

## PROJECT OVERVIEW PART 1: *DEFINE*

|  |   |                  |   |        |  |     |   |
|--|---|------------------|---|--------|--|-----|---|
| <b>Name of Project:</b>  | Classroom Behavior by Tod Holden  | Duration: 7 days |   |        |  |     |   |
| <b>Subject/Course:</b>   | Social Studies  | Grade Level: 2nd |   |        |  |     |   |
| <b>Other subject areas to be included, if any:</b>   |   |                  |   |        |  |     |   |
|  |   |                  |   |        |  |     |   |
| <b>Project Idea</b><br>Summary of the issue, challenge, investigation, scenario, or problem:       | Students and the teacher develop classroom norms, rules, expectations, and proper behaviors in order to get along together  |                  |   |        |  |     |   |
| <b>Driving Question</b>  | What kind of classroom do we need to help us learn? What would the classroom look like, sound like, and feel like?  |                  |   |        |  |     |   |
| <b>Content and Skills Standards</b> to be addressed:   | 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.<br><br>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life<br>Why do we have rules and laws? |                  |   |        |  |     |   |
|  |   | T+A              | E |        |  | T+A | E |
| <b>21<sup>st</sup> Century Skills</b><br>to be explicitly <i>taught and assessed</i> (T+A) or that | Collaboration   | X                |   | Other: |  |     |   |
|  | Presentation  | X                |   |        |  |     |   |

|  |                       |  |            |                        |                        |  |
|--|-----------------------|--|------------|------------------------|------------------------|--|
| will be <i>encouraged</i> (E) by<br>project work, but not<br>taught or assessed: |                       |  |            |                        |                        |  |
|  | Critical Thinking:    |  | X          |                        |                        |  |
|  |                       |  |            |                        | Presentation Audience: |  |
| Culminating<br>Products and<br>Performances                                      | Group:                | Create a list of classroom norms, rules, expectations and proper behaviors | Class:     |                        | x                      |  |
|  |                       |  | School:    |                        |                        |  |
|  |                       |  | Community: |                        |                        |  |
|  | Individual:           |  | Experts:   |                        |                        |  |
|  |                       |  | Web:       |                        |                        |  |
|  |                       |  | Other:     |                        |                        |  |
| PROJECT OVERVIEW PART 2: <i>DESIGN</i>   |                       |  |            |                        |                        |  |
| “Grabber” to<br>launch inquiry &<br>generate interest:                           |                       |  |            |                        |                        |  |
| Assessments  | Formative Assessments | Quizzes/Tests  |            | Practice Presentations |                        |  |
|  |                       | Journal/Learning Log   |            | Notes                  |                        |  |

|                           |  |   |   |   |   |
|---------------------------|--|---|---|---|---|
|                           | <b>(Checkpoints During Project)</b>            | Preliminary Plans/Outlines/Prototypes         |   | Checklists  |   |
|                           |  | Rough Drafts                                  |   | Concept Maps  |   |
|                           |  | Online Tests/Exams                            |   | Other:  |   |
|                           | <b>Summative Assessments (End of Project)</b>  | Written Product(s), with rubric:<br><br>_____ |   | Other Product(s) or Performance(s), with rubric:<br><br>_____ |   |
|                           |  | Oral Presentation, with rubric                |   | Peer Evaluation   | X |
|                           |  | Multiple Choice/Short Answer Test             |   | Self-Evaluation   | X |
|                           |  | Essay Test                                    |   | Other:  |   |
|                           |  |   |   |   |   |
| <b>Debriefing Methods</b> | <b>(Individual, Group, and/or Whole Class)</b> | Journal/Learning Log                          |   | Focus Group   |   |
|                           |  | Whole-Class Discussion                        | X | Fishbowl Discussion   |   |
|                           |  | Survey  |   | Other:  |   |
|                           |  |   |   |   |   |

|                         |                                    |  |
|-------------------------|------------------------------------|--|
| <b>Resources Needed</b> | <b>On-site people, facilities:</b> |  |
|                         | <b>Equipment:</b>                  | Computer lab and classroom computers with web access<br>Camera<br>Headphones with microphone |
|                         | <b>Materials:</b>                  | Poster board, markers  |
|                         | <b>Community resources:</b>        | Other classrooms (prefer grades above 2 <sup>nd</sup> )                                      |

| PROJECT TEACHING AND LEARNING GUIDE  |  |
|--|--|
| <b>Project: Classroom Behavior</b>   | <b>Course/Semester: 1<sup>st</sup> Semester</b>  |
|  |  |
| <b>Knowledge and Skills Needed by Students</b><br>to successfully complete culminating products and performances, and do well on summative assessments | <b>Scaffolding / Materials / Lessons to be Provided</b><br>by the project teacher, other teachers, experts, mentors, community members |
| Collaborate with other students to brainstorm ideas for classroom norms, rules, expectations, and proper behaviors                                     | Model collaboration skills and have students practice by interviewing and introducing each other to the class                          |

|  |   |
|--|---|
| Find information on the web  | Model how to find classroom behavior on the web   |
|  | è   |
| Skype with other classrooms to find out their norms, rules, expectations, and proper behaviors | Model how to use Skype and allow students to practice with each other in the computer lab |
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# PROJECT CALENDAR

**Project: Classroom Behavior**

**Start Date: September 8, 2009**

| MONDAY  | TUESDAY  | WEDNESDAY                   | THURSDAY  | FRIDAY                                    |
|---|--|-----------------------------|---|---|
| PROJECT WEEK ONE  |  |                             |   |   |
| Model and practice collaboration skills   | Pose driving question to class & have students collaborate to brainstorm ideas | Skype with other classrooms | Model and practice how to find information on the web | Have students find information on the web |
| PROJECT WEEK TWO  |  |                             |   |   |
| Students develop charts for classroom norms, expectations, and proper behaviors | Conduct whole class discussion to debrief the process                          |                             |   |   |