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|  PROJECT OVERVIEW page 1 |
| **Name of Project:** | Providing 21st Century Tools for 21st Century Learners | **Duration:**  | 4 weeks |
| **Subject/Course:** | Writing |  **Teacher(s):** Garcia | **Grade Level:** | 5 |
| **Other Subject Areas to Be Included, if any:** | Math, Reading |
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| **Project Idea****Summary of the issue, challenge, investigation, scenario, or problem:** | Students today need to have access to current technology in school so that they can be prepared to use 21st century skills when they enter the workforce. Our class is raising money by writing persuasive essays to community members for a Donorschoose.org project to get 21st century tools that students can use to further the learning in the classroom. |
| **Driving Question** | How can we, as 5th grade students, propose a grant to the public that allows us access to current technology so that we can become successful 21st century learners? |
| **CCSS to be taught and assessed:** | CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.6 |
| **Additional Standards to be taught and assessed:** | CCSS.ELA-LITERACY.W.5.7, CCSS.ELA-LITERACY.W.5.8, CCSS.ELA-LITERACY.W.5.9CCSS.MATH.CONTENT.5.NBT.B.5, CCSS.ELA-LITERACY.RI.5.7**,** CCSS.ELA-LITERACY.RI.5.9 |
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| **21st Century Competencies to be taught and assessed:** | Collaboration | x | Creativity & Innovation  |  |
| Communication (Oral Presentation) |  | Other: |  |
| Critical Thinking |  |  |  |
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| **Major Products & Performances** | Group: | Each group will share a product with the class. In addition, they will contact community members through email to share their persuasive letters and the product that they created.Product may be: video, presentation, poster | **Presentation Audience** **Presentation Audience:** |
| x | Class |
| x | School |
| x | Community |
| Individual: | Persuasive letter |  | Experts |
|  | Web |
|  | Other: |

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|  PROJECT OVERVIEW page 2 |
| **Entry Event** tolaunch inquiryand engage students: | Pose the questions - What should a 21st century classroom look like? What should the students have to help them learn? What should the students be doing? What should the teacher be doing?Draw pictures and take photo or use canva.com to design ideal classroom |
| **Assessments** | **Formative Assessments**(During Project) | Quizzes/Tests |  | Practice Presentations |  |
| Journal/Learning Log |  | Notes | x |
| Preliminary Plans/Outlines/Prototypes | x | Checklists |  |
| Rough Drafts | x | Concept Maps |  |
| Online Tests/Exams |  | Other: |  |
| **Summative Assessments**(End of Project) | Written Product(s), with rubric: persuasive letter (individual) and [final product](http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf) (group) | x | Other Product(s) or Performance(s), with rubric: 21st century competency - collaboration | x |
| Oral Presentation, with rubric |  | Peer Evaluation |  |
| Multiple Choice/Short Answer Test  |  | Self-Evaluation |  |

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| **Resources Needed** | **On-site people, facilities:** | Classroom teacher |
| **Equipment:** | Internet, computers/laptops, projector and screen |
| **Materials:** | devices to evaluate (Chromebook, Google Tablet, iPad) |
| **Community resources:** | Technology expert (Herb?), community workers to share how they use 21st century skills and tools in their jobs, community members and local businesses to contact at project completion |
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| **Reflection Methods** | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log |  | Focus Group |  |
| Whole-Class Discussion | x | Fishbowl Discussion |  |
| Survey |  | Other: |  |