



## Illinois Consortium for 21<sup>st</sup> Century Schools

### MINDQUEST21<sup>sm</sup> - PBL UNIT PLANNER

With instructions and sample entries

This sample of the template allows you to see instructions for what you can enter in the movable spaces when you are writing your plan. An instruction also is followed by examples (E.G.). When completing the overview, start with your initial ideas but come back when you are finished the entire Plan and make adjustments. Do the same with the time allotments you estimate in each phase. Allow at least one or two final days after the reflection for the best Laid plans requiring more time to actually do.

#### Overview.

**Topic:** *Enter a title for the topic. (E.G. Injustice, Being Fair, Equity.)*

**Grade Level:** *(E.G. 7-8)*

**Discipline(s):** *Enter all content areas included in this study. (E.G. ELA-info text, literature, writing, speaking and listening, Algebra, Numeracy, Social studies)*

**School Name Address, Zip:** *Enter information. (E.G. Mary Lincoln Elementary, Lincoln, Illinois, 66600)*

**Unit Designer(s):** *Enter names of designers/ teachers (E.G. Deborah Esparza, Charlene Doland, Cortez Washington)*

**Leader Email:** *(Enter e-mail address for one teacher on the team.) (E.G. [Desparza546@bmail.org](mailto:Desparza546@bmail.org).)*

**Start Date:***(E.G. 2/12/16)* **End Date:** *(E.G. 2/26/16)* **Total Hours:** *(E.G. 25)* **Total Days:** *(E.G. 25)*

**Driving Question:** *Enter the question and check it against criteria for effective driving questions. (E.G. "What would happen in our town if a person was wrongfully convicted of a crime? "*

**Student Voice:** *Explain How students will collaborate and/ or make their choices about what is the driving question? Check against criteria for student voice and estimate the percentages of their voices/your voices in determining the question. (E.G. "Students will work in groups through the project and will have input in forming the driving question, research, selecting the focus idea, the product and the presentation. I will provide guiding questions, guiding rubrics and give feedback as well as answer questions. I am aiming for a 90% student voice.")*

#### Unit Background Information

**Provide a brief summary of this unit:** *Pencil in the key ideas you and the students brainstorm for the content of this unit. After you complete the unit plan, come back here and make changes that match with the final plan.(E.G. In this unit, student teams will investigate the theme of individual rights with the driving question we create. They will*



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close read and discuss the Novel, *To Kill a Mockingbird* via the theme and driving question. They will do background research on the novel and the constitution. After each team has come up with its answer to the driving question, they will interview seniors from the local retirement village about their experiences with the law, do other research on the effects of local law enforcement on everyday lives and then discuss how an unfair arrest or treatment of a minority person in their own community might impact their lives. They will then create a story for a digital video to be shown on their mobile phone showing one such effect, present the final video to the class and invited guests. Each student will have individual accountability by writing an essay that is aligned to the reading and writing standards for the unit about analyzing and drawing inferences from read material.

**Objectives:** (Check appropriate know or do column(s) Underline standards aligned objective.)

Know:	Do:	Students will:
X	x	<u>Analyze a character and draw inferences with evidence from the selected novel</u>
	x	Collaborate in trios to complete each element of the PBL unit.
X		Describe the connection between extreme weather and social impacts and provide examples.
	x	<u>Write a grammatically and structurally correct three Paragraph essay that provides evidence of a key Point.</u>
	X	Use their laptops to research the background of the novel viva three online sites
	x	Create a digital story on a mobile device.



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	x	<i>Make an organized presentation with visual evidence</i>
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### Unit Standards and Performance Indicators

**What is the *Power* Standard you will address in this unit?** (*Select main standard that will drive the students' work and learning through the PBL unit. All elements of the PBL must align to producing outcomes aligned to this standard.*)

**Code:** \_\_\_\_\_ *This code identifies the source (e.g. ELA, WIDA, NETS) and other data such as a strand (e.g. RL) and grade (E.G. 7) (e.g. .2) as in ELA, RL 7.2 For codes and numbers, go to the standards and make your selection.) (www. corestandards.org or other appropriate web-site.)*



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**Number:** \_\_\_\_\_ *This is the final number of a standard. (E.G.7.2)*

**Statement:** *Write the entire statement for the selected power standard. (E.G. “Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”)*

**What are other standards you will *address* in this unit?**

*List by letters and numbers only. Underscore those to be assessed. (E.G. CCSS ELA RL 6,1-2; 6.3-6; WIDA 6.5; NETS 7.2-3, Science, RST 6-8.) Do not just accumulate standard. Pick no more than 10 with which you have Aligned student work in this unit.*

**Guiding Assessments** *(Complete each appropriate element in the matrix below. In “How” elements, show tool and also who is assessing. You should identify no more than 4 elements to assess in a project. Less is more, so that students can first concentrate on making solid assessments with evidence.)*

What	Specific Focus	How
<b>21<sup>st</sup> Century Skill(s)</b>	<i>E.G. Critical Thinking: analysis and inference</i>	<i>E.G. Rubric for each: Self and teacher</i>
<b>Content</b>	<i>E.G. Characters in To Kill a Mockingbird</i>	<i>E.G. Essay and rubric on character analysis. Teacher.</i>
<b>Products</b>	<i>E.G. Video interview</i>	<i>E.G. Rubric on structure. Team and teacher.</i>
<b>PBL Element</b>	<i>E.G. Presentation by teams</i>	<i>E.G. Rubric with team assessment; teacher rubric.</i>



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### Part II: Unit Task Sequence.

*(Instructions: Be as complete as possible in the following sections so that a reader can picture the activity. The following sections allow you to list or write a task analysis and sequence activities through the PBL unit. )*

**Unit Entry/Advance Organizer:** *Tell the story of how you will interest/engage/motivate students in the topic of this unit. )*

**Total Expected Time:** *Guestimate time for this activity. You may change the amount after you have finished the plan. (E.G. Two class periods)*

**What is the entry organizer?** *(Identify the tools, strategy, activity or method you will use to engage student interest in the topic. E.G. I will show a short video clip from the Mockingbird film. I group students in threes and ask them to imagine and describe how such a storm might change the way they live today. I will list ideas on the whiteboard and then ask the groups to brainstorm hypothetical driving questions (what if?) about how different weather conditions in our climate taken to the extreme might destroy their lives. Each team will id one idea and nominate it for the all class web. We will discuss the pros and cons of the ideas and then vote for one as the unit's driving question. I will then introduce the story, the goals and objectives and assignments for the PBL).*

**Entry Materials/Equipment:** *List here what tools you and students will need to work on this entry activity. (E.G. video projector, , dust storm video, whiteboard, newsprint, markers, model web, copies of the novel for each student.)*

**Unit's Targeted Thinking Skills/Proficiencies** *Id any specific skills*

**Creative Thinking:** *(E.G. generating ideas, generating pros and cons.)*

**Critical Thinking:** *(E.G. analysis, making inferences, drawing conclusions, providing evidence.)*

**Cultural Responsiveness:** *(E.G. empathy, awareness of others.)*

**Entry Products** *Identify the student artifacts for these tasks they complete. (E.G. Webs, lists of pros and cons, final question)*

## Phase I: Gathering Information

**Sources of Information:** *Identify the background and prior knowledge or skills the students will need to know/ do plus new information they will gather and the sources. Remember in a PBL, you are not a source of information. It is your responsibility to point them in the right direction (e.g. print, online sites, experts to interview, etc.) to find/research/gather needed information to form their ideas, not give the information to them via a lecture or over talk. Also please note, there are ELA writing standards which call for research skill development (cf. .6 -9 by grade). If students need to come up to speed, you must schedule the time for them to learn about the skill through your modeling and feedback and practicing the skill. Guiding rubrics are an effective tool for this. If research is included in the project, identify the ELA research standard and allow time to teach whatever skills students need to know. Id multiple sources.(E.G. Text Book, on-line bios of the author, You-tube videos, interview of senior citizens, movie.)*

**Main Topic:** *Identify the theme for the unit. What is the big or essential idea from your curriculum that will guide this inquiry? (E.G. “The impact of law enforcement on everyday lives.”)*

**Sub-Topics:** *Identify the unit’s connection to the standards, especially the power standard and 21<sup>st</sup> skills. (E.G. “Impact law enforcement, fairness analysis, empathy, drawing inferences. The students are working on their literacy skills with the novel. They will be developing skill to analyze character and draw inferences from what the characters say and do that shows the impact of law on their lives (analysis and inference are the power thinking skills in the unit’s power standard). Sub-topics will connect to the central theme and focus on how to analyze and draw inferences.”*

**Time Estimated for Phase I Tasks:** *(E. G. two weeks.)*

**Guiding Questions:** *With guiding rubrics, these questions help students find the information that will help their inquiry. Young students and students who are inquiry novices can have guiding questions that start with the newspaper matrix’s who, what, when, where, why and how. Those are appropriate for gathering factual information. That does not rule out the need to select verbs from Bloom’s higher order categories. (see Bellanca, Enriched Learning Projects, STP or ILC21.orgfree templates to download and review visuals of Bloom’s higher orders).*

**“From the story.**

*Name the three most important characters in the novel. In answering these questions, save page numbers.*

*By using what the characters say and do on a regular basis and three things they say about the others. Make three inferences about their character (the type of person each is) Provide page numbers.*



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*Pick five words or phrases which tell the most about where they live.*

*Pick five incidents that tell about the time in which they live?*

*Pick five scenes that tell about the effects of law in their town*

*Pick five ways they show how each treat other?*

*Used the above examples to make inferences or draw conclusions about each person.”*

### **“From online research:**

*Who was the author? When did she live? Where did she live? Who were her friends?*

*Why did she write this story? What do others say about this story?”*

### **“From interviews:**

*About the time in which the story took place: What were the “marks” of this time in history? Why was it important?*

*When and where did it take place? How did people survive? What do you remember most about the time? How was your experience like the characters in the story? Do you think something like what happened to these men could happen in our town?*

**Other Tools:** *Invite students to select a graphic organizer from on-line options. Provide newsprint and markers to chart their answers to guiding questions.*

**Student Voice:** *Explain to students they will work in groups. (E.G. I will provide instructions and the questions but they will answer and collaborate. I will provide roles and responsibility chart and group contract plus rubric to assess collaboration).*

**Phase I Products:** *Identify for students what products they will put into their portfolios and need for later parts of the unit. (E.G. responses to guiding questions in each category. Completed collaboration rubric.)*

### **Assessments:**

- **What Assess?** *Review the guiding rubrics that students will use throughout this phase. (E.G. Collaboration and ability to provide evidence for analysis of character and inferences made)*
- **How Assess?** *Do a walk through of each rubric before the groups start phase II work. (E.G. Show guiding rubrics at start of the start of the phase: Collaboration, reasoning with proof for character analysis. (2) informal observations and feedback re technology based research. Do a need to know re research. If necessary, use SPACE guiding rubric from [www.ilc21.org](http://www.ilc21.org) /free templates. Have students keep rubrics available and then to complete self assessment at end of phase.)*

## Phase II: Making Sense

**Conclusions:** *Here you will encourage student teams to express their key ideas or make a synthesis of the major ideas they draw from the data they have gathered including the information from analysis of the book. (E.G. Model the process of drawing conclusions from the data by answering the driving question with the information they have gathered. Let each group brainstorm its conclusions and come up with the main point they want. I anticipate that I will have 6 groups of 5 students. Each group will frame its own conclusion, but must be able to back it up with evidence from the book and/or their interviews. I will teach them how to use a concept map to draw their ideas together and a protocol to guide their discussion. Protocol from [www.ilc21.org/free](http://www.ilc21.org/free) templates)*

**Tools:** *Newsprint, markers, data notes from Phase I, protocol for drawing conclusions, concept map mode.*

**Assessments:** *Guiding rubric: (aligned to power standard) (E.G. ELA conclusions with evidence.)*

**Time Estimated:** *Two class periods.*

**Phase Products:** *Distribute to each group. (E.G. Completed maps and rubrics.)*

**Student Voice:** *Encourage predominantly student choices. (E.G. Each group will decide on own conclusions And provide data. Each group will self assess its making sense with rubric. I will give feedback as requested.)*

## Phase III--A: Creating the Final Product(s)

**Time Estimated:** *(E.G. Two weeks class time plus out of class time.)*

**Product(s):** *Decide on final product(s) for individuals, small groups or whole class. Final products will communicate answer to the driving question. Each product will have its own guiding rubric which may or may not be included in final grade. Final products are always part of the final presentation. Encourage maximum agency. (E.G. Each team will make a digital video story to answer the driving question. The video will be displayed on mobile phones. Each individual will write a concluding essay.)*



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**Assessments:** *Guiding rubric option for products. (E.G. Group video rubric and individual essay rubric. Not to be graded.)*

**Student Voice:** *Maximize student voice in this phase. (E.G. Each team will make and assess a digital video that tells a story in response to the guiding question. Teams will select the topic, length and who will do what. Individuals will compose own essay in answer to guiding question.)*

**Needed Materials and Equipment:** *List what students will need to complete task. (E.G. mobile phones, 1 digital camera per group, blank story boards, crayons and markers, products from prior phase, notes from prior phase, rubrics for collaboration, digital story and essay.)*

### Phase III--B: Making the Presentation

**Presentation Topic.** *Students identify the topic in relation to the theme and driving question. (E.G. Team I: "We Go to Court.;" Team II: "Treating Friends Fairly.")*

**Method/Media:** *Identify the type of presentation aligned with grade level ELA Speaking standard. (E.G. Students will show Digital story with a brief explanation about the what, why and how of the content.)*

**Audience:** *Determine the audience. (E.G. For the digital media, students will invite parents. The class and parents will be the audience.)*

**Presentation Responsibilities:** *Put as much student agency into planning and carrying out duties such as invitations, ushering, ceremonies directors, etc. as possible. The ideal event is student run with responsibilities shared among all. (E.G. "I will have each team make its own invitation from on-line samples and determine who will have what jobs in the presentation. A committee will schedule the times for each presentation and fill the jobs for managing the event by random draw from a hat.*

**Estimated Time:** *Allot practice and presentation time. (E.G. Teams will have a day to plan and prepare presentation with guiding rubrics. The class will have one period for the presentation with equal distribution of time.)*

**Student Voice:** *Make as strong as possible with responsibility to organize and present distributed equitably to all. (E.G. Each team will elect a representative to the classroom's Presentation Organizing Committee. The committee will determine the jobs for the event)*

**Location:** *The classroom*   **Time:** *Period 7*   **Date:** *2/25 (Plan for sufficient time)*

**Goal:** *State purpose of the presentation: to share? to convince? to advocate? Etc. (E.G. To present final digital products and ideas to parents and classmates)*



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**Sequence of Tasks/Activities/Responsibilities** *Determined by you and/or students.*

<b>Tasks</b>		<b>Responsibilities</b>
<i>e.g. Welcome and sit guests</i>		<i>Mary, Rual, Maria, Sam</i>
<i>e.g. Explain the event</i>		<i>Magdelene</i>
<i>e.g. Rotate presentations</i>		<i>Teams</i>
<i>e.g. Thank guests</i>		<i>Magdalene</i>

### Assessment

**What?** *(E.G. Presentation skill)*

**How?** *Which rubrics? (E.G. Rubric by parents.)*

**Materials and Equipment:** *List needed. (E.G. Video projector, rubrics, name tags for students and parents, mobile phones, story boards)*



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### Reflection for Transfer

**Other Prep:** *Tell what else needed to make event a success. (E.G. Teacher prepared handout for parents to explain the PBL and bulletin board with pictures of project from start to end) Allow one class period for guided reflection so that students are learning from the doing in this PBL.*

### Reflection for Transfer

**Reflecting Protocol Title:** *End of Project Reflection. ([www.ilc21.org/freetemplates](http://www.ilc21.org/freetemplates). (E.G. Transfer Focus on proving a point: What did we Learn? What could we Improve? When/where else can we use the skills for proving a point?)*

**Estimated Time:** *One class period.*

**Student Voice:** *Invite students to think back over project. Use either a think-pair-share format with the guiding questions or fishbowl that allows all to respond to prompts. Record responses and summarize.*

**Transfer Focus:** *Determine what will be focus of this reflection. Pick one or more focus points.*

21 <sup>st</sup> Century Skills	PBL Elements
<i>e. g. critical thinking: proving a point with evidence</i>	<i>e.g. doing our research</i>
	<i>e.g. using evidence to draw a conclusion.</i>

**Schedule:** *Attach a planning schedule for each week. ([www.ilc21.org/freetemplates](http://www.ilc21.org/freetemplates)) Show the following on the schedule with appropriate days for each: Entry, Driving Question, Phase I, Phase II, Phase III Product, Phase III Presentation, Reflection.*

**Notes:** *(Add as needed.)*