

PROJECT-BASED LEARNING PROJECT PLANNER

SECTION 1: PROJECT OVERVIEW

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COURSE & GRADE LEVEL	Social Studies and Math 7-12
BEGIN/END DATES (approx.)	One month

What is the unit or content theme from your course that this project will address?

This project idea integrates math, data analysis, social justice, and identity exploration through comics, offering a multidimensional learning experience. Here's a structured breakdown for teachers and students:

In a sentence, what is your idea for the project? What will students learn, explore, and do?

Students will explore themes of identity, intersectionality, and social justice through the medium of comics. They will handle real-life math transactions during visits to comic studios, calculate production costs for their own comics, and present their work at a parent luncheon where they can sell their comics.

SECTION 2: MAP THE LEARNING GOALS

What key course concepts, themes, or inquiry methods are addressed by this project?

Visit to Comic Studios:

- **Math Integration:** Students will manage all financial transactions related to public transportation (e.g., calculating fare, budgeting for the trip).
- **Learning Outcome:** Understanding real-world applications of math in everyday situations.

2. Creating a Comic:

- **Math Integration:** Students will calculate the cost of producing their comic, including materials, printing, and time.
- **Social Justice Integration:** The comic will explore themes of identity, cultural norms, or LGBTQ+ issues.
- **Learning Outcome:** Combining creative storytelling with practical math skills and social awareness.

3. Parent Luncheon Presentation:

- **Activity:** Students will present their comics and discuss their creative process, thematic choices, and the math involved in production.
- **Learning Outcome:** Developing presentation skills, understanding the economics of production, and engaging with the community on social justice issues.

How are [graduate portrait elements](#) built into this project?

***Positive, Confident, and Connected sense of Self Powerful and Effective Communicators
Reflective, Empathetic, and Empowering Graduates***

Which power standards will be mastered and what student work will serve as evidence?

STANDARD	EVIDENCE
RL1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	1. Reading and Reflection: <ul style="list-style-type: none">○ Explore articles and novels related to names, identity, and social justice (e.g., "The Hate U Give").○ Discuss the significance of names and how they relate to identity and social norms.
RL6: Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.	

<p>Math Standards Integration</p> <ul style="list-style-type: none"> • Data Collection and Analysis: Conduct surveys on names within the class or school, analyze the data for trends, and calculate probabilities related to names. • Data Visualization: Create charts and graphs using software to present findings from the surveys. • Probability: Discuss the probability of meeting someone with a specific name and how it varies across different settings. 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of other</p> <p>MP.5 Use appropriate tools strategically.</p>
<p>W3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</p>	<p>Present findings in a Google Slide presentation.</p>

SECTION 3: DESIGN THE PRODUCT

What is the essential or driving question to propel sustained inquiry?

What do our names reveal about our identities? What do they hide?

What products and/or performances will students create?

Class survey, Charts and Graphs of findings, Presentation of findings and Comics, Students will create a comic, they will present it at family night and they will be for sale.

What resources are needed for this product (things that you and/or students will need)?

Transportation to comic studios; funds for creating and printing comics; funds for parent luncheon.

How will the project capitalize on students' personal, cultural, and family/community strengths?

Students will be able to individualize each comic to their own cultural, family traditions, personal interests and strengths.

Names and Society:

- *How do names reflect cultural and societal influences?*
- *How do names impact our perception of others and ourselves?*

SECTION 4: FIND AN AUDIENCE

Who might serve as the audience or client for student products and performances?

Parents, community members and school community.

Who are the potential partners, what roles might they play, and how will you connect with them?

POTENTIAL PARTNER		ROLE IN THE PROJECT	HOW TO CONNECT
Comic Studios in Portland, OR		Will host a field trip so students can visit, see how a studio operates and watch as the studio teaches a comic drawing class to children.	Students will use my list of contacts to reach out and ask if they can visit.

How will you prepare partners to work with students?

I will have initial meetings with the studio owners, managers, and staff. I will describe the role of myself and what I will be in charge of and what the studio will present etc.

How will you prepare students to work with partners?

We will have role play in class before students reach out to the comic studios to ask to be hosted for a visit. I will help students prepare their emails and thank you letters.

SECTION 5: PROJECT SCAFFOLDING

What benchmark deliverables are students expected to complete *prior to* the final product or outcome?

- 1) *survey findings with data visualization*
- 2) *comic studio visit*
- 3) *comic cost calculations*
- 4) *comic narrative and drawings*
- 5) *presentation and sale*

How will you collect and analyze student performance data during the project?

I will collect and analyze student performance data during the project in the ways of:

- **Reflection Journals:** Analyze common themes or recurring issues in students' reflections. This can reveal insights into their understanding and areas where they struggle or excel.
- **Homework Assignments:** Look for patterns in mistakes or areas where students commonly need help. This can indicate specific topics or skills that need more attention.
- **Class Discussions:** Pay attention to the level of participation and the nature of contributions. This can help gauge overall engagement and comprehension.
- **Draft Narratives and Drawings:** Review these to assess creativity, critical thinking, and application of concepts. They can provide a more nuanced understanding of students' grasp of the material.

How will you use this data to improve learning?

By systematically analyzing and acting on performance data, I can create a more responsive and effective learning environment that supports all students' growth and development.

How will you ensure that students know what quality work LOOKS LIKE through...			
#	ELEMENT	THESE THINGS ARE SOLID...	I STILL NEED TO PLAN...
1	<u>EXEMPLARS</u> What examples will students review and learn from?		
2	<u>RUBRICS</u> Which aspects need rubrics? Where will you get them?		
3	<u>FEEDBACK</u> How and when will students receive formative feedback?		

How will you support students' ability to produce quality work through SCAFFOLDS like...			
#	ELEMENT	THESE THINGS ARE SOLID...	I STILL NEED TO PLAN...
1	<u>STRUCTURES AND TOOLS</u> Groups, calendars, documents, equipment...		
2	<u>CONTENT & SKILLS</u> Specific skill building and content pieces needed...		
3	<u>FEEDBACK</u> How and when students receive useful feedback		

How will students reflect on their learning during and at the end of the project? Reflection Journals and discussion with teacher.

Which elements of the [PBL Framework](#) does this project incorporate?

Authentic, Personalized, Collaborative

PART 6: PROJECT CALENDAR

Plan your project calendar which can include:

- Milestones
- Key Student Questions
- Formative Assessments

Week 1: Introduction and Data Collection

Day 1:

- Introduction to the Unit:
 - Discuss the essential questions about names and identity.
 - Introduce key terms: identity, intersectionality, bias, stereotype.
- Homework: Reflective journal entry on their own name and identity.

Day 2:

- Introduction to Comic Studios & Math:
 - Overview of comic studios and the math involved in public transportation transactions.
 - Prep for the studio visit.
- Homework: Research a comic artist or studio to discuss in class.

Day 3:

- Survey Development:
 - Students create a survey to collect data on names within the class or school.
- Homework: Finalize survey questions.

Day 4:

- Conducting the Survey:
 - Distribute and conduct the survey.
 - Introduction to basic data analysis concepts (mean, median, mode).
- Homework: Begin collecting data from survey responses.

Week 2: Data Analysis and Comic Studio Visits

Day 1:

- Data Analysis:
 - Analyze the survey data.
 - Introduction to data visualization (using tools like Google Sheets/Excel).
- Homework: Create initial charts/graphs from survey data.

Day 2:

- Probability Lesson:
 - Discuss probability in the context of names.
 - Calculate the probability of meeting someone with a specific name in different settings.

- Homework: Complete probability calculations.

Day 3:

- Comic Studio Visit #1:
 - Students visit the first comic studio.
 - Engage in math-related activities at the studio (handling transactions, calculating costs, etc.).
- Homework: Reflection on the studio visit and math applications.

Day 4:

- Comic Studio Visit #2:
 - Visit the second comic studio.
 - Continue math-related activities.
- Homework: Compare and contrast the two studio visits.

Day 5:

- Group Data Visualization Project:
 - Finalize and present data visualizations to the class.
- Homework: Prepare a brief write-up explaining their data analysis and findings.

Week 3: Comic Production and Literary Analysis

Day 1:

- Introduction to Comic Production:
 - Discuss the steps to create a comic.
 - Review cost calculations for production.
- Homework: Start planning their comic storyline and characters.

Day 2:

- Literary Analysis (RL1, RL6):
 - Analyze excerpts from "The Hate U Give" and other texts.
 - Discuss character viewpoints and cultural norms.
- Homework: Write a short analysis of a chosen text.

Day 3:

- Comic Production Workday:
 - Begin creating comics, focusing on sketches and storyline development.
- Homework: Continue working on comic at home.

Day 4:

- **Artifact Analysis (Group Work):**
 - Analyze artifacts (comics, excerpts) focusing on message/tone.
 - Discuss connections to other media or events.
- **Homework:** Create a draft of their comic or illustration representing their identity.

Day 5:

- **Writing Narratives (W3):**
 - Develop narratives or dialogues for their comics.
 - Workshop and peer review.
- **Homework:** Revise and refine narratives.

Week 4: Presentation Prep and Culminating Event

Day 1:

- **Comic Finalization:**
 - Complete comic production (final art, coloring, etc.).
 - Calculate final production costs.
- **Homework:** Finalize comics for presentation.

Day 2:

- **Power of Names Discussion:**
 - Discuss the importance of names, using excerpts from literature and students' survey data.
 - Share findings from name interviews.
- **Homework:** Prepare a short presentation on the significance of names.

Day 3:

- **Presentation Preparation:**
 - Students prepare presentations for the parent luncheon.
 - Create price tags and sales strategies for their comics.
- **Homework:** Practice presentations.

Day 4:

- **Final Presentation Rehearsal:**
 - Run through presentations and set up for the luncheon.
- **Homework:** Final preparations.

Day 5:

- **Parent Luncheon and Comic Presentation:**
 - Students present and sell their comics.

- Reflect on what they've learned throughout the unit.

Post-Unit Reflection

Day 1

- Reflection Session:
 - Discuss the overall experience.
 - Reflect on what they've learned about identity, intersectionality, and social justice through this project.

This calendar provides a structured approach, ensuring that students gradually build their knowledge and skills, culminating in a final project that integrates both the creative and analytical aspects of the unit.

MON	TUE	WED	THUR	FRI

PROJECT PLANNING NEXT STEPS & TO DOs

#	ACTIONS TO TAKE	DEADLINE
1		
2		
3		