SDUSD PBL Planner

Adapted from the PBL Project Template created by Liz Rush & Liz Perry

Roadmap | Components | Compendium | Calendar | Synopsis | Website

1. Organize in Google Drive	2. Share with Collaborators	3. Instructions
- Click on the icon *- Move to or make a project folder*	*- Click on the Share icon* *- Share with collaborators*	*- All instructions are in italics.* *- Delete instructions as you complete planner.* ***View** - Exemplar*

ROADMAP

The Roadmap maps out the progression of the project.
Note:
- For some teams, it may make sense that there are fewer components. Add or delete rows as necessary.
- Develop the Roadmap as it makes sense for the following considerations:
content areas involved in project, length of project (full-year, semester 1 or 2, etc.), grade level(s), ideas for exhibition, etc.
- Some of the components will be formative to help you assess where students are along the way, and the more culminating pieces will be summative.

Grade Level:	**Content Areas:**		
Date	**Project Components**	**People Involved** **Content Teacher & Industry**	**Location/Additional details**
8/27/19	Client Interest Survey	Clay, Walsh, Hatch	Media Classes
8/27/19	Student Intern is assigned Internship Supervisor **Component #1 - Professional Email -Introduction**	Clay, Walsh, Hatch, Internship Supervisors	Write email in English during 1st and 2nd period with Clay. Attach portfolio in Media 3rd period and send email.

	-Set up job shadow between 8/30-9/10 Assign Production Document #1 - Project Research		Prod Doc #1 - Begin in English and complete in Media
9/10/19	**Component #2 - Job Shadow** (to be completed by 9/10/19)	Clay, Walsh, Hatch, Internship Supervisors	At location of Internship Supervisor Students can drive themselves or teachers can drop off and pick up on prep.
9/11/19	**Component #3 - Production Document #1 - Project Research DUE** Students research assigned internship supervisor's organization and develop interview questions	Clay, Walsh, Hatch	Media Classes
9/17/19	**Component #4 - Production Document #2 - Project Development Plan DUE** The purpose of this document is to clarify the deliverables interns will be creating for their internship supervisor.	Clay, Walsh, Hatch	Media Classes
9/17-9/24	**Component #5-Assign Production Document #3A - Message and Visuals** Pre-production of internship media products (script, storyboard, sketches, design details)	Clay, Walsh, Hatch	Media and English supports
9/25/19	Students send **Production Document #3A Message and Visuals** (with scripts/sketches to client for feedback/revision suggestions) AND Students also send **Production Document #3B** - **Internship Supervisor Feedback Form and Student Plan for Revisions**	Clay, Walsh, Hatch, Internship Supervisor	Media and English supports Due back from Internship Supervisor by 9/30/19 Student part of document due by 10/3 and then students can enter production
9/27/19	End of Grading Period		
10/3-10/15	Production of internship media products	Clay, Walsh, Hatch	Media and English supports
10/16/19	Students send **1st draft** of products to internship supervisor.	Clay, Walsh, Hatch, internship supervisor	Due back from Internship Supervisor by 10/22/19

	Students send production doc 3B to internship supervisor for critique and revision cycle **Component #6 -Production Doc #3C Client/Teacher Critique and Revision Cycle Feedback Form**		
10/22-11/12	Revision of internship media products	Clay, Walsh, Hatch, Internship supervisor as needed	Media and English supports
10/25/19	End of Grading Period - Q1		
11/13/19	Students send **2nd draft** of products to internship supervisor. Students send production doc 3C to internship supervisor for critique and revision cycle **Component #7 -Production Doc #3C Client/Teacher Critique and Revision Cycle Feedback Form**	Clay, Walsh, Hatch, internship supervisor	Due back from Internship Supervisor by 11/18/19
11/19-12/3	Final revisions of internship media products	Clay, Walsh, Hatch, internship supervisor as needed	Media
12/2/19	Begin work for Senior Defense Paper	Clay	English
12/4/19	**Component #8 - Final Products Due to Internship Supervisor**	Clay, Walsh, Hatch, internship supervisor	Media
12/6/19	End of Grading Period - P2		
12/9/19	**Component #9 - Billable Hours Document DUE** This document has been a living document where kids report time spent working on internship products and communicating with internship supervisor	Clay, Robson	English, Economics
12/9/19	**Component #10 - Production Document #4 - Production Report DUE** to Media	Clay, Walsh, Hatch	Media
12/13/19	**Component #11 - Production Document #5 - Production Process and**	Clay, Walsh, Hatch	Media

	Essential Skills DUE		
12/18/19	**Component #12 - Senior Defense Paper DUE**	Clay	English
1/6/20	Begin senior defense presentation	Clay, Walsh, Hatch	English, Media
WEEK of 1/13	**Component #13 - Senior Defense Presentation Date:_____**	Clay, Walsh, Hatch, internship supervisor,	English, Media
WEEK of 1/13	**Component #14 - Senior Gala Date: _____**	Clay, Walsh, Hatch, Cruz	TBD
1/24/19	End of Grading Period - Semester 1		

PROJECT COMPONENTS FROM ROADMAP

As you build out this section, you should have the same number of components as you have formative assessment and deliverables on the roadmap.

Component One: Professional Email

Content area(s): Media and English

Student Deliverable(s)	Content Area Standards Alignment	2-3 Essential Skills	6 A's match with Rationale	Assessment measure: formative/summative reflective (metacognitive)	Scoring Criteria/Rubrics : (what will be measured?)
Students write a professional email introducing themselves to their internship supervisor and requesting a 2 hour job	CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Communicate effectively - speaking and writing Autonomy Self-motivated	Authenticity Adult Relationships	Formative	Rubric

shadow/meet and greet					

Component Two: Job Shadow/ Meet and Greet Interview					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
Students will complete a 2 hour job shadow and meet and greet where they interview supervisor about media print and video product needs.	CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence	Communicate effectively - speaking and writing Solve problems with people of diverse backgrounds	Adult Relationships Active Exploration Authenticity Listening with understanding and empathy	N/A	**N/A**

Component Three: Production Document #1 - Project Research					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**

Students will conduct research on supervisor's organization and develop interview questions	CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Find/organize/evaluate information from multiple sources Critical thinking	Academic Rigor Applied Learning Authenticity	Formative	Teacher feedback

Component Four: Production Document #2 - Project Development Plan					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
The purpose of this document is to clarify the deliverables the intern will be creating for the internship supervisor.	CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Communicate effectively - speaking and writing	Applied Learning	Formative	Teacher feedback

Component Five: Production Document #3B - Internship Supervisor Feedback Form and Student Plan for Revisions					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**

The purpose of this document is to collect the feedback from the internship supervisor for students to reflect, plan, and design revisions to media deliverables.	CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Creative problem solving Flexibility Adaptable Listening with understanding and empathy	Adult Connections Assessment	Formative	Teacher feedback

Component Six and Seven: Production Doc #3C Client/Teacher Critique and Revision Cycle Feedback Form (completed 2 times)					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
The purpose of this document is to have students peer edit and give revision suggestions on media products for their clients	CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	Critical thinking Communicate effectively - speaking and writing Listening with understanding and empathy	Assessment	Formative	Teacher feedback

Component Eight: Final Products Due to Internship Supervisor
Content area(s): Media and English

Student Deliverable(s)	Content Area Standards Alignment	2-3 Essential Skills	6 A's match with Rationale	Assessment measure: formative/summative reflective (metacognitive)	Scoring Criteria/Rubrics : (what will be measured?)
Students send their final print media and video products to the client	CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, PUBLISH, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Apply knowledge/skills to real world Communicate effectively - speaking and writing Striving for accuracy	Academic Rigor Assessment	Summative	**Internship supervisor feedback**

Component Nine: Billable Hours Document

Content area(s): English and Economics

Student Deliverable(s)	Content Area Standards Alignment	2-3 Essential Skills	6 A's match with Rationale	Assessment measure: formative/summative reflective (metacognitive)	Scoring Criteria/Rubrics : (what will be measured?)
Students turn in their completed billable hours document where they have been keeping track of time spent working for their internship supervisor. They will calculate hours, income based on hourly wage, research, taxes, and create a budget.	Economics Standards 12.1.1. Examine the causal relationship between scarcity and the need for choices. 12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	Ability to work with numbers/graphs/statistics Applying past knowledge to new situations	Academic Rigor Applied Learning	Formative	Teacher feedback

Component Ten: Production Document #4 - Production Report

Content area(s): Media and English

Student Deliverable(s)	Content Area Standards Alignment	2-3 Essential Skills	6 A's match with Rationale	Assessment measure: formative/summative reflective (metacognitive)	Scoring Criteria/Rubrics: (what will be measured?)
A production report is required after the completion of the project so that managers, administrators, or clients have a good understanding of the process utilized, the decisions made, and the challenges that had to be overcome.	CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Critical thinking Analytical reasoning Apply knowledge/skills to real world Communicate effectively - speaking and writing Thinking about my thinking (metacognition)	Academic Rigor	Formative	Teacher feedback

Component Eleven: Production Document #5 - Production Process and Essential Skills

Content area(s): Media and English

Student Deliverable(s)	Content Area Standards Alignment	2-3 Essential Skills	6 A's match with Rationale	Assessment measure: formative/summative reflective (metacognitive)	Scoring Criteria/Rubrics: (what will be measured?)
A synopsis of the entire project and reflection of the essential skills used.	CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Thinking about my thinking (metacognition)	Academic Rigor	Formative	Teacher feedback

Component Twelve: Senior Defense Paper					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
A ten page reflective paper that includes academic research and explores the students growth in the ESLR's and a post secondary academic plan.	CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Thinking about my thinking (metacognition)	Academic Rigor Applied Learning Assessment	Summative	Rubric

Component Thirteen: Senior Defense Presentation					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
A verbal presentation of the senior internship experience, their growth in the ESLR's, and post secondary plan.	CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are	Thinking about my thinking (metacognition)	Assessment	Summative	Rubric

	appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				

Component Fourteen: Senior Gala					
Content area(s): Media and English					
Student Deliverable(s)	**Content Area Standards Alignment**	**2-3 Essential Skills**	**6 A's match with Rationale**	**Assessment measure: formative/summative reflective (metacognitive)**	**Scoring Criteria/Rubrics : (what will be measured?)**
An event that highlights the students' work with the senior internship experience and includes students, internship supervisors, teachers, parents, community members.	CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and	Thinking about my thinking (metacognition)	Adult Connections Academic Rigor Assessment	Celebration	Attendance

	interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				

COMPENDIUM

The compendium is a collection of resources for the project that include content as well as skill building and/or literacy/numeracy supports as needed for production.

Text/Resource Title (with link)	Component	Connection to Project or Skill Development
		SEE PDF DOCUMENT

INTERDISCIPLINARY CURRICULUM MAP

Recommended for collaborative planning. Optional deliverable for PBL Institute.

View calendar from Exemplar Project:
Project S.A.V.E. Interdisciplinary Curriculum Map

1. Make a Copy & Organize in GDrive

- Make a copy of the 2019-20 Interdisciplinary Curriculum Map to share with your team.

- Click on the *icon*
- Move to project folder

2. Share with Collaborators

- Click on the

icon
- Share with collaborators

3. Link to Interdisciplinary Calendar

- Copy the url (website address) and hyperlink or paste it here:

PROJECT SYNOPSIS

The project synopsis is a document teams will be able to use for students, parents, and community partners to increase understanding of the scope and purpose of the project.

Senior Internship Experience
Subtitle / Tagline

Essential Question	*How can I demonstrate my mastery of multimedia and essential skills by developing deliverables for a real world client?*
Overview	*At the senior level, students begin an internship for an internship supervisor. The internship supervisors are comprised of business professionals who work for organizations in the community. As an intern, students are responsible for communicating professionally with their supervisor, completing a 2 hour job shadow and meet and greet interview, understanding the supervisor's print media and video needs, bringing the supervisor's print media and video needs to life, completing revision cycles, delivering a completed product to the supervisor, and defending their work and learning at DMD through a Senior Defense paper and presentation. The products the interns complete will vary and are based on the needs of the supervisor and his/her organization.*
Grade Level	*12*
Content Areas Integrated	*Media* *English* *Economics*
Principal Client	*USS Midway, Office of Emergency Services, Villa Musica, SAY San Diego, BPS Bioscience, DEA, Include Autism, Living with AIDS, SDUSD STEAM, Youth Advocacy, Kearny Cluster Gear Up, Stephanie Clay, Deanna Cruz, Athletic Coaches at Kearny*
Industry Partner Roles / Involvement	*Industry partners will serve as Senior Internship Supervisors. Each senior internship supervisor will have a group of 1-4 students to manage and mentor. They will provide the parameters for the print media and video requirements they have. They will participate in critique and revision cycles with their interns. They will communicate with and mentor the students as they create industry quality products for professional use.*
Community Partner Roles / Involvement	*Community Partners would come in the form of guest speakers. Guest speakers will speak on topics of importance that will guide students through their process to create high level products.*
Launch	*Students will get an overview of each internship supervisor and the organization they represent. Students will be able to submit their preferences and will be matched according to interest and skill level required.*
Project Deliverables	*Students will be producing print media and video deliverables. The deliverables will vary based on the supervisor and organization's real world needs. Possibilities will include pamphlets, rack cards, stickers, checklists, magnets, logo, radio spot with original music, social media campaigns, infographic, business cards, website development, hashtag development, 3-5 minute documentary, multiple short videos, etc.*
Culminating Event	*The senior internship is inherently high stakes because students are delivering products to supervisors who plan to use them with their organizations. Supervisors are relying on students to produce quality work that is usable for their needs. Students are also responsible for defending their learning and work through a Senior Defense paper and presentation.*

	Finally, students will celebrate their accomplishments at the Senior Gala where students present their work to family, school staff, and community members.

WEBSITE DEVELOPMENT

The purpose of developing a website is to make your project public and accessible for students, staff, parents, community members, and anyone looking to learn more and be inspired. Your site can be created in your preferred platform. Every teacher and student in SDUSD has access to Google Sites via Google Drive, therefore that is the tool we will model.

View website from Exemplar Project:
Project S.A.V.E. Website

1. Google Site - Video Tutorials

- *Create a Site*
- *Create & Move Pages + Navigation Options*
- *Themes, Colors, Fonts*
- *Insert, Edit, Embed*
- *Publish Your Site*
- *Previewing Site*

Complete - Google Sites YouTube Playlist

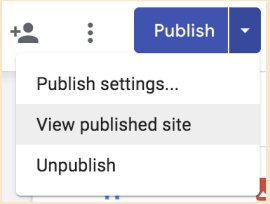
2. Share with Collaborators

- Click on the *icon*
- Share with collaborators
- Video Tutorial

3. Link to Website

- Click on the down arrow next to

- The menu below will appear. Select "View published site".



- Copy the url (website address) of the published site and hyperlink or paste it here: