key dates and important milestones for this project.
(eg check-ins, critique sessions, deadlines for drafts and specific product components)

6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

7. Exhibition venue

Where will the exhibition take place?

8. Exhibition plan

How will the exhibition be promoted? How will your students exhibit their work? Who will you be inviting?

9. Assessment criteria

How will you be assessing the learning goals you identified?

Curriculum content:

Skills:

(Note: Once you've completed this section, make sure you add all the assessment points to the project timeline)

Sample project timeline: The Blood Bank Project

The following sample timelines come from High Tech High's Blood Bank project. This project used two timelines – one that gave a high-level overview, and one that gave a day-by-day breakdown. We have included both.

This timeline gives an overview of what will take place during the project:

Week	General	Biology	Multimedia
1–2	Introduce the Blood Bank and what they do, how it works, who it helps. Students will choose partners and instructional content.	Blood physiology, blood cotting-Platelets. The immune system, role of blood, white blood cells and lymphatic system	Storyboarding. Photoshop to After Effects
3–4	Present to classes	Biofeedback – role of hormones and pituitary glands. Circulatory system Interaction wtih respiratory alveoli Erythropoetin physiology and relationship to blood bank	Video editing and capture Storytelling technique Voiceovers
5–6			Finish diorama and hang with working DVD *DEADLINE WEEK 6*
7–8	Make a book about each others' projects, know the science because there is a test at the end of week 10 and you can use your books. Promotional designs		
9–10	Secondary community reaction video and teaching outreach to middle schools and high schools		
11–14	Special event groups will plan and execute Blood Bank event at HTH first week of December		
	Presentation		Diorama with DVD community reaction videos

SAMPLE PROJECT TIMELINE

This timeline shows what will take place in Art on every day in the project:

Week 1	**8–25**	**8–26**	**8–27**	**8–28**	**8–29**
	Look at assignment and talk about planning. Make three shapes out of paper.	Draw each of these shapes and combine the three.	Combine multiple shapes together and work on shading, colored pencils, charcoal pencils, link.	Still lifes with charcoal	Still lifes with charcoal. Shading and critique.
Week 2	**9–1**	**9–2**	**9–3**	**9–4**	**9–5**
	No school	Sketch up and/or graphic options	Trace collage. Images to apply polygons. Start to scan.	Scan, recolor, learn value, create a digital image.	Look at the digital and the hand drawn, critique and start to plan.
Week 3	**9–8**	**9–9**	**9–10**	**9–11**	**9–12**
	We will look at different artists and their sculptures and how they plan their work.	Start planning with your partner to solidify subject and shape.	Work on plan.	Present your ideas to me, Blair and the class. 20 points.	Present your ideas to me, Blair and the class. 20 points.
Week 4	**9–15**	**9–16**	**9–17**	**9–18**	**9–20**
	Present your ideas to me, Blair and the class. 20 points.	Make changes and resubmit before you start on your design and construction.	Make changes and resubmit before you start on your design and construction.	Start design poster.	Work on poster.
Week 5	**9–22**	**9–23**	**9–24**	**9–25**	**9–26**
	Work on poster.	Work on poster.	Poster due. 50 points	Get posters back and start to build diorama.	Build diorama.
Week 6	**9–29**	**9–30**	**10–1**	**10–2**	**10–3**
	Build diorama.	Build diorama.	Build diorama.	Build diorama.	Build diorama.
Week 7	**10–6**	**10–7**	**10–8**	**10–9**	**10–10**
	Check diorama and make changes. 10 points.	Check diorama and make changes. 10 points.	Finished and with video. 220 points.	Finished and with video. 210 points.	Finished and with video. 200 points.
Week 8	**10–13**	**10–14**	**10–15**	**10–16**	**10–17**
	Look at dioramas and have critique. Quality of components (multimedia, construction, poster). The goal is to find 3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	Fixed and finished. 50 points.
Week 9	**10–20**	**10–21**	**10–22**	**10–23**	**10–24**
	Start working on the books that each group will produce that will help them learn about each other dioramas in both...				
Week 10	**10–27**	**10–28**	**10–29**	**10–30**	**10–31**
	..sections of the class. Students will learn book production and graphics that will help them get the information across				
Week 11	**11–3**	**11–4**	**11–5**	**11–6**	**11–7**
	in the most efficient and clear manner. They will also use these books to study from for their test and exhibition.				
Week 12	**11–10**	**11–11**	**11–12**	**11–13**	**11–14**
Week 13	**11–17**	**11–18**	**11–19**	**11–20**	**11–21**
			Book due. 220 points.	Book due. 210 points.	Book due. 200 points.
Week 14	**11–24**	**11–25**	**11–26**	**11–27**	**11–28**
	No school	No school	No school	No school	No school
Week 15	**12–1**	**12–2**	**12–3**	**12–4**	**12–5**
				Check all books. 50 points.	
Saturday December 6th – SHOW					
Week 17	**12–8**	**12–9**	**12–10**	**12–11**	**12–12**
			Books due. 100 points.	Senior exhibition	
Week 18	**12–15**	**12–16**	**12–17**	**12–18**	**12–19**
				TEST 200 points	

Sample project sheet to give to students and parents: Economics Illustrated

When you begin a new project, it's important to give your students a document that sets out what the project is about, and how it is going to work. You may also want to share this with parents.

The following sample project sheet comes from High Tech High's Economics Illustrated project. It is designed for 15–16 year old students.

Project title: Economics Illustrated

Length: Eight weeks

Instructors: Dan Wise (email@address.com) and Jeff Robin (email@address.com)

Essential questions:
- How do economists view the world? What language do they use?
- What can economics teach us about human behaviour?
- What can economics teach us about current events?

Deliverables:
- A two-part book entry on an economic term
  - Part One (the "left side") contains a definition of the term, at least three examples of its application, and a corresponding linoleum block print
  - Part Two (the "right side") contains an article, of approximately two pages, applying the economics terms to a current event or facet of human behaviour
- A lesson for peers on the economic term

Expected outcomes:

Students will know	Students will be able to
• What economics is • The basic principles of supply and demand • Twenty-five to fifty economic terms; their definition, illustrative examples, and how they apply to human behaviour and current events	• Read and discuss a non-fiction book on economics • Conduct research about an economic term • Give a lesson to peers on an economic term • Conduct research and write a non-fiction article about the application of an economic principle

Timeline:

Timeframe	Content / Deliverables	Assessment
Week 1	• Students learn basic economic principles, including supply and demand • Students choose book club books	• Quiz on lecture content
Week 2	• Students continue to learn basic economic principles • Students begin reading book club books in small groups (two to four students each) • Students fill out survey on interests related to economics	• Quiz on lecture content • Book club responses and discussions
Week 3	• Students are assigned economic terms, based on their survey responses • Students research their terms	• Students provide five sourced definitions of their term and seven sourced examples of their term • Book club responses and discussions
Week 4	• Students begin to deliver lessons on their economic terms • Students continue to research their own terms	• "Left side" paper • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and
Week 5		• "Right side" paper draft • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and discussions
Week 6		• Completed "Right Side" paper • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and discussions

Model rubric for exhibition panellists

Exhibitions are a great opportunity to get people from outside school involved with assessment – this brings fresh perspectives to the project, and means students aren't just getting feedback from you and their classmates. Approach a few people in advance about being panellists, and give them a rubric like this one to help them structure their response to what they see.

Rubric for panellists: Vermicomposting project

Thank you for coming to our exhibition of learning! You will be roving the room and watching students present their work, asking them questions and rating the level of their responses and performances as a whole. Please try to visit all stations if possible.

Use this guide to help you rate the level of student responses:

Level of response:	**Expectation:**
1	Student's answer is ***incorrect***. Student's communication is unclear. Student does not show an understanding of the science content of the question.
2	Student's answer is ***mostly correct***. Student's communication could be improved. Student shows surface-level understanding of the science content of the question.
3	Student's answer to question is ***correct***, clear and well communicated. Student demonstrates a strong understanding of the science content of the question.

Suggested questions: Here is a list of questions to help get conversations with students started. Interviewers may also ask other questions or expand on these.

- Tell me about the significance of your poster.
- Why is vermicomposting beneficial?
- How is vermicomposting done?
- How did your group teach the class about your subject?
- Tell me about the nutrient cycle.
- What are producers, consumers, and decomposers?
- What is the message of your Public Service Announcement (PSA)?
- Tell me about the worms.
- How can I make a worm bin?

*Please make use of the student nametags and use names whenever possible while writing your comments

Station number _____

Student Responding:	**Level of Response:**	**Comments:**

Additional Comments on Presentation as a whole (please use student names as much as possible or appropriate):

We would love your feedback:

Are the students conducting themselves professionally and scholarly?
Are the students being kind to one another and working together?
Are the students knowledgeable when communicating about the science content?

We thank you for your support!

Critique protocols

For more information about critique, see page 28.

Instructional critique protocol

Time: 35–40 minutes
Group size: Whole class (20–30 students)

Preparation: Selection of work for critique

- There are two important criteria for the work you are choosing: it should exemplify the kind of thing your students will be producing, and it should be work of quality (though it doesn't need to be the work of an 'expert' – for example, it's likely you'll want to hold a critique of the model of the product that you've produced yourself).

Step 1 (optional): Framing the critique (5 minutes)

- The teacher tells students what aspects of the work they should be focusing on, and displays them at the front for everyone to see.
- This step is especially useful with a group that has never done critique before, because it gives a clear focus to the critique.
- The downside of this step is that it imposes boundaries on the discussion, which may prevent other insights from emerging – so in some instances, it will be better to skip this step and have a more open-ended critique.

Step 2: Silent examination (10 minutes)

- Every student studies their own copy of the work, taking notes on what impresses them most about it, and what they think could be done to improve it.

Step 3: Discussion in small groups (10 minutes)

- In groups of 3–5, students discuss their observations about the work. As a group, they decide on six aspects of the work that they admire, and three recommendations for improving it.
- If you are framing the critique, remind students to make sure their list covers all the aspects of the work that you have told them to focus on.

Step 4: Whole-class discussion (15 minutes)

- The goals of this discussion are to identify the attributes of excellent student work for this particular assignment, and to show how these could be applied to the work under examination (thereby modelling the process of revising your work). Once those attributes are identified, they need to be named by the students so they so that they can be used.
- By the end of the discussion, the class will have a list of attributes of excellent work, as well as a set of strategies for revising their drafts so that they become excellent. If you used a set of lessons to 'frame' the critique, the list should cover them, though it may also include things that you hadn't thought of before.

Gallery critique protocol

Time: 30 minutes
Group size: Whole class (20–30 students)

Step 1: Students display work (5 minutes)

Step 2: Silent gallery walk (5 minutes)

- Students walk around the classroom, silently observing all the displayed work. They may take notes if they wish.
- Students can also stick post-its with their comments on pieces of work.

Step 3: What did you notice? (5 minutes)

- In this discussion, students can only comment on what they have noticed (eg. this portrait is centred on the left eye, this poem doesn't use any punctuation except commas, this solar oven uses mirrors as well as foil). They cannot offer any opinions or judgments.
- The purpose of this is to get people to notice aspects of the work that they may have missed, and to listen each other before they begin to debate.

Step 4: What do you think? (15 minutes)

- In this discussion, students point out what they found most compelling and interesting in the work they observed. Each time they choose a piece of work, they must say exactly what they found compelling about it – being as precise as possible (they may need help from the teacher and their peers in order to draw this out).
- The teacher also points out what they found particularly interesting in the work that they observed.
- The teacher writes down students' insights in order to identify and codify specific strategies that any of them could use to improve their work.