



# CONDITIONS FOR LEARNING

Change is possible when we focus on conditions that help students see themselves as capable learners.

## ENGAGING INSTRUCTION

- Lesson design & delivery
- Rational discipline
- Structuring interaction



## RESPONSIVE CLASSROOMS

- Formative assessment
- Differentiation
- Cross age tutoring



## INSPIRING CURRICULUM

- Units of study
- Project based learning
- Service learning



# Project based learning



## Project Based Learning At-A-Glance

Project Based Learning is a process that allows students to **generate questions** about a topic, use their questions to begin **research**, use **writing** to report findings, create a **model and/or project** that reflects the concept, and **present** to an audience.

**1) Choose A Theme or Topic** (Space, Agriculture, Gardening, Ancient Civilizations, Heritage, Energy, Music, Democracy, Dance, Migration, Volcanoes, Water, Hurricanes, Animals, etc.)

### 2) Develop A Guiding/Essential/Focus Question

How can we feed the world?  
Where do you come from?  
What planet are you on?

### 6) Research (Computers/Library/Interview/Textbooks)

**7) Teach Note Taking - Summarizing**  
(Answer who, what, when, where, why, how)

### 3) Kick Off (Introduce Topic or Theme)

Video Clip	Pictures (Slide Show)
Story	Compelling Data
Simulation	Primary Sources (Letters)
Field Trip	Experts

### 8) Writing Ideas (From Research)

Editorial	Comic Strip
Script	Graphic Novel
Report	Poetry
Blog	Songs

AND/OR

### 4) Generate & Post Student Questions

### 5) Students Choose Questions To Research

### 9) Project Ideas (Build a Model or...)

Photo Journal	Short Film
Painting	Play
Poster	Dance
Commercial	Power Point

**10) Presentation (Answers Student Generated Questions - Step 4)**

# Project Based Learning Log

Question:

Source:

Important Words & Pictures

Who

What

When

Where

Why

In Your Own Words

Question:

Source:

Important Words & Pictures

Who

What

When

Where

In Your Own Words

# Key Activities

Below is a list of activities to consider when planning your project. Decide which activities you will use to ensure student learning and which activities are essential to prepare your students for an effective presentation at your PBL showcase.

Research	Writing	Product	Presentation
<ul style="list-style-type: none"> <li>• Kickoff</li> <li>• Student Generated Questions</li> <li>• Readings</li> <li>• Articles</li> <li>• Video</li> <li>• Interviews</li> <li>• Websites</li> <li>• Simulations</li> <li>• Fieldtrips</li> <li>• Note Taking</li> <li>• Summarizing</li> <li>• Key Vocabulary <b>(to be explicitly taught and used in presentations)</b></li> </ul>	<p style="text-align: center;"><b>Genre of Writing</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Narratives</li> <li>• Informative/Explanatory</li> </ul> <p style="text-align: center;"><b>Samples of Student Writing</b></p> <p><a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></p> <p style="text-align: center;"><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Syntax</li> <li>• Organization</li> <li>• Punctuation</li> <li>• Sentence Structure</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Journal</li> <li>• Painting</li> <li>• Presentation Board</li> <li>• Power Point</li> <li>• Play</li> <li>• Advertisement</li> <li>• Commercial</li> <li>• Short Film</li> <li>• Documentary</li> <li>• Poetry</li> <li>• Song</li> <li>• Dance</li> <li>• Graphic Novel</li> <li>• Editorial</li> <li>• Blog</li> <li>• Debate</li> <li>• Model</li> <li>• Artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Presentation Checklist</li> <li>• Practice in Pairs</li> <li>• Practice in Small Groups</li> <li>• Practice (whole class)</li> <li>• Practice with buddies</li> <li>• Opportunities for feedback</li> <li>• Video Clip Analysis (effective and ineffective presentations)</li> </ul> <p style="text-align: center;"><b>Answers The Driving Question</b></p>

# PBL Project Mapping

Driving Question:  
Focus Standards:

<b>Week #</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

# Oral Presentation Guidelines

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## Criteria

### Structure and Organization

#### \*Introduction

Attention-getting introduction or imaginative preview. (i.e. anecdote, interesting fact, guiding question)

#### \*Main Ideas

Ideas are connected by transitions, logical throughout, creative pattern.

#### \*Conclusion

Conclusion tied speech together and message was memorable.

#### \*Length Requirement

Speaker used logical, ethical, or emotional appeals that enhanced the presentation

### Vocal Expression

#### \*Rate and Volume of Speech

Speaker was enjoyable to hear and used expression and emphasis.

#### \*Pitch, Articulation, and Pronunciation

Speaker used voice to create an emotional response in audience

### Physical Characteristics

#### \*Eye Contact

Strong eye contact with audience.

#### \*Posture

Commanding, purposeful posture.

#### \*Gestures and Movement

Gestures and movements were natural and effective.

### Content and Language

Student uses vocabulary studied within the project (i.e. plot, problem, resolution, moral, internal/external conflict, etc.) and demonstrates mastery of the content.

### Features

#### \*Multimedia, Visuals, Audio

The speaker creatively integrated a variety of objects, charts, and graphs to amplify the message.

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\*Guidelines adapted from Project Based Learning Handbook, Buck Institute

# Oral Presentation Rubric

Criteria	Unsatisfactory Below Performance Standards	Proficient Acceptable Criteria	Advanced Demonstrates exceptional performance
<b>Structure and Organization</b>			
<b>*Introduction</b>	No thesis statement, No preview of topics to be discussed.	Introduction had clear thesis statement and preview of topic.	Attention-getting introduction or imaginative preview.
<b>*Main Ideas</b>	Main ideas were not separated into a logical progression.	Main ideas were separated into a logical progression.	Ideas are connected by transitions, logical throughout, creative pattern.
<b>*Conclusion</b>	The conclusion did not summarize presentation.	Conclusion restated thesis statement and summarized the ideas.	Conclusion tied speech together and message was memorable.
<b>*Length Requirement</b>	Presentation did not use time allotted.	Time requirement was met.	Speaker used logical, ethical, or emotional appeals that enhanced the presentation
<b>Vocal Expression</b>			
<b>*Rate and Volume of Speech</b>	Speaker was hard to hear or understand.	Speaker was easy to hear and understand.	Speaker was enjoyable to hear and used expression and emphasis.
<b>*Pitch, Articulation, and Pronunciation</b>	Voice or tone distracted from the presentation.	Voice sounded natural, not patterned or monotone. Speaker pronounced words clearly, correctly, and without verbal fillers.	Speaker used voice to create an emotional response in audience
<b>Physical Characteristics</b>			
<b>*Eye Contact</b>	Little eye contact with the audience.	Strong eye contact with audience.	Strong eye contact with audience.
<b>*Posture</b>	Poor or slouchy posture.	Posture conveyed confidence.	Commanding, purposeful posture.
<b>*Gestures and Movement</b>	Movements were stiff or unnatural.	Gestures and movements were natural and effective.	Gestures and movements were natural and effective.
<b>Content and Language</b>			
	Student uses Tier 1 language (like, good, bad, nice, fun)	Student uses Tier 2 language effectively (i.e. masterpiece, benevolent, furious, etc.).	Student uses Tier 2 language and demonstrates mastery of the content.
<b>Features</b>			
<b>*Multimedia, Visuals, Audio</b>	Materials were of low quality and detracted from the presentation.	Materials added to the presentation.	The speaker creatively integrated a variety of objects, charts, and graphs to amplify the message.

Adapted from Napa New Technology High School, Napa, California – **Revised at Harkness U.**

# “Ask Me” Questions

Below are questions that can be asked by families, community members, buddy classrooms, etc. to engage students in a dialogue after students’ presentations.

- What do you think is the most important thing to know about your project?
- What did you take away from this project?
- What was the most challenging part of this project and how did you overcome it?
- What was your favorite part of this project?
- What would you change for next time?
- What else would you like to know about this topic?
- What did you learn about yourself during this project?