

Project-Based Learning Proposal

PCEP Michigan Department of Education Models of Proficiency Grant

1. **Unit/Course Title:** Wii Love Exercise! for The Art of Writing
2. **Driving Question:** Does practice make perfect?
3. **Project Summary:** Each student will select an activity from the Wii Exercise/Sport program and chart their progress over time. Students will analyze data through observations, mapping/charts, recording, to assess their formative and summative ability levels. They will, then, present their findings to the class in a style of their choice, which may be: MLA essay format, song, dance, power point presentation, video, or another type of project, subject to teacher approval. This unit will, also, from onset to end, be videotaped into a film that can be shared at a later time.
4. **Teacher Name, Course/Department, School:** Noreen Parker, The Art of Writing, Department of Special Education, Canton High School.
5. **Duration:** Two months, one hour weekly
6. **Student Data:** The total number of participating students is 18, all at-risk.
7. **Learning Goals and Strategies:** (UDL)

Content Standard: 3.3: (...interact appropriately, view critically, represent creatively)

- **Project Activities to Specifically Address the Content Standard**
Essay, song, dance, video, other student selected teacher approved project
- **UDL Strategy(s)**
Allowing students to choose style of presentation for culminating activity.

Content Standard: 3.5: (Employ the most effective strategies to construct meaning...deciding how to represent content through analyzing, clustering, mapping)

- **Project Activity to Specifically Address the Content Standard**
Analyzing data from formative and summative assessments.
- **UDL Strategy(s)**
Students can choose data analysis method of choice.

Content Standard: 6.1 (Assess their use of...effective communication)

- **Project Activity to Specifically Address the Content Standard**
Viewing their performance on the videotape used for unit, students will be able to assess their communication skills.
- **UDL Strategy(s)**
Allowing students to choose a comfortable venue for self-expression and communication.

Content Standard: 7.2 (Monitor their progress while using a variety of strategies when constructing and conveying meaning and demonstrate flexible use of strategies across a wide range of situations.

- **Project Activity to Specifically Address the Content Standard**
Students' self assessments
- **UDL Strategy(s)**
Choice for self-assessment determined by student(s).

8. **“Grabber” Activity to Generate Interest:** Teacher will attempt an exercise activity to perform in front of class.
9. **Formative Assessments and Tentative Timeline:** Assessments will be done once weekly, over the course of two months. Students will chart their progress through a variety of methods: mapping, graphing, videotaping their exercise performance, and Wii feedback, which varies according to specific parameters of the various activities. Students will analyze data by charting/mapping/graphing/recording their scores every Friday. Scoring will be analyzed weekly, and initial scores will be compared to final scores, to better determine how and when progress takes place, if and when “practice makes perfect.” At the end of the quarter, students will present their individual findings, based on their choice of venue, i.e. essay, dance, song, etc. to the class.
10. **Summative Assessment/Culminating Project:** A student video record, which will include all of the students engaged in their particular activity, and their collective findings. This video may then be shared with others at a future date.

11. Resources/UDL Supports Requested and Budget

Materials and estimated cost:	Wii = 250.00
	TV = <u>600.00</u>
	850.00
Training/Subs estimated cost:	<u>200.00</u> (2 days)
	1050.00
Field Trip(s) estimated cost:	<u>50.00</u>
Total Cost:	1,100.00

12. Should this proposal be selected for funding, we agree to participate in:

- **Two-one hour planning sessions with the grant committee**
- **Two meetings with the Hamtramck teachers to share our project experiences**
- **One one-hour session to share PBL unit/course with PCEP staff**
- **The completion of an end-of-project evaluation from (June 2010)**
- **Posting of PBL unit/course on ePark**

Name

Signature

Date

Noreen Parker: Wii Love Exercise project

- # of participating students: 15
 - # of at risk students: All
 - How did students with disabilities benefit from this project? Students who rarely exercise and struggle academically, were able to meet content standard expectations for English with bodily kinesthetic activities. The essential question for this project was “Does practice make perfect?” Student’s conclusions, based on their respective experiences with this project were presented in various forms of their choice: data collection, essays, narratives, and video work.
 - What was learned from this project based learning? Project based learning is inclusive, as it allows students of all ability levels to access the curriculum in ways that are relevant and compelling. Moreover, self-assessment is an integral part of summative work, as students gage their own progress over time, compare their findings with their peers, and then present their hypothesis and final conclusions to the class in the style or genre of their choice.
 - What student and/or teacher challenges were faced in implementation of project: Implementation was a concern, due to a delay in administrative approval and installation of materials; as a result, the project did not begin on time. Therefore, in an attempt to gather data, students in other classes were allowed to participate, as a reward for timely assignment completion, good behavior, etc.
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- Other concerns – peer issues, tech issues, and time problems: