Standards Focused Project Based Learning

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Materials support by www.BIE.org

Developing Driving Questions

Planning Questions

Starting Point for Unit and Lesson Planning

• What should students know, understand, and be able to do?
• How will students demonstrate what they know?

During Development of Unit and Lesson Planning

• What will you do for students who do not succeed?
• What will you do for students who already know the unit?
A DRIVING QUESTION IS ...

- Provocative
- Open-ended
- Authentic
- Concrete
- Relevant and rigorous
- Requires core knowledge to answer
- Requires 21st Century Skills complete
  - Communication
  - Collaboration
  - Critical Thinking and Problem Solving

*Design tip: A project can be shaped by a challenge statement, an investigation, a community issue or student interest

Reframing a dq

What is a safety shed?

How can we design and build a cost-effective, fireproof safety shed that can be used in all high schools in the district?

Reframing a dq

What is a heart-healthy meal for seniors

How do heart-healthy meals nurture seniors and extend longevity?
What schools of art have most influenced the world

Does art influence culture or does art simply reflect the culture that produced it.

**US History: 1820-66**

**Know**
- Fugitive Slave Law, underground rail road, values, "actions speak louder than words"

**Understand**
- That Conflict clarifies our values based on our choices.

**Do**
- Demonstrate understanding of points of view based on values by writing.

**Objective**
- Assess values of people involved on both sides of the slavery issue.

**Standards**
- MCF: Historical Perspective – I.2.1 & 2

**Driving Question**
- That Conflict clarifies our values based on our choices.
- How do our values help us decide when to take a stand in spite of great consequences to our comfortable living?
Exploring Writer’s Voice

- Concept: Understand that authors use voice to create interesting writing or communication.
- Driving Question
  How does author voice capture our interests and desire to read and know more?

Big Ideas/Universal Truths
From Jay McTighe:
- Abundance/Scarcity
- Acceptance/Rejection
- Adaptation
- Aging/Maturity
- Balance
- Change/Continuity
- Challenge
- Communities
- Connections
- Conflict
- Continuity
- Cooperation
- Courage
- Culture
- Cycles
- Defense/Protection
- Discovery
- Diversity

Driving Questions
- Social Studies:
  - Who were the best leaders of the 20th Century?
  - What is the price of “progress”?
- Math:
  - How can we use the principles of probability to assess the state lottery system?
  - Is it better to buy or lease a car?
- Science:
  - What are we made of?
  - Should we produce genetically engineered foods?
- English:
  - What is “good writing”?
  - How do we persuade others?
The Refining Protocol

| Question 1: Can my students read and comprehend the driving question? |
| Question 2: Is the driving question open-ended or can it be answered with a “yes” or “no”? |
| Question 3: Does the driving question allow me to create a local context for the topic(s) under study? |
| Question 4: Does the driving question offer opportunities for students to express voice and choice? |
| Question 5: Does the driving question ask students to engage in an inquiry that is both rigorous and relevant? |
| Question 6: Does the driving question allow me to design both individual and collaborative tasks that require higher-level thinking skills? |
| Refining Question 7: Does the driving question require students to learn new skills and knowledge and to demonstrate higher-level understandings or applications? |

Rigor/Relevance Framework

Social Studies - High School

- **High Rigor**
  - **Low Relevance**: Describe provisions of one of the Bill of Rights.
  - **High Relevance**: Develop a school policy on First Amendment rights in school setting.

- **Low Rigor**
  - **Low Relevance**: Participate in a Socratic seminar on an issue, such as privacy.
  - **High Relevance**: Conduct a student survey on First Amendment rights.
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