

Interdisciplinary College and Career Readiness Unit Plan

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A capstone project submitted in partial fulfillment of the requirements for the Masters of

Arts in Teaching Degree

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STEAM Careers Inquiry Unit

Additional Introductory Page:

Contents:

This document contains a curriculum design for one unit. The contents of this unit plan include; a calendar outline, a set of lesson plans, and embedded links to slideshows, worksheets, and rubrics.

Overview and Proposal

Students will be able to create a project that examines a STEAM career, a conflict within that career, and a resolution to that conflict. Students will present a public product of their findings as a summative assessment at the end of the unit. The project will consist of three major phases; introduction and research, assembly and revision, then presentation and reflection.

This process begins with students forming groups and picking careers of their choice as their main topic. Students will explore their chosen career in depth. Then they will investigate a topical conflict within that career field. After they have a chosen career and conflict, they will examine ways to solve that conflict. All student research will be put into a rough draft packet that functions as a graphic organizer of ideas. Students will use their rough draft as a guide for completing their project. The final product will be either a poster or slideshow. The project will be presented via gallery walk on the last day of class.

There are scheduled days for peer review, revision work, and teacher conferences throughout. International Baccalaureate rubrics will guide student focus and allow for clear and concise assessment. The teacher will examine the outcome of this project and revise for future use.

Prior-Knowledge Assumptions

An assumption is being made that students will have already been exposed to general STEAM career fields. They should have a general understanding of what STEAM means, and the basic components within a career field. Students will already have minor experience with Project-Based Learning. Students should be familiar with Project-Based Learning as well. They would have already completed smaller projects and understand the basics of self and group reflection. Students will also be familiar with International Baccalaureate rubrics and assessment categories for this class. This unit plan is meant to be an end of semester project for students that relies on a small amount of background knowledge of the Minnesota Career Wheel, STEAM careers overall, and Project-Based Learning experience.

Setting

This is intended for use in an urban middle school with little technology resources, and 45-50 minute class periods.

Goals

The goal for students is to explore a STEAM career of their choice in a hands-on, engaging, and thought provoking way. The goal for the teacher is to align student tasks with International Baccalaureate rubrics and intentionally follow the GOLD Standard Project-Based Learning cycle each day.

Project-Based Learning Curriculum Outline - STEAM Careers Inquiry Project
General Timeline - 10 Day Unit

Day 1 <i>Phase 1</i>	Day 2 <i>Phase 1</i>	Day 3 <i>Phase 1</i>	Day 4 <i>Phase 1</i>	Day 5 <i>Phase 2</i>
<p><u>Lesson Title:</u> Project Intro.</p> <p><u>Teacher Lesson:</u> Introduction of the project.</p> <p><u>Student Activity:</u> Form groups and brainstorming.</p>	<p><u>Lesson Title:</u> Project Start-up</p> <p><u>Teacher Lesson:</u> Research methods.</p> <p><u>Student Activity:</u> Rough draft.</p>	<p><u>Lesson Title:</u> Conflict Research.</p> <p><u>Teacher Lesson:</u> What is conflict?</p> <p><u>Student Activity:</u> Rough draft - conflict research.</p>	<p><u>Lesson Title:</u> Conflict Resolutions.</p> <p><u>Teacher Lesson:</u> Conflict resolution methods.</p> <p><u>Student Activity:</u> Rough draft - conflict resolutions</p>	<p><u>Lesson Title:</u> Work Day #1</p> <p><u>Teacher Lesson:</u> Project assembly steps/checklist.</p> <p><u>Student Activity:</u> Assemble project from rough draft.</p>
Day 6 <i>Phase 2</i>	Day 7 <i>Phase 2</i>	Day 8 <i>Phase 2</i>	Day 9 <i>Phase 3</i>	Day 10 <i>Phase 3</i>
<p><u>Lesson Title:</u> Work Day #2</p> <p><u>Teacher Lesson:</u> Work day expectations.</p> <p><u>Student Activity:</u> Work day.</p>	<p><u>Lesson Title:</u> Peer Review</p> <p><u>Teacher Lesson:</u> Peer review strategies.</p> <p><u>Student Activity:</u> Peer review.</p>	<p><u>Lesson Title:</u> Revision Day</p> <p><u>Teacher Lesson:</u> Revision techniques.</p> <p><u>Student Activity:</u> Revision day.</p>	<p><u>Lesson Title:</u> Final Work and Reflection Day.</p> <p><u>Teacher Lesson:</u> Final rubric review.</p> <p><u>Student Activity:</u> Work time and final reflections.</p>	<p><u>Lesson Title:</u> Gallery Walk.</p> <p><u>Teacher Lesson:</u> How to do a Gallery Walk.</p> <p><u>Student Activity:</u> Gallery walk and self-grading.</p>

Day #1 Objectives

<p>Lesson Title: Project Introduction</p> <p>Phase 1: Introduction and Research</p>	<p>Gold Standard:</p> <ul style="list-style-type: none"> ● Teacher: Design/Plan, Align to Standards ● Student: Authenticity
<p>Learning Goal:</p> <ul style="list-style-type: none"> ● MN Benchmark: Career Exploration 	<p>Students will be able to: Examine project topics and choose one STEAM Career to focus on.</p>
<p>New Vocabulary:</p> <ul style="list-style-type: none"> ● Values ● <i>Not new</i> - STEAM Career/Career Field 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Formative: Rough Draft
<p>Teacher Materials:</p> <ul style="list-style-type: none"> ● Teacher slideshow: 1-9 ● Project Rubric 	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook
<p>Rationale: Students will need time to consider what they want to focus on, and who they want to work with. They should have a general understanding of these career fields after the previous units.</p>	<p>Possible Adaptations:</p> <ul style="list-style-type: none"> ● Teacher may create groups based on needs ● Combine day 1 and 2 for students who can work ahead ● Allow for different product to be made

Day #1 Lesson Plan

<p>Ignite:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Teacher will present 2 discussion questions about the past unit's STEAM jobs ● Students will share with table group, teacher monitors and encourages
<p>Chunk:</p> <p><i>10 min.</i></p>	<ul style="list-style-type: none"> ● Teacher presents slides on project outline, dates, and general information ● Teacher explains how to brainstorm for project choice, and how to complete daily worksheet ● Teacher directs students to form teams of 2-3 (teacher can have pre-made teams depending on class need)
<p>Chew:</p> <p><i>20-25 min.</i></p>	<ul style="list-style-type: none"> ● Teacher presents work slide ● Students work with teams to fill in brainstorming sheet and use any digital resources given ● Teacher monitors and scaffolds student work time
<p>Review:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Students will reflect on day 1 of reflection sheet, teacher will demo ● Teacher may check off each team's reflection as a formative assessment ● Teacher will present exit slide and direct students to clean up

Day #2 Objectives

Lesson Title: Project Start-Up Phase 1: Introduction and Research	GOLD Standard: <ul style="list-style-type: none"> ● Teacher: Build the Culture ● Student: Student Voice and Choice
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Career Exploration 	Students will be able to: Investigate their chosen STEAM career.
New Vocabulary: <ul style="list-style-type: none"> ● Shifts ● Salary ● Promotions ● Sources 	Assessment: <ul style="list-style-type: none"> ● Formative: Rough Draft
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 10-15 	Student Materials: <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook
Rationale: <ul style="list-style-type: none"> ● Students will need a day to start researching their chosen job, and possible assemble their work. 	Possible Adaptations: <ul style="list-style-type: none"> ● Teacher provides specific research ● Teacher gives additional days for start-up ● Temporary seating chart for project

Day #2 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will discuss their project choice and topic ● Students will discuss potential problems and successes of the project process
Chunk: <i>10 min.</i>	<ul style="list-style-type: none"> ● Teacher will present research methods to the whole class ● Teacher may demonstrate how to research ● Teacher may give links for students to use in classroom website
Chew: <i>20-25 min.</i>	<ul style="list-style-type: none"> ● Students will begin researching their STEAM career and fill in the guided research document ● Teacher will present work slide and monitor the room and scaffold
Review: <i>5 min.</i>	<ul style="list-style-type: none"> ● Students will be directed to complete exit slip in packet ● Teacher will present exit slide and direct students to clean up

Day #3 Objectives

<p>Lesson Title: Conflict Research Day</p> <p>Phase 1: Introduction and Research</p>	<p>GOLD Standard:</p> <ul style="list-style-type: none"> ● Teacher: Manage Activities ● Student: Challenging Problem
<p>Learning Goal:</p> <ul style="list-style-type: none"> ● MN Benchmark: Critical Thinking 	<p>Students will be able to: Examine conflicts within their STEAM Career field.</p>
<p>New Vocabulary:</p> <ul style="list-style-type: none"> ● Task Conflict ● Relationship Conflict ● Value Conflict 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Formative: Rough Draft
<p>Teacher Materials:</p> <ul style="list-style-type: none"> ● Teacher Slideshow: 16-21 	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook
<p>Rationale: For this Project-Based Learning experience to truly be interdisciplinary and rigorous the students must generate an inquiry question and attempt to solve it within the confines of their chosen career field.</p>	<p>Possible Adaptations:</p> <ul style="list-style-type: none"> ● Teacher narrows conflict possibilities ● Teacher explains types of conflicts with group

Day #3 Lesson Plan

<p>Ignite:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will brainstorm conflicts in the education system today.
<p>Chunk:</p> <p><i>10 min.</i></p>	<ul style="list-style-type: none"> ● Teacher will present to students about 3 major conflict types ● Teacher may demonstrate how these work in real life or show example
<p>Chew:</p> <p><i>20-25 min.</i></p>	<ul style="list-style-type: none"> ● Students will research a conflict related to their career field and connect it to one of the 3 major conflict types ● When finished with the conflicts worksheet they will begin applying their work into their project
<p>Review:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Students will complete exit slip in packet ● Teacher will present exit slide and direct students to clean up

Day #4 Objectives

<p>Lesson Title: Conflict Resolution Day</p> <p>Phase 1: Introduction and Research</p>	<p>GOLD Standard:</p> <ul style="list-style-type: none"> ● Teacher: Manage Activities ● Student: Sustained Inquiry
<p>Learning Goal:</p> <ul style="list-style-type: none"> ● MN Benchmark: Problem Solving 	<p>Students will be able to: Apply conflict resolution techniques to their Career's conflict.</p>
<p>New Vocabulary:</p> <ul style="list-style-type: none"> ● Compromise, Collaboration, Competition, Adaptation, Avoidance 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Formative: Rough Draft
<p>Teacher Materials:</p> <ul style="list-style-type: none"> ● Teacher Slideshow: 22-27 	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook
<p>Rationale: It is vital for students to experience researching how to solve a problem in the lens of a career field for this experience to be realistic and impactful. This is likely the most complex moment of interdisciplinary research and development.</p>	<p>Possible Adaptations:</p> <ul style="list-style-type: none"> ● Teacher can narrow resolution techniques ● Teacher can modify rough draft work

Day #4 Lesson Plan

<p>Ignite:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Teacher will model conflicts and resolutions for the teaching profession ● Teacher will give students an opportunity to ask questions
<p>Chunk:</p> <p><i>10 min.</i></p>	<ul style="list-style-type: none"> ● Teacher will present to the whole class conflict resolution techniques ● 5+ resolution techniques given, teacher will model with own profession ● Teacher models how to solve an issue with a T chart or other diagram
<p>Chew:</p> <p><i>20-25 min.</i></p>	<ul style="list-style-type: none"> ● Students will apply a conflict resolution technique to their project. ● Add a speaking component?
<p>Review:</p> <p><i>5 min.</i></p>	<ul style="list-style-type: none"> ● Students will complete exit slip in packet ● Teacher will present exit slide and direct students to clean up

Day #5 Objectives

Lesson Title: Project Work Day #1 Phase 2: Assembly and Revision	Gold Standard: <ul style="list-style-type: none"> ● Teacher: Scaffold Student Learning ● Student: Sustained Inquiry
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Collaboration 	Students will be able to: Create a poster or slideshow project using previous research.
New Vocabulary:	Assessment: <ul style="list-style-type: none"> ● Formative: Reflection
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 28-33 	Student Materials: <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook or Poster
Rationale: <ul style="list-style-type: none"> ● Students will need ample in class work time to make a product. 	Possible Adaptations: <ul style="list-style-type: none"> ● Teacher modifies workload ● Teacher creates sentence stems on project

Day #5 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will discuss what collaboration looks like ● Students will have an opportunity to ask questions about project assembly
Chunk: <i>5-10 min.</i>	<ul style="list-style-type: none"> ● Teacher will demonstrate how to assemble a digital project ● Teacher may demonstrate how to assemble a paper project if time and materials are available
Chew: <i>30< min.</i>	<ul style="list-style-type: none"> ● Students move to their team with needed materials ● Students will begin assembling their project using previously gathered documents - brainstorming sheet, research document, and conflict worksheet
Review: <i>5 min.</i>	<ul style="list-style-type: none"> ● Students will complete exit slip in packet ● Teacher will present exit slide and direct students to clean up

Day #6 Objectives

Lesson Title: Project Work Day #2 Phase 2: Assembly and Revision	Gold Standard: <ul style="list-style-type: none"> ● Teacher: Scaffold Student Learning ● Student: Sustained Inquiry
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Creativity 	Students will be able to: Create a poster or slideshow project based on previous research.
New Vocabulary:	Assessment: <ul style="list-style-type: none"> ● Formative: Reflection
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 34-39 	Student Materials: <ul style="list-style-type: none"> ● Rough Draft Packet ● Writing utensil ● Chromebook or Poster
Rationale: Students will likely require at least one day to assemble their gathered information onto their project. Some groups may need more work time than others. Teacher conference will give students the opportunity to see where they are at.	Possible Adaptations: <ul style="list-style-type: none"> ● Teacher modifies workload ● Teacher checks in with groups in need <ul style="list-style-type: none"> ○ Uses this conference form

Day #6 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will discuss questions around incorporating creative elements into their project, and devise a short plan to do so.
Chunk: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will review work time expectations ● Teacher will show where materials are located for projects ● Teacher will leave up visual aids for work time with reminders of class period goals
Chew: <i>30< min.</i>	<ul style="list-style-type: none"> ● Students will work for the majority of the hour ● Teacher will manage classroom and check in with every team at least once, scaffolding based on perceived behavioral or academic need ● Detailed conference may occur with conference form, allowing teacher to formatively grade project and give physical feedback to students
Review: <i>5> min.</i>	<ul style="list-style-type: none"> ● Students will reflect on their progress from the class period (team or individual?) ● Teacher will present exit slide and direct students to clean up

Day #7 Objectives

Lesson Title: Peer Review Day Phase 2: Assembly and Revision	GOLD Standard: <ul style="list-style-type: none"> ● Teacher: Assess Student Learning ● Student: Critique and Revision
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Communication 	Students will be able to: Revise peer work and receive feedback on their own project.
New Vocabulary: <ul style="list-style-type: none"> ● Perspective 	Assessment: <ul style="list-style-type: none"> ● Formative: Peer Review Log
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 40-45 ● Timer 	Student Materials: <ul style="list-style-type: none"> ● Feedback Log ● Writing utensil ● Chromebook or Poster ● Rough Draft Packet (if needed)
Rationale: A key piece of the GOLD standard revolves around students giving and receiving feedback, then applying recommendations to their work. The log will keep students honest about what they actually change in their project.	Possible Adaptations: <ul style="list-style-type: none"> ● Set up peer review groups in advance ● Conduct multiple peer review sessions

Day #7 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will discuss questions around helpful coaches, feedback, and why revision matters.
Chunk: <i>10 min.</i>	<ul style="list-style-type: none"> ● Teacher will demonstrate how to give and receive feedback (details) ● Teacher will show list of partnered teams and transition to work time ● Teacher will post work time expectations slide, peer review steps, and start timer (time?)
Chew: <i>20 min.</i>	<ul style="list-style-type: none"> ● Students will sit with their team and peer review team ● Students will share their work digitally or physically and start the peer review process ● Teacher may check-in with teams throughout the hour
Review: <i>5-10 min.</i>	<ul style="list-style-type: none"> ● Teams will pass back their feedback logs ● Students will then review what changes need to be made in the next class ● Teacher will run a timer for students to answer the review question on their feedback log, “What immediate changes will you make on your project tomorrow at the start of class?” ● Teacher will present exit slide and direct students to clean up

Day #8 Objectives

Lesson Title: Revision Day Phase 2: Assembly and Revision	GOLD Standard: <ul style="list-style-type: none"> ● Teacher: Engage and Coach ● Student: Critique and Revision
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Communication 	Students will be able to: Apply peer revisions to their project. Reflect on any other opportunities for improvement.
New Vocabulary: <ul style="list-style-type: none"> ● Revision ● Apply 	Assessment: <ul style="list-style-type: none"> ● Formative: Teacher Check-in
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 46-51 	Student Materials: <ul style="list-style-type: none"> ● Feedback Log ● Writing utensil ● Chromebook or Poster ● Rough Draft Packet (if needed)
Rationale: Middle school students require a thorough step-by-step opportunity to practice applying peer revision feedback to their project.	Possible Adaptations: <ul style="list-style-type: none"> ● Teacher leads revision with a group ● Conduct second peer review session

Day #8 Lesson Plan

Ignite: <i>5 > min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Teacher will pass back feedback logs ● Students will be asked to review their logs from last class and revisit their reflection response to, “What immediate changes will you make on your project tomorrow at the start of class?”
Chunk: <i>10 min.</i>	<ul style="list-style-type: none"> ● Teacher will demonstrate how to use simple feedback to alter a digital project. Teacher will also show how to modify a paper project neatly.
Chew: <i>25-35 min.</i>	<ul style="list-style-type: none"> ● Students will apply revisions to their project. They will use the feedback log from the previous day and teacher demonstration as a baseline.
Review: <i>5 > min.</i>	<ul style="list-style-type: none"> ● Students will complete exit slip in packet ● Teacher will present exit slide and direct students to clean up

Day #9 Objectives

Lesson Title: Final Work and Reflection Day Phase 3: Presentation and Reflection	GOLD Standard: <ul style="list-style-type: none"> ● Teacher: Engage and Coach ● Student: Reflection
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Collaboration 	Students will be able to: Finish project steps, conduct a final check-in with their teacher.
New Vocabulary:	Assessment: <ul style="list-style-type: none"> ● Formative:
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 52-57 	Student Materials: <ul style="list-style-type: none"> ● Writing utensil ● Chromebook or Poster ● Rough Draft/Feedback Log (if needed)
Rationale: Students may need extra time in class to finish their work. A short reflection of their work will be part of their overall grade and important for them to understand their room for growth. Teacher will conduct one last formal check-in with each group to assess any opportunities for improvement.	Possible Adaptations: <ul style="list-style-type: none"> ● Teacher modifies expectation in one grading category ● Teacher gives additional resource to a group in need ● Teacher directs completed groups to support others - teamwork

Day #9 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Students will discuss what steps need to be taken to complete their project, and will conduct a minor SEL check-in
Chunk: <i>5 min.</i>	<ul style="list-style-type: none"> ● Students will be guided to their project rubric one last time and asked to review (maybe give one student a role to do this). ● Teacher will formally check in with each group to assess opportunities for improvement and give positive feedback on progress. ● Teacher check in form is located in resource packet =
Chew: <i>25-30 min.</i>	<ul style="list-style-type: none"> ● Students will apply final teacher feedback via verbal direction and given feedback form. ● Students will review the project rubric and apply opportunities for growth.
Review: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present the rubrics up front on board ● Students will conduct an informal formative team grade for each grading category of their project. ● Teacher will ask students to create an action plan for any homework that may need to be done prior to the following class - Gallery Walk. ● Teacher will present exit slide and direct students to clean up

Day #10 Objectives

Lesson Title: Gallery Walk and Reflection Phase 3: Presentation and Reflection	GOLD Standard: <ul style="list-style-type: none"> ● Teacher: Assess Student Learning ● Student: Public Product
Learning Goal: <ul style="list-style-type: none"> ● MN Benchmark: Communication 	Students will be able to: Explore peer projects, give feedback to others, and reflect as a group on their collaboration skills.
New Vocabulary:	Assessment: <ul style="list-style-type: none"> ● Summative: IB Rubric - Skills and ATL's
Teacher Materials: <ul style="list-style-type: none"> ● Teacher Slideshow: 58-63 ● Extra Post-its and pencils for each student 	Student Materials: <ul style="list-style-type: none"> ● 6 Post-it notes per student ● 1 writing utensil ● Completed Project ● Final Reflection Form
Rationale: A Gallery Walk is a great opportunity for students to share their work. This will give them a sense of pride via peer responses in a low stakes environment that also teaches how to give appropriate feedback. This may give students a sense of closure after weeks of hard work.	Possible Adaptations: <ul style="list-style-type: none"> ● One group presents in different way ● Allow for unfinished groups to continue working, possibly as ignite/chunk time ● Mini fishbowl shares - split up class in half, small group share.

Day #10 Lesson Plan

Ignite: <i>5 min.</i>	<ul style="list-style-type: none"> ● Teacher will present entrance slide and greet students ● Teacher will congratulate students on completing their projects ● Students will discuss what they are most proud of - or finish up work
Chunk: <i>10 min.</i>	<ul style="list-style-type: none"> ● Teacher will show students examples of positive feedback ● Teacher will demonstrate how to move around the room and use sticky notes and writing utensil to leave feedback for others ● Teacher will explain behavioral expectations and time restraints
Chew: <i>20 min.</i>	<ul style="list-style-type: none"> ● Teacher will start the timer and manage classroom ● Students will give annotation style + ? ! With a comment for each project ● When timer is up, students will sit down to read feedback and reflect
Review: <i>5 min.</i>	<ul style="list-style-type: none"> ● Students will read feedback cards ● Students will complete final summative reflection individually ● Students will turn in project, reflection, peer review log and rough draft packets ● Teacher will present exit slide and direct students to clean up ● <i>After: Teacher will examine student reflections and edit project plan</i>

Optional: Day #11 Guideline

- *Theme:* Reward and Work Completion Day
- *Rationale:*
 - Opportunity for students who completed their work to earn an incentive.
 - Opportunity for students with incomplete work to finish.
- *Reward Structure:*
 - Reward opportunities would preferably be relatively quiet or in a different physical space from the work room.
 - Rewards would be given to students who had completed their project by end of day #10.
- *Reward Options:*
 - Movie day
 - Board/video games day
 - Structured free time - expectations presented in advance
 - Outside/recess time - additional supervision needed
- *Scaffolding Method:*
 - The teacher will check in with groups that have not completed their work. Preferably there would be a plan put in place in advance between the teacher and students during day 9 or 10 when finishing in time seems unreasonable.
 - Teacher will explain the rubric and expectations at the start of the hour once more.
 - The teacher may also give supplemental resources, or modify workload if needed.
 - The teacher will utilize proximity as a behavioral motivator for students, and may assist with technology use if needed.
 - The teacher may follow up with families on a possible homework plan.
 - Students who earned the reward may need less attention or an additional staff member to support.
 - Finished groups could earn extra credit by assisting/modeling for unfinished groups. Clear directions on what this would look like are needed.
 - Teacher Slideshow: [64](#)

Links to all Created Resources:

IB Rubrics:

<https://docs.google.com/document/d/11qx7ZQE4xSVk-ubZxh2NUdtXpJl6zHoXT8JFH9GcsiU/edit>

Teacher Slideshow:

https://docs.google.com/presentation/d/10HJKspHxmL6NINIZ0_7GF5A5Y1RKSmsLVIU47LV-FIM/edit

Teacher Conference Form:

https://docs.google.com/document/d/12KcdF37Jzo_gBbrPFbQWeGospFSMbaFO8fitlTITGOE/edit

Self-Grading Form:

https://docs.google.com/document/d/12lW9twI9zUBrMDPa_CY6PJ06poNm4MjYUABtAybmWPA/edit

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