

## Project-Based Learning to Meet Common Core State Standards

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## What We'll Do in This Session

Look at the standards and determine why project learning is a great fit.

Explore what makes a great question. It's the foundation for a great project.

Samples and ideas for projects in different content areas.

## We're Going to Look at CCSS Standards

- We're going to move into small groups and examine **how we can use the interdisciplinary learning to promote project based learning.**
- Let's move into small groups based on CONTENT area.

## Sample Inquiry Projects

- Some states, like West Virginia have strong Project Based Learning initiatives. See their website for some great materials. <http://tinyurl.com/ckfjm4y>



- Sample Inquiry Projects are here:

<http://tinyurl.com/2d7ykva>



**Project Idea:** Investigation, scenario, problem, challenge, issue


**Entry Event:** to launch inquiry and spark curiosity.

**Power Standard:**

**Content Standards & Objectives:** Identify the objectives explicitly taught or learned through discovery within this project design; identify the learning targets and the evidence of student mastery for each learning target within each objective. Be sure the project meets the criteria for standards-focused PBL.

| Objectives Directly Taught or Learned Through Discovery | Identified Learning Targets | Evidence of Success in Achieving Identified Learning Target |
|---|-----------------------------|---|
|   |                             |   |

<http://wvde.state.wv.us/teach21/PBLTools.html>



**21<sup>st</sup> Century Skills:** Identify the Learning Skills and Technology Tools Standards that students will practice in this project.

| 21 <sup>st</sup> Century Skills | Learning Skills & Technology Tools | Teaching Strategies | Evidence of Success |
|---------------------------------|------------------------------------|---------------------|---------------------|
| Information and Communication   |                                    |                     |                     |
| Thinking and Reasoning Skills   |                                    |                     |                     |
| Personal and Workplace Skills   |                                    |                     |                     |

**Performance Objectives:** What must all students know and be able to do as a result of this PBL experience?

**Know**

**Do**

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**Driving Question:** State the driving question or problem statement for the project. The statement should encompass all product content and outcomes, and provide a central focus for student inquiry. Be sure you pose an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.

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**Assessment Plan:** Define the products and artifacts for the project. Be sure to include a variety of assessments for learning that are closely tied to the content, learning skills and technology tools outcomes. The products and criteria must align with the objectives and outcomes for the project. State the criteria for exemplary performance for each product. Plan for assessments that provide student feedback as the project progresses and provide for a culminating appraisal of performance or product with an accompanying rubric that clearly assesses the learning targets. When building the culminating assessment, remember the acronym GRASPS.

|                                  |  |
|----------------------------------|--|
| <b>Major Group Products</b>      |  |
| <b>Major Individual Projects</b> |  |

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**Assessment and Reflection:**

|   |                                     |                         |
|---|-------------------------------------|-------------------------|
| <b>Rubric(s) I will use:</b> (Check all that apply.)                    | Collaboration                       | Written Communication   |
|   | Critical Thinking & Problem Solving | Content Knowledge       |
| <b>Other classroom assessments for learning:</b> (Check all that apply) | Oral Communication                  | Other                   |
|   | Quizzes/ tests                      | Practice presentations  |
|   | Self-evaluation                     | Notes                   |
|   | Peer evaluation                     | Checklists/observations |
| <b>Reflections:</b> (Check all that apply)                              | Online tests and exams              | Concept maps            |
|   | Survey                              | Focus Group             |
|   | Discussion                          | Task Management Chart   |
|   | Journal Writing/ Learning Log       | Other                   |

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**Map the Product:** Examine one major product for the project and analyze the tasks necessary to develop a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Do the products and tasks give all students the opportunity to demonstrate what they have learned?

**Product:**

| Knowledge and Skills Needed | Already Have Learned | Taught Before the Project | Taught During the Project |
|-----------------------------|----------------------|---------------------------|---------------------------|
| 1.                          |                      |                           |                           |
| 2.                          |                      |                           |                           |
| 3.                          |                      |                           |                           |
| 4.                          |                      |                           |                           |
| 5.                          |                      |                           |                           |
| 6.                          |                      |                           |                           |

**Resources:**

**School-based Individuals:**

**Technology:**

**Community:**

**Materials:**

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**Manage the Process:** Describe everything necessary to ensure targeted learning does occur. This may include, but is not limited to, plans related to grouping, classroom management, and the types of knowledge and skills students should have mastered prior to beginning the project. List the preparations necessary to differentiate instruction for the diverse learners in your classroom.

**Project Evaluation:** How will you and your students reflect on and evaluate the project?

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