

# PLACE-BASED, CULTURAL PROJECT PLANNING FORM

## BIG PICTURE PLANNING

<b>Name of Project:</b>		<b>Duration:</b>
<p><b>Project Focus</b></p> <p>1.Summary of the issue, challenge, investigation, scenario, or problem</p> <p>2.Driving Question</p> <p>3.Action/Design</p> <p><i>Be specific about the connections between the project and community/place/culture)</i></p>	<p><b>Example</b></p> <p>Our ocean is of tremendous importance. It is both a resource and a relative, yet there is ample evidence that the coastal water around Wai'anae is suffering.</p> <p>What is the state of water quality in the area? How can we determine this?</p> <p>How can we best communicate what we learn to others in order to protect our ocean?</p>	
<p><b>Pedagogical Questions (Teaching Questions)</b></p> <p><i>Break the Driving Questions down into 'questions that can help direct your teaching.' These may be co-generated by the students, but you can also think ahead in order to support their efforts.</i></p>	<p><b>Examples</b></p> <p>What kinds of tests exist for water quality?</p> <p>What are indicators of 'healthy water?'"</p> <p>What are indicators of 'unhealthy water?'"</p> <p>How can we improve the health of water?</p>	

<p><b>Standards to be Addressed</b></p> <p><i>List standards and then generate 'possible' project experiences to address the standards</i></p>	<p>Primary Standards (To be assessed)</p>	<p>Possible Project Experiences</p>	<p>Resources</p>
	<p>Secondary Standards</p>	<p>Possible Project Experiences</p>	<p>Resources</p>

**ASSESSMENTS**

<b>Kick-off</b> <i>Experiential, active, and highly motivating</i>	
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		<b>Presentation Audience:</b>		
<b>Possible Culminating Products and Performances</b>	<b>Group:</b>		Class:	
		School:		
		Community:		
	<b>Individual:</b>	Experts:		
		Web:		
		Other:		

**ASSESSMENTS**

Standards and other content, skills, processes to be assessed	Formative Assessments (During Project)	Summative Assessments (End of Project)

<b>Resources Needed</b>	<b>Community resources</b> <ul style="list-style-type: none"> <li>• Field work</li> <li>• In-class expertise</li> </ul>			
	<b>Equipment</b>			
	<b>Materials</b>			
	<b>Text Sets</b> <i>Books</i> <i>Web resources</i> <i>Other</i>	<b>Whole Class</b>	<b>Differentiated Collection</b>	<b>Leveled Sets</b>

# PROJECT CALENDAR

**Project:**

**Start Date:**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEK ONE: GOAL

WEEK TWO: GOAL

WEEK THREE: GOAL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK FOUR: GOAL				
WEEK FIVE: GOAL				
WEEK SIX: GOAL				

## PBCP LESSON ANTICIPATION GUIDE

**Project:**

**Knowledge and Skills Needed by Students**

**Scaffolding / Materials / Lessons to be Provided**  
by the project teacher, other teachers, experts,  
mentors, community members

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