

# PROJECT PLANNING FORM

Project title: "Living in the U.S."

Teacher(s): Joanna Stratman

Program: Bozeman ESOL

Level(s): Beginner - Advanced

Subjects: ESOL



## **STANDARDS-FOCUSED PROJECT BASED LEARNING II- Montana ESOL Conference**

**Katya Arpon Marandino Irish**

## Begin with the End in Mind

Summarize the theme for this project. Why do this project?

This project will foster student learning and enthusiasm by increasing student knowledge of the communities and states they live in, while improving English skills in reading, writing, speaking, and listening and computer literacy.

Furthermore, this project will increase classroom community.

Identify the content standard that students will learn in this project (two to three per subject). For different levels of ESOL students:

>Beginning Low Literacy - listening and speaking: A, following directions

>Low Intermediate - reading: A, reading and comprehending short passages

>Advanced - writing: A, writing to express an opinion

Identify key skills students will learn in this project.

List only those skills you plan to assess (two to four per person).

> Computer literacy/ technology skills: using computers and iPads

> English language skills: observing reading, writing, speaking, and listening skills throughout the project to note successes and deficiencies.

Identify the habits of mind that students will practice in this project (one to two per project).

> Teamwork: students will be required to work in a team and every member will contribute an equal amount. This will also foster classroom community.

- *Does the project meet the criteria for standards-focused PBL?*

## Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

What is it like living in the United States? How are states in our region similar, and how are they different?

- *Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?*

## Plan the Assessment

<b>Step 1: Define the products for the project. What will you assess?</b>
<p>Early in the Project: I will assess students' English skills while reading and discussing our "Across the U.S." region and create groups that will be successful but also ensure individual student success and participation.</p>
<p>During the Project: I will assess how they work in their groups (discussion, use of technology, etc) and assess English language skills through discussion, written work throughout the project, and teacher observation.</p>
<p>End of the Project: I will assess the language aspects of the final product: use of vocabulary, use of verb tenses, pronunciation, and content. It will also be beneficial to compare where the students are now and where they were earlier in the project in terms of English language ability.</p>

## Plan the Assessment (2)

<b>Step 2: State the criteria for exemplary performance for each product:</b>
<p>Product: PowerPoint "travel brochure" Criteria: Creative use of technology and computer literacy, correct use of English grammar and a grasp of English vocabulary. Great content and teamwork.</p>
<p>Product: iPad "state commercial" Criteria: Creative use of technology, correct pronunciation and use of English grammar, great content and teamwork.</p>
<p>Product: Criteria:</p>

- *Do the products and criteria align with the standards and outcomes for the project?*

## Map the Project

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? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.

PowerPoint "travel brochure" and iPad "commercials"

**Product:**

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1. Basic internet searches (for content)			
2. Using PowerPoint			
3. Using the iPad			
4. Using the ESOL Wiki			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
What project tools will you use? <input type="checkbox"/> Know/need to know lists <input type="checkbox"/> Daily goal sheet <input type="checkbox"/> Journals <input type="checkbox"/> Briefs <input type="checkbox"/> Task lists <input type="checkbox"/> Problem logs	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

- *Do the products and tasks give all students the opportunity to demonstrate what they have learned?*

## Map the Project (2)

List the key dates and important milestones for this project.

October, November, December: read through regions, groups and states assigned. Complete activities based on holidays in the U.S.

January, February, March: learn how to and complete projects in group setting, upload certain aspects of projects (pictures, PowerPoints, sound files, etc) on to the ESOL Wiki.

Use the Tuning Protocol with other teachers or a group of students to refine the project design or guide you further in your planning. What other thoughts do you now have on the project?

I want to make sure that this project will help students further integrate into the society of the United States, therefore we will complete small projects along the way to explore different North American holidays and how they are celebrated. For example, this month we will carve pumpkins and talk about what to do on Halloween night if students wish to participate.

- *What challenges or problems might arise in this project?*

## Manage the Process

List preparations necessary to address needs for differentiated instruction for ESOL students, or students with diverse learning styles.

Prepare different readings and listening activities for beginner students and intermediate/advanced students, use cross-ability and equal-ability groups in the process.

- *What do you expect to learn from this project?*

**II Montana Adult ESOL Conference**  
**Project-Based Learning & Technology to achieve the 21<sup>st</sup> Century Skills**  
**Presenter: Katya Arpon Marandino Irish**

**These are general questions to use in assessment of your lesson.**  
Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated”?

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
3. How are students applying or wanting to apply their technical skills in other areas?

**Activity Checklist**

- a. Discuss the topic of your project.
- b. Discuss rubric, goals, and expectations.
- c. Outline steps needed to complete project.
- d. Get permission if needed.
- e. Review handouts.
- f. Read websites.
- g. Do activity if included.
- h. Build/do/make/project.
- i. Review/edit your project.
- j. Present project.
- k. Review lesson rubric. Perform assessments.

Student Peer Assessment

**Project:** [Project title]

**Participants:** [Project participants]

**Due Date:** [Project due date]

*I contributed to my group's success by:*

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*Next time, I would:*

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**On a scale from 1 to 5, rate your group on the following items.**

**1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   5 =  
Couldn't agree more!**

All members contributed equally to the project.	1	2	3	4	5
Our group worked well together.	1	2	3	4	5
Disagreements were settled quickly and politely.	1	2	3	4	5
Our group met deadlines and did not procrastinate.	1	2	3	4	5
I felt encouraged by my group members to work on the project.	1	2	3	4	5
I would like to work with this group again.	1	2	3	4	5