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| **Real-World Connection** |
| *When considering a project’s real world connection, it is imperative that we consider the relevancy of the connection for our students. The real-world purpose of the project can also be determined by the students and that involves some expression of the students' lives and identities. Students also connect through authentic interactions with industry and community professionals using real world standards and materials. The real world connection allows for interdisciplinary project design.* |
| **Critical Knowledge**  |
| *What is the non-negotiable conceptual knowledge that students need and how do you make room for the knowledge that may not be considered “core”? It is important to consider these questions as you design your project based learning experience. Common Core standards and related content standards are resources for the critical knowledge students need. The Common Core literacy and math instructional shifts are a consideration as well as the conceptual knowledge that will be needed to make a real-world connection. Specific industry knowledge and standards are an integral consideration.* |
| **21st Century Skills**  |
| *What skills do students need in order to navigate the world of work, post secondary education, and life? Research studies provide evidence that employers need their employees to be able to communicate and collaborate effectively, be creative, and understand how to problem solve and critically think. These authentic skills will translate into meaningful work. How will we know if our student’s possess these skills? They must be explicitly taught and assessed by self, peer, teacher, and the authentic audience.* |
| **Purposeful Assessment** |
| *All of the project assessments must be purposeful throughout the process as formative products are assessed along the way with scaffolding and feedback provided. Considering the process of assessment that uses a short, medium, and long cycle will help students and teachers learn through feedback and meaningful experiences. Students need to have a clear understanding of the evaluation and performance level criteria that will be used on all formative and summative products and presentations at the beginning of the project. When teachers analyze and collaborate with students throughout the process, teachers are able to clear up confusion and redirect students to create their very best work. Self, peer, teacher, and authentic audience assessments are critical to reflect the types of feedback one receives in the real world.* |
| **Project Deliverables** |
| *Authentic products have a real-world context and involve learning and thinking as the product is being created, unlike a product that is copied from somewhere else. These authentic products are often shared with an authentic audience, which is beyond the teacher and the classroom. The Project Scenario requires the project deliverables to be authentic. Websites, documentaries, exhibitions, presentations, performances, and portfolios are all examples of authentic products. These products may culminate at multiple levels of thinking and various formats as students prepare and demonstrate their learning. When summative products are engaging for students, they are more likely to complete the projects successfully. The project deliverable is based on an innovation or a problem-solving proposal. Project deliverables also integrate several content areas to make them interdisciplinary.* |
| **Authentic Audience** |
| *Making real-world connections, providing opportunities for 21st Century skill building as well as personalized learning can be realized through student engagement with an audience that has experience and expertise in the topic of the project. When the authentic industry partner is involved at beginning, throughout, and culminating stages of the project, it allows deeper connections to critical knowledge and real world application.*  |
| **Essential Question** |
| *A strong, overarching essential question focuses the project for the students and the teacher, is open-ended, engaging for students, calls for higher order thinking, leads to genuine and relevant inquiry, and is not google-able. This same idea can be applied to essential questions used throughout the unit to engage students in the inquiry process.*  |
| **Need to Know**  |
| *Initial inquiry by the students is essential to building their curiosity about the project and gaining their commitment to further inquiry. When students reflect on the essential question and develop a list of what they need to know to answer the question, it causes a higher level of thinking and immediate entry into critical knowledge that they will build throughout the project.* |
| **Inquiry Process**  |
| *Inquiry in any subject area follows a similar cycle, although the process may be adapted according to specific content needs. Inquiry in project based learning is considered informed inquiry and should begin with student and teacher developed questions while applying disciplinary concepts and tools. Primary and secondary sources must always be evaluated. The inquiry process engages students in researching answers to initial questions, drawing some conclusions, asking new questions, continuing the research, making a claim and providing substantial evidence for the claim. Industry inquiry models are importance considerations, as well. A classroom culture that values various points of view, new innovative ideas, and continuous questioning will strongly support the inquiry process.*  |
| **Personalized Learning**  |
| *Students are given voice and choice in project based learning. There is a great deal of revision and reflection required, as well. Students can have a role in deciding what resources they will use, how they will use their time, and what product they will create to build organizational skills. Personalized Learning meets each student where they are with a learning experience that is continually adapted to their preferences and needs. The assessments will measure their personal gaps, and provide teachers with information to manage individual learning and self-directed discovery. Self assessment is an important process in personalized learning. Final products provide outstanding opportunities for students to select style, format, and media that matches their own strengths and preferences.*  |