**Backwards Project Planner**

Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Planning Backwards (Part 1):

**PURPOSE, PRODUCT, & LEARNING GOALS**

**1. Purpose & engagement**

Why does this project matter? Why will your kids care? What will make them excited to come to school every day to tackle this project?

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**2. Essential Questions**

Essential questions are authentic, have no easy answer, stretch students’ intellectual muscles, and ignite students’ imaginations.

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**3. Your Product(s)**

What do you want students to *do*, *write*, *create*, *perform,* or *build*? List all of the final products.

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Envision the final product(s). What elements would we see in a truly quality final product?

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Who is the authentic audience for your students’ work?

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Where will your project “live” after the exhibition ends? How can you avoid this becoming a “dumpster project”?

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**4. Your Learning Goals**

What do you want students to learn?

**Standards/Frameworks**: [EYS Reading Standards Across the Year](https://docs.google.com/document/d/16bI6xKdJ0t5JodI_bEh1O4n-Y8wgKi9AxeJBDkOwqTU/edit?usp=sharing); [EYS Writing Standards Across the Year](https://docs.google.com/document/d/1vScjT4A5j7Keo5jwbt0iUxVWd7ZSkcHnDszdhrqZwDc/edit?usp=sharing); [EYS Math Standards Across the Year](https://docs.google.com/document/d/1R1G251r2OwadDYvUKDw3VJob5_KPNZ7I7LbxOB5D8-c/edit?usp=sharing); [EYS K2 Early Learning Standards](https://docs.google.com/document/d/1aAsQE0EuX2DhcS3bvuOZs-SXc80dzF9-f_UGii3EWdU/edit?usp=sharing); [Next Generation Science Standards (NGSS)](http://www.nextgenscience.org/)

What ACADEMIC CONTENT do students need to know? How can they learn it?

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| **CONTENT GOAL** | **How?** |
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What SKILLS will students develop as they work toward creating this product?

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| **SKILLS** | Where we will see evidence of this skill? |
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How will this project promote LITERACY? What will students READ? How will you scaffold the reading to support all readers?

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What will students WRITE? How will you scaffold this to support all writers?

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What MATH strategies will students learn and apply in this project? How will you scaffold this to support all mathematicians?

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Planning Backwards (Part 2):

**SCAFFOLDING FOR HIGH-QUALITY WORK & DEEPER LEARNING**

If the goal is a **truly high-quality final product**, what are the **indispensable steps** in the process that you need to plan for intentionally? *Prototyping? Drafting? Critique? Refinement? Rehearsal?*

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**Milestones.** What are the important milestones along the way to the final draft? Think about:

* DELIVERABLES: deadlines for drafts and specific product components
* CRITIQUE: opportunities to receive meaningful feedback (from you, from peers, from an outside audience, from an adult expert)
* REFLECTION: regular opportunities to reflect on and document their progress

***\*\*\*See calendar on page 6***

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| **Week** | **Activities** | **Deliverables** |
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**Learning from Models**

What models of excellent work can students study to inspire their own work of excellence? Models created by professionals? By you? By past students? [Other resources: [HTH Project Archive](http://www.hightechhigh.org/projects/), [EL Education Models of Excellence](http://modelsofexcellence.eleducation.org/)]

**Learning from Adults in the Community**

What adult professionals could you bring in as guest speakers or to give feedback during your critique process?

What field experiences could you design for the students? Other opportunities for adult-world connection?

**Learning Through Centers**

How will groups be formed? How will group work be structured?

How will tasks be delegated to support every member of the group’s active engagement in the center/project work?

Planning Backwards (Part 3):

**SCAFFOLDING FOR EQUITY**: *Who’s in the Game?*

Identify a few students whose needs you’d like to be intentional about meeting. How will you differentiate for students with special needs? Consider both **access** and **challenge**.

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| Student | Task | Scaffold /Support / Challenge |
| *Special Needs / PLP/SST:*  |  |  |
| *English learner:* |  |  |
| *Ready for challenge:*  |  |  |

Backwards Planning (Part 4):

**THE LAUNCH & THE EXHIBITION**

**1. The Launch**

How will you launch the project? What classroom activities or field experiences will build excitement, curiosity, and background knowledge?

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**2. The Exhibition**

Where will students exhibit their work? When? Who is their audience?

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**3. Curation**

Where will the work live on (physically or digitally)? What materials will you need to curate the work in a physical space? How will you engage students in the curation of the project?

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Backwards Planning (Part 5):

**PROJECT CALENDAR**

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| **WEEK****OVERVIEW** | **DATES*****week beginning...*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| RESOURCES |
| TEACHER RESOURCES FOR BUILDING BACKGROUND - List resources (podcasts, movies, books, websites, etc.) that would help you, as the teacher, understand the content. These resources are NOT things to share with students, just for your own learning. |
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| VIDEOS |
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| WEBSITES |
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| BOOKS |
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| SONGS |
|  |
| Learning Experiences |
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