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 **Project Plan**

This section provides the over view of the project, with a focus on describing what students will know and be able to do at the end of the project and how they will demonstrate this. The planning process begins by determining the end results, creating assessments that will provide suitable evidence, and then sequencing learning activities that will support students in reaching these end results. Although this may suggest a linear process, quality planning often demands constant review and revision between these reference points; end results, assessment and activities.

Throughout the planning process, tips can be found by hovering the curser over **[TIP](intro%22%20%5Co%20%22Hovering%20the%20cursor%20over%20the%20TIP%20will%20create%20a%20%27screen%20tip%27%20to%20appear%20and%20help%20you%20in%20the%20planning%20process.)**



**Overview** [**TIP**](TIP)

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| --- | --- | --- | --- |
| Project Title: |  | Duration:  |  |
| Grade level(s): |  | Authors: |  |
| Discipline(s): |  | Date: |  |

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| **1. Essential Question**  **[TIP](TIP%22%20%5Co%20%221.%20Cause%20genuine%20inquiry%202.%20Provokes%20deep%20thought%203.%20Requires%20consideration%20of%20alternatives%204.%20Stimulates%20ongoing%20thinking%205.%20Sparks%20meaningful%20connections%206.%20Naturally%20recur%2C%20transfer%20to%20other%20situations)** |
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| **2. End Results** **[TIP](TIP%22%20%5Co%20%22What%20will%20students%20know%2C%20be%20able%20to%20do%2C%20and%20reflect%20upon%20as%20a%20result%20of%20this%20project)** |
| **Know**What will students know as a result of this project? | **Do**What will students be able to do as a result of this project? | **Reflect**How will students reflect on their growth and levels of proficiency? |
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| **3. Standards and Learning Targets** |
|  **Standards – Science [TIP](TIP%22%20%5Co%20%22What%20state%20standards%20will%20this%20project%20focus%20on? )** |  **Long-Term Learning Targets [TIP](TIP%22%20%5Co%20%22Derived%20from%20standards%20and%20used%20to%20assess%20growth%20and%20achievement.%20They%20are%20measurable%20and%20written%20in%20concrete%2C%20student-friendly%20language.)**  |
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| **Common Core Standards: Reading - Literature** | **Long-Term Learning Targets** |
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| **Common Core Standards Reading – informational Text** | **Long-Term Learning Targets** |
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| **Common Core Standards Reading – Writing** | **Long-Term Learning Targets** |
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| **Common Core Standards – Speaking and Listening** | **Long-term learning Targets** |
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 **How will students demonstrate what they know and are able to do?**

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| **4. Prompt / Scenario** **[TIP](TIP%22%20%5Co%20%22This%20is%20the%20prompt%2C%20the%20scenario%20that%20is%20compeling%20to%20students.%20Use%20this%20to%20engage%20students%20in%20the%20learning%20in%20an%20authentic%20way.%20Include%20dates%2C%20time%20frame%20and%20end%20product%20that%20students%20will%20create%20to%20demonstrate%20what%20they%20know%20and%20are%20able%20to%20do.)** |
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| **5. Performance Assessment Tasks connected to this project  [TIP](TIP%22%20%5Co%20%22The%20task%20is%20used%20to%20assess%20identified%20skills%20that%20students%20utilize%20during%20the%20project.%20The%20skills%20are%20derived%20from%20the%20rubrics%20that%20are%20aligned%20with%20the%20standards.%20A%20separate%20planning%20and%20student%20facing%20document%20is%20used%20for%20the%20performance%20task.)** |
| Name / Title of performance task | Skills being assessed |
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| **6. Connections to authentic audience**  **[TIP](TIP%22%20%5Co%20%22What%20will%20you%20use%20to%20further%20engage%20and%20motivate%20students%20and%20deepentheir%20learning)** |
| Fieldwork |  |
| Experts |  |
| Audience  |  |
| Other |  |

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| **7. Resources and Links**  |
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| **8. The Launch**  **[TIP](TIP%22%20%5Co%20%22How%20will%20you%20hook%20the%20students? How will you engage and motivate students in the learning process, share the end results so that students have a clear picture?and )**  |
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 **Planning**

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 **Project Plan**

This section focuses on creating a sequence of learning for students that will best support them in meeting the learning targets crafted in section 3 above. It is also a place to consider the assessments; the evidence of students meeting each of the learning target.

Throughout the planning process, tips can be found by hovering the curser over [**TIP**](intro)

**PART B. Outcomes and Assessments**

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| Performance Task Title: |  | Duration:  |  |
| Grade level(s): |  | Authors: |  |
| Discipline(s): |  | Date: |  |

**[TIP](TIP%22%20%5Co%20%22Use%20the%20criteria%20from%20%27Essential%20Structure%20of%20a%20Project%20and%20Task%27%20to%20help%20with%20quality.)**

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| **What students need to know and be able to do.** | **How will students get better?** | **Date** | **How students will demonstrate what they know and are able to do** |
| **Long-Term Learning Targets****[TIP](LTLT%22%20%5Co%20%22Derived%20from%20standards%20and%20used%20to%20assess%20growth%20and%20achievement.%20They%20are%20measurable%20and%20written%20in%20concrete%2C%20student-friendly%20language.)** | **Supporting Learning Target** **[TIP](SLT%22%20%5Co%20%22LTLT%27s%20broken%20into%20manageable%2C%20assessable%20chunks.%20These%20may%20not%20be%20each%20of%20the%20learning%20steps%20needed%20to%20achieve%20the%20target%2C%20but%20the%20steps%20that%20will%20be%20assessed.%20Id%27%20these%20as%20type; knowledge, reasoning, skill, to help match assessment methods.)** | **Learning Experiences** **[TIP](learning%22%20%5Co%20%22Intentional%20and%20meaningful%20learning%20activities%20that%20support%20students%20in%20meeting%20the%20learning%20target.)** |  | **Assessments** The evidence of students meeting the learning target**.**[**TIP**](assessments) |
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**Project Plan**



 **How will students get better?**

Daily Instruction

Workshop Planning Template

Teacher: Class: Date:

1. What will students need to know and be able to do?

**Learning target:**

2. How will students demonstrate what they need to know and are able to do ?

**Assessment:**

3. How will students get better

Introduction: How will you clearly introduce this strategy/skill that students need to know or do to meet the learning target? How will you engage the students in the learning? How will you make connections to previous lessons and/or learning targets?

Mini-Lesson (about 5-10 minutes). How will you clearly model the strategy/skill that students need to know or do to meet the learning target? How will you demonstrate successful application of the learning target and prepare students for work independent of the teacher?

**Guided Practice** How will ALL students practice to demonstrate that they are ready to move toward independent work?Will they work alone or in small groups? How will you know they are ready?

**Practice / Application**  How will students apply the skill / strategy modeled in the mini-lesson independently from the teacher? Will they work alone or in small groups? What formative assessment strategies will you use to check for understanding?

**Share: (The product) Honoring student work and thinking:** How are students going to report out on the work they have done during practice/application in response to the targets?

**Debrief: (The process) The power of metacognition:** How will you and the students discuss work that was done?What questions or strategies will you use to support transference and lasting understanding? How will students’ responses be recorded?

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** Project Plan**



 **How will students get better?**

**Reflection**

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| --- | --- | --- | --- |
| Performance Task Title: |  | Duration:  |  |
| Grade level(s): |  | Authors: |  |
| Discipline(s): |  | Date: |  |

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| **Post-Project Reflection**  |
| **Know** – What insights into creating and providing meaningful student learning experiences do you have as a result of this project? |
| **Do** – What revisions would you make to this project specifically and other projects generally as a result of what you know? |
| **Reflect** – How did this project change or push your thinking about your instructional practice and students learning? |