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**Project Planning Template**

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| **COURSE:** | **DURATION:** | | **TEACHER:** | |  | |
| **Global Issue Overview** | | | | | | |
| **Global Competencies:**  *Investigate the World*: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.  *Recognize Perspectives*: Recognize, articulate, and apply an understanding of different perspectives.  *Communicate Ideas*: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.  *Take Action*: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions. | | | | | | |
| **STANDARDS ADDRESSED** | | | | | | |
| **Career/Technical Knowledge and Skills** | | **Academic Knowledge and Skills** | | | | **21st Century Skills** |
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| **PROJECT DEFINITION & GOALS/OBJECTIVES** | | | | | | |
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| **SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?** | | | | | | |
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| **Essential Questions** | | | | **Grade Level Adaptations** | | |
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| **ASSESSMENT: How will you determine what students have learned? (Check all that apply)** | | | | | | | | |
| **FORMATIVE** | | | | | **SUMMATIVE** | | | |
| Quizzes/Tests | | | |  | Multiple Choice/Short Answer Test | | |  |
| Notes/Graphic Representations | | | |  | Essay Test | | |  |
| Rough Draft | | | |  | Written Product with Rubric | | |  |
| Practice Presentation | | | |  | Oral Presentation with Rubric | | |  |
| Preliminary Plans/Goals/Checklists of Progress | | | |  | Other Product or Performance with Rubric | | |  |
| Journal/Learning Log | | | |  | Self-Evaluation or Reflection | | |  |
| Other: | | | |  | Evaluation by Authentic Audience | | |  |
|  | | | |  | Other: 3D model | | |  |
| **MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?** | | | | | | | | |
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| **SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?** | | | | | | | | |
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| **CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?** | | | | | | | | |
| **Week 1** | | | | | | | | |
| Monday | Tuesday | Wednesday | | | Thursday | Friday | | |
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| **Week 2** | | | | | | | | |
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| **Week 3** | | | | | | | | |
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| **Week 4** | | | | | | | | |
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| **STUDENT REFLECTION ACTIVITIES**—How will students reflect on their work? Add reflection questions and/or activities here. | | | | | | | | |
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Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA  30318-5776