Unconferences:
PBL Planning by Content
April 22, 2019

[Unconference Schedule](#)
Room 300 & 301

1:50-2:40 - Session #1 (50 min)
2:45-3:35 PM - Session #2 (50 min)

Intended Outcomes:
1. Strengthen an adult culture of learning
2. Deepen understanding of PBL curricular planning
3. Consider implications by content/discipline

Meeting Norms

1. Keep equity at the center
2. Speak your truth AND respect differences of opinion (Brave Space)
3. Be mindful of patterns of participation
4. Expect/accept non-closure
5. Make the implicit explicit
6. Own your intentions and your impact
7. Space/Think Time: create it for all needs & feelings that arise

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SFUSD Definition of Project Based Learning

Project Based Learning is a culturally and linguistically affirmative equity pedagogy in which students develop and demonstrate Deeper Learning competencies and standards-based knowledge and skills. Through rigorous inquiry, application, and revision, students work for an extended period of time to investigate and respond to essential/driving questions and to authentic, real-world, engaging, and complex challenges.
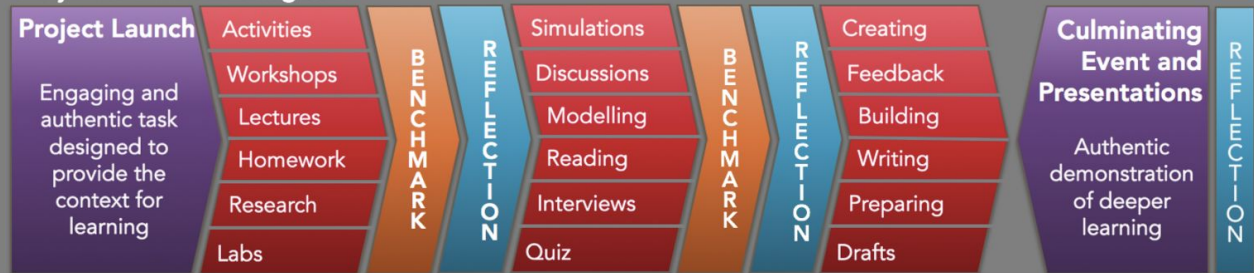

Doing Projects vs. Project Based Learning

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Time	Min	What	Goal
1:50 2:45	5	**<u>Community Builder</u>** PBL is a spectrum of practices used for planning and teaching. With a partner, consider where you would place yourself currently on the spectrums below, and identify one spectrum in which you'd like to move toward PBL: **Teacher-Centered/** **Traditional Teaching**　　　　　　　　　　　**Student-Centered/** 　　　　　　　　　　　　　　　　　　　　　　**Project Based** Direct Instruction　　　　　　　Inquiry & "learning & lecture drive my　　　　　　　 by doing" drive my course course I teach with and　　　　　　　 I teach with and through answers　　　　　　　　 through questions In my class, my students　　　　In my class, my students learn about what those　　　　 embody and engage in in the discipline do　　　　　　 the behaviors and 　　　　　　　　　　　　　　　 practices of the discipline I highlight the answers　　　　 I highlight of students that are　　　　　　 each student's thinking correct　　　　　　　　　　　　 with a focus on process My students learn about　　　　 My students engage in what the textbook teaches　　　real-world problem-solving 　　　　　　　　　　　　　　　 to explore community 　　　　　　　　　　　　　　　 challenges and/or essential 　　　　　　　　　　　　　　　 questions that are being 　　　　　　　　　　　　　　　 contested and debated today I don't know my students　　　 I know my students deeply as people and learners　　　　 as people and learners In my class, students　　　　　In my class, students learn to learn the facts　　　　　　　　interrogate how knowledge 　　　　　　　　　　　　　　　is produced and valued	Consider the spectrum of PBL teaching and where you might want to stretch

1:55 2:50	2	**Opening Moves** Sign-In Digitally: **handouts** Facilitator Introductions ● Nora & Ho ● Kathleen & Suzy Meeting Frame & Goals: ● Big Picture Goals of PBL: Nurture critical thinking, application, and problem-solving so students are able to meet the challenges of our world and be active change makers within it. This requires a reframing of "rigor" and a new way of teaching and learning. ● Today: Dig into specifics for PBL planning by content to build understanding of how you might plan for PBL	Understand purpose of today's meeting within broader context
1:57 2:52	10	**Mini-Lesson on PBL** (Slide Deck) What is PBL? How is doing a project different from PBL? How does planning for PBL differ from traditional lesson planning? Explore sample planner & essential design elements ● DOING PROJECTS vs PROJECT BASED LEARNING ● Sample project planner (create free login to access) ● Essential project design elements (and accompanying rubric) Generally PBL teachers **PLAN** by doing the following: 1) Define goals and determine priorities for student learning - big picture then more concrete (standards, content, habits of mind, Deeper Learning competencies) 2) Identify driving question(s), the challenge, and culminating product(s)/capstone 3) Identify student produced evidence that will demonstrate proficiency of those goals and priorities (summatively and throughout) 4) Plan instruction and learning activities (within benchmarks and toward the capstone)	Learn the 101 basics of PBL and planning for PBL
2:07 3:02	10	**SFUSD Curriculum Guidance** Review recommendations by content area for SFUSD (see list attached by content area) Q&A	Consider recommenda-tions for how to plan for PBL within your content area

2:17
 	
3:12
	20	**Content-specific work**
		
		Explore **project cards** by content (for more, see sample project summaries from PBL
		Works: https://my.pblworks.org/projects - make a free login)
		   OR
		Explore a **sample unit** by content then discuss the 4 questions below:
		 ● Math (Ww_they_think)
		 ● Science (Water Quality) or SFUSD unit projects (access using Sprocket)
		 ● ELA (Community Photojournalists, G 4-6)
		 ● SS/History (Is it Constitutional?)
		 ● Humanities 7-8 (Untold Stories of the Excelsior)
		  ○ *This project is currently happening at SF Community. The broad strokes are complete but last few weeks still being finalized as it unfolds.*
		 ● VAPA (Project design wars)
		 ● PE (Couch to 5k)
		
		Looking for more? Search the PBL Curriculum Resource Page
		
		Optional Discussion Questions
		 1) Identify the essential elements of PBL within this plan.
		 2) Which elements are strong?
		 3) Which elements could use further development?
		 4) If you were teaching this project, what would you do differently?
		
		Partner Share: What project most excited you? Which would most engage and challenge your students?
			Engage in project dissection & analysis to build on current understanding of PBL

2:37 3:32	3	**Closing** Post-it Reflection: ● I'm excited to… , I'm nervous about…, I need…, I'm looking forward to... **Support Tools & Contact Information:** ● PBL Curriculum Resource Page ● PBL Myths, Concerns, & FAQ's ● PBL Digital Resource Kit ● "PBL Explained" (video) *Contact Information for Facilitators:*	Learn where to go to deepen understanding or for more resources
2:40 3:35- 3:45		**Session 1**: ADJOURN @ 2:40 pm **Session 2 only**: End of Day Exit Ticket: bit.ly/unconf3feedback ADJOURN @ 3:45 pm	

PLANNING FOR PBL IN SFUSD

Math	Utilize the SFUSD **Math Core Curriculum** with adaptations (by unit, not affecting scope-and-sequence) to implement "**Problem Based Learning (PrBL)**" within a unit. The standards, content, and concepts connected to each unit must be explored, thus we recommend adapting within a unit without compromising core content, conceptual and foundational skills, or the learning progression - all necessary for future units. The fall and spring District Assessment Milestone Tasks (6.2, 6.5, 7.3, 7,7, 8.3, 8.6) must be administered. This might mean: ● Adapting the tasks so they are linked to one big idea, essential question, or challenge that drives the unit ● Finding spaces to offer student choice ● Finding ways to build greater authenticity and relevance (link to current events, context of school/neighborhood, etc.) ● Bringing in a public audience (during or at end of project) **Learn about Problem Based Learning:** 2-page overview of PrBL Longer overview of PrBL (p. 18-25) NTN PrBL planning form PrBL Webinar Sample PrBL unit
Science	SFUSD's middle school science curriculum IS a PBL curriculum! (SFUSD unit projects; access using Sprocket). This means you do not need to build units from scratch but rather can focus on small adaptations you might make to bolster the project with your students in mind! If you choose to make adaptations to the curriculum, we recommend strengthening some/all of the following elements: ● **Authenticity/Relevancy** (how might you make this project matter to YOUR students? Are there local or community connections or real-world contextual problems/current events you might embed or substitute?) ● **Student choice** (where might you build in opportunities for greater choice - whether in content, process, or product? Might students select amongst a choice of research topics or final products or be given choice in *how* to engage in inquiry?) ● **Public Audience** (how might you incorporate the local community and/or experts in the field? How might a presentation of learning or the final challenge involve a public audience?)
ELA	Design **PBL units sequenced with the spirals** (Narrative, Informative/ Explanatory, Argument, Research) which are roughly 6-8 weeks in length. PBL units must be in alignment with the student learning outcomes and CCSS within each spiral. We recommend planning from or embedding the **Equity Studies Infusion Framework (**Draft**);** this is a great framework for embedding social justice teaching within projects. **Helpful Planning Tools:** ● ELA Core Curriculum Portals ● Using a Workshop Approach in Middle School

History/ SS	Design PBL units matched with one or more of the **8 major core concepts** (identity, culture, community, citizenship, migration and movement, resources, systems, power) - and in alignment with SFUSD's History/Social Science student learning outcomes and Literacy in History/Social Studies. Teachers must follow the History Social Science scope and sequence for grades 6-8 and address the key concepts identified for each grade. However, units may be rearranged in sequence within each grade level, and adapted within the unit. We recommend planning from or embedding the **Equity Studies Infusion Framework**; this is a great framework for embedding social justice teaching within projects. **Helpful Planning Tools:** ● PK-12 Scope & Sequence ● History-Social Science Content Standards ● *Scope and Sequence for Literacy in History-Social Science, 6-12* ● *2016, California Framework for History-Social Science, Kindergarten through Twelve.*
PE	Create or adapt PE units in alignment with the Physical Education CA Standards and without compromising the key learnings within the 6-8 scope and sequence.
VAPA	Create or adapt PBL units in alignment with the California State Standards for the Visual and Performing Arts (standards and learning outcomes) for relevant grade levels Build PBL units around the essential learning outcomes for each grade level as specified in Dance, Music, Theatre, Arts and Media Entertainment and Visual Arts K-12. Within each Content Standard are 4 Component Strands: Creating, Performing, Responding and Connecting. You may choose to focus a PBL unit in one or more of these domains. We recommend building or adapting from the exemplar units: http://sfusdarts.weebly.com.
Computer Science	Computer science curricular units are already project-based. Teachers are encouraged to make strategic and thoughtful adaptations to include the elements of PBL where they are not fully developed (e.g., driving question, authenticity/relevance, voice, choice, public audience). Links to curriculum: ● MyCS (course 1 / 6th grade) ● App Inventor (course 2 / 7th grade) ● CS Discoveries (course 3 / 8th grade) // curriculum guide Any PBL units created or adapted should be in alignment with the California K-12 Computer Science Standards. Teachers should continue to use the programming platforms assigned to each curriculum (i.e., Scratch in MyCS, App Inventor, and JavaScript in CS Discoveries). Additionally, teachers should maintain a design project for each course.