WORKING PROJECTS INTO YOUR CURRICULUM

BUILD CONTENT FIRST, THEN USE PROJECTS TO DEEPEN AND ASSESS LEARNING

1 TRADITIONAL INSTRUCTION



- Direct instruction
- Readings & discussion
- Source analysis
- Practice key skills

Establish a baseline understanding of content.

2 SHORT PROJECTS THROUGHOUT



- 3–5 smaller projects
- Sprinkle throughout unit
- Reinforce and apply new learning
- Build key disciplinary skills

Increase reps to sharpen skills & offer quick content checks.

3 LONGER PROJECTS AT THE END



- Deeper exploration of content & curiosity
- Can be a concentrated sprint or extended into the next unit
- Use mini lessons to reinforce content & skills

Assess content & skills through PBL by bringing students into rubric creation.

4 PLAN AHEAD & TOGETHER

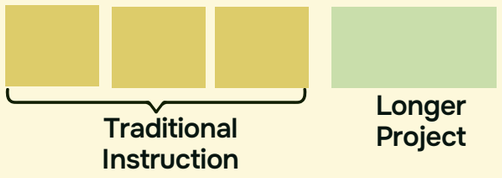


- Bring students into conversation about the next unit's projects before you finish your current unit
- Identify areas of tension in content & skills together

Elevate student engagement through dialogue.

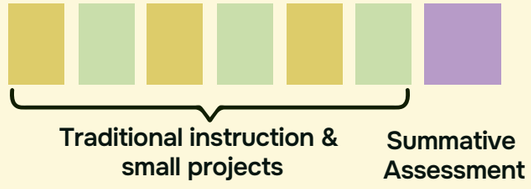
SAMPLE UNIT SEQUENCES WITH PBL

ONE LARGE PROJECT AT THE END



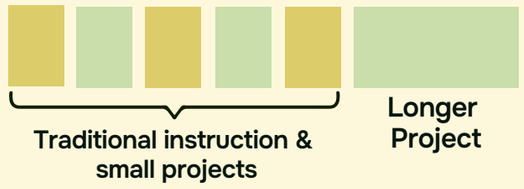
Focus on traditional instruction of content and skills first, then culminate the unit with a longer project.

SEVERAL SHORT PROJECTS ALONGSIDE INSTRUCTION



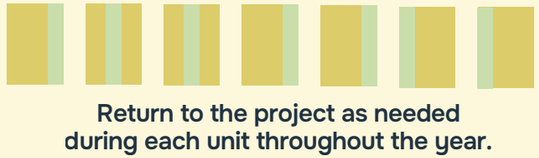
Projects focus on building content & skill reps. Traditional assessment captures learning at the end of the unit.

A MIXED APPROACH



Use shorter projects during the unit to build skills, then a longer project near the end to deepen understanding and serve as an assessment.

A "YEAR LONG" PROJECT



A larger, complex project may benefit from scaffolded instruction throughout the year. Let it serve your students needs as it makes sense in your course.