# 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

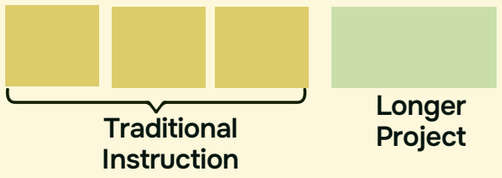


- Bring students into conversation about the next unit's projects before you finish your current unit
- Identify areas of tension in content & skills together

Elevate student engagement through dialogue.

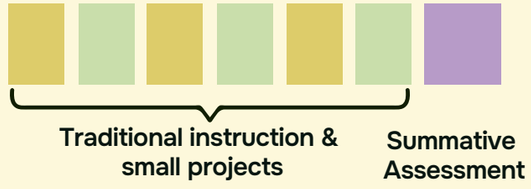
# SAMPLE UNIT SEQUENCES WITH PBL

### ONE LARGE PROJECT AT THE END



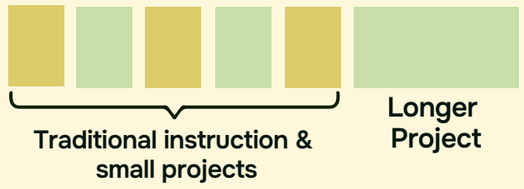

Focus on traditional instruction of content and skills first, then culminate the unit with a longer project.

### SEVERAL SHORT PROJECTS ALONGSIDE INSTRUCTION



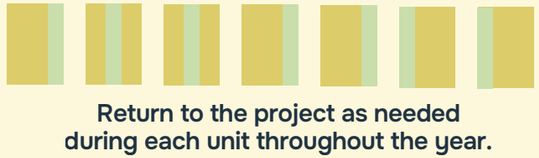

Projects focus on building content & skill reps. Traditional assessment captures learning at the end of the unit.

### 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.