

**Standards Focused  
Project Based Learning**



[www.leadingpbl.net](http://www.leadingpbl.net)  
[www.leadingpbl.org](http://www.leadingpbl.org)

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**Developing Driving Questions**



[JS-SNL](#)

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**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?

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**A DRIVING QUESTION IS ...**

- Provocative
- Open-ended
- Authentic
- Concrete
- Relevant and rigorous
- Requires core knowledge to answer
- Requires 21<sup>st</sup> 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*



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**REFINING A DQ**

What is a safety shed?

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



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**REFINING A DQ**

What is a heart-healthy meal for seniors

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How do heart-healthy meals nurture seniors and extend longevity?



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REFINING A DQ 

What schools of art have most influenced the world

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

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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.

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

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



*A Ride for Liberty -- The Fugitive Slaves*

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US History: 1820-66

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

**Driving Question** How do our values help us decide when to take a stand in spite of great consequences to our comfortable living?



*A Ride for Liberty -- The Fugitive Slaves*

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**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?

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**Big Ideas/Universal Truths**

From Jay McTighe:

Abundance/Scarcity	Conflict
Acceptance/Rejection	Continuity
Adaptation	Cooperation
Aging/Maturity	Courage
Balance	Culture
Change/Continuity	Cycles
Challenge	Defense/Protection
Communities	Discovery
Connections	Diversity

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**Driving Questions**

- Social Studies:
  - Who were the best leaders of the 20<sup>th</sup> 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?

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**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?

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**TAXONOMY OF KNOWLEDGE**

Evaluation 6		
Synthesis 5	<b>C</b> Assimilation	<b>D</b> Adaptation
Analysis 4		
Application 3	<b>A</b> Acquisition	<b>B</b> Application
Comprehension 2		
Knowledge/Awareness 1		

**APPLICATION MODEL**

1	2	3	4	5
Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real-world predictable situations	Apply to real-world unpredictable situations

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**Rigor/Relevance Framework**

**Social Studies - High School**

<b>RIGOR</b>	<b>High</b>	<b>C</b> Participate in a Socratic seminar on an issue, such as privacy.	<b>D</b> Develop a school policy on First Amendment rights in school setting.
	<b>Low</b>	<b>A</b> Describe provisions of one of the Bill of Rights.	<b>B</b> Conduct a student survey on First Amendment rights.
		<b>Low</b>	<b>High</b>

**RELEVANCE**

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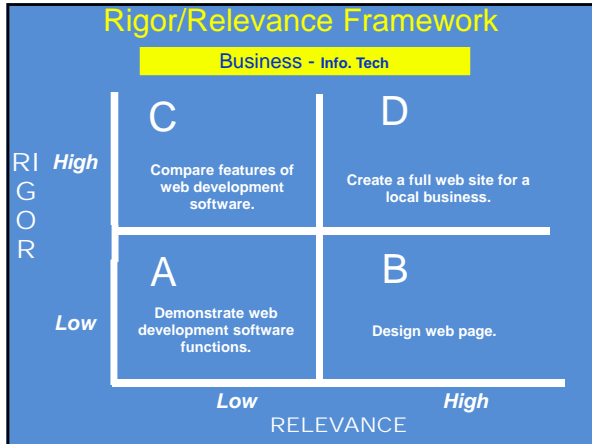
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