



NTN Project Planning Toolkit 2019: Secondary Version

New Tech Network

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Project Title:				
School: Facing History New Tech	Teachers: Kliemann/ Schneider	Duration: 6 weeks	Grade Level: 10th	Subject Areas: American History

STEP 1: BEGIN WITH THE END IN MIND

Subject Area	Standards
American History	1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
American History	2. Historians develop theses and use evidence to support or refute positions.
American History	4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people
American History	5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
American History	6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
American History	7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Learning Outcome	Rubric Indicator/s (Select from rubrics linked below)
Agency	Use Effort and Practice to Grow
Collaboration	Respectful Tone and Style
Oral Communication	Presentation Skills
Written Communication	Language and Conventions

Knowledge & Thinking	Content, Evidence
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STEP 2: DESIGN THE PROJECT SCENARIO

<p>Project Scenario What is the scenario that will guide student inquiry throughout the project?</p>	<p>Students are required to read and understand the founding documents in their original format.</p> <ul style="list-style-type: none"> -Declaration of Independence -Articles of Confederation -Constitution -Bill of Rights -Federalist Papers -Northwest Ordinance <p>For this project students will use the founding documents and current events to determine if democracy is succeeding or failing.</p>
<p>Driving Question Open-ended, high interest, thought provoking</p>	<p>How do we know if democracy is succeeding or failing?</p>
<p>Problem Statement Role, task(s), purpose</p>	<p>How can we as concerned citizens create an action plan to correct for problems in our democratic system so that the American democratic system more closely aligns with what the Founders intended?</p>
<p>Written Performance Task (Formerly known as IAKT) <i>Written Performance Assessment</i> See NTN Templates for help writing a prompt.</p>	<p>Prompt: How do we know if democracy is succeeding or failing? -The IAKT will be completed as a discussion board post in Echo.</p>
<p>Culminating Products Be sure to allow for voice and choice in what students produce.</p>	<p>Presentation: Students will present their action plan for democracy Artifact(s): Student choice for presentation method Audience: American History Classmates and Teachers</p>
<p>Authenticity and Partners How will you make this project as real-world as possible, and who will help you?</p>	<p>Students will be analyzing their role in our democracy based on the Founding Documents. By analyzing the Founding Documents and current events students will determine if democracy is functioning as the Founders intended. They will create an action plan for how to change the Constitution or the way in which government functions or guide citizens to become more active participants in their country so that the true intent of the Founders can be realized</p>

ENTRY EVENT PLANNING

<p>Entry Event Description/Plan What will be the hook to spark curiosity and initiate the inquiry? How will you introduce the students to their role and tasks? Will you use a document to accompany the entry event? What should it include (i.e. academic vocabulary, description of role/tasks)?</p>	<p>Students will listen to and read John Lewis’s final letter to the American people.</p> <ul style="list-style-type: none"> ● Listen to the entire letter. Ask for reactions. ● Focus on the following quote: <ul style="list-style-type: none"> ○ Democracy is not a state. It is an act, and each generation must do its part to help build what we called the Beloved Community, a nation and world society at peace with itself. ● Discussion: <ul style="list-style-type: none"> ○ What do you think John Lewis meant when he said democracy is an <i>act</i> not a <i>state</i>? ○ What do you think the term <i>Beloved Community</i> means in this quote? How could thinking about your society as a Beloved Community be a part of building democracy? ○ According to John Lewis, each generation is responsible for taking action to support democracy. What actions do you think people in your own generation are taking to create “a nation and world society at peace with itself”? <p>Review entry document.</p>
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Anticipated Knows and Need-to-Knows

*It can be helpful to generate a list of anticipated ‘knows’ and ‘need-to-knows’ that the students might come up with during the entry event. After you generate the list, you should revisit your standards and entry document and revise as needed to ensure alignment (i.e. does the entry event generate need-to-knows that are aligned to the standards?) This list will also help you start planning anticipated scaffolding needs. **Note: This list should be used for planning purposes only. Students should generate their own knows / need-to-knows / next steps lists and revisit them frequently throughout the project.***

Anticipated Knows	Anticipated Need-to-Knows
<p>Content</p> <ul style="list-style-type: none"> ● America declared independence from England ● Enlightenment thinkers ● The Constitution is the basis of U.S. government ● <i>John Lewis</i> 	<p>Content</p> <ul style="list-style-type: none"> ● What is national identity? ● How Enlightenment Concepts contributed to the American Founding ● What are the Founding Documents and principles? ● What does it mean to be an active citizen? ● What did the Founder intend for American Democracy
<p>Logistics</p> <ul style="list-style-type: none"> ● <i>The PBL Process</i> ● <i>FHAO Scope and Sequence</i> ● <i>Class Via Google Meet</i> 	<p>Logistics</p> <ul style="list-style-type: none"> ● <i>Project Groups</i> ● <i>Due Dates</i> ● <i>Products</i> ● <i>Rubrics</i>
<p>Skills</p> <ul style="list-style-type: none"> ● <i>Primary vs. Secondary Sources</i> ● <i>Cause and Effect</i> ● <i>Know how to use Google Docs and Slideshow</i> 	<p>Skills</p> <ul style="list-style-type: none"> ● <i>Analysis of primary sources</i> ● <i>Finding and analyzing evidence</i> ● <i>Creating an action plan</i> ● <i>Creating a final presentation</i>

Anticipated Student-Generated Next Steps:

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STEP 3: PLAN THE ASSESSMENT

To create a rubric, consider which Learning Outcome indicators should be assessed throughout the course of the project. (Refer to Step 1: Begin with the End in Mind.) Linked below are templates that will guide you through the selection of skills from each learning outcome, as well as project/content specific indicators. It is worth noting that teachers rarely use any of the rubrics in their entirety, but most often will pull particular domains or indicators that best fit with a given project and/or student learning needs. In addition to final product assessment, rubrics are intended to be used as formative assessment, feedback on progress, and reflection throughout the project.

Templates to design your own rubrics:

Use one of these templates to design your rubric based on the Learning Outcome Indicators identified in Step 1.

[Elective: Creative Expression Content & NTLO Template](#)

[ELA Analysis: Content and NTLO Template](#)

[ELA Research or Argumentation: Content and NTLO Template](#)

[Science Argumentation: Content and NTLO Template](#)

[Scientific Research: Content and NTLO Template](#)

[History/Social Science: Content and NTLO Template](#)

[Math Content and NTLO Template](#)

[World Language Content and NTLO Template](#)

STEP 4: CREATE THE PATH

Project Phases

Consider the sequence of learning that will likely take place based on student need-to-knows and skill development. For every “need-to-know,” **brainstorm** possible [scaffolding](#) activities that will support students’ understanding of content and build skill development. Determine project [benchmarks](#) that will help students to stay on track and focused on the end products, while also allowing you to assess their knowledge and skill development. Consider this resource: [Scaffolding Design Template](#).

Entry Event	Scaffolding	Benchmark 1	Scaffolding	Benchmark 2
What will the entry event be? Knows & Need to Knows, Problem Statement, Next Steps Group Contract	What does it mean to be American?	Quiz: Vocabulary	Constitutional fixes to A of C	Document Analysis: Great Compromise
	Enlightenment Thinker Bio and Beliefs	Checklist for a Healthy Democracy: Choose question	Northwest Ordinance Precedents	Checklist for a Healthy Democracy: Founding Documents and Concepts
	Historical events leading to the American Revolution	Mini-presentation: Biography of Enlightenment Thinker and beliefs	Break down of the Constitution	Primary Document Mind Map
	Declaration of Independence Analysis		Federalist vs. Anti-Federalist Comparison	
	Determine Founding Principles	Feedback on Learning Outcome progress based on rubric	Bill of Rights Deep Dive	Feedback on Learning Outcome progress based on rubric

Ongoing Scaffolding:

Scaffolding	Benchmark 3	Scaffolding	Final Product/ Presentation	Reflection/ Assessment
Introduce action plans	Group/Individual submits...	Revise and edit IAKT	Group/Individual submits...	Reflection on: learning using rubric
Test Review	Unit Test	Create Presentation	Final Presentation	
Current events related to checklist	Checklist for a Healthy Democracy	Feedback on Final Presentation		
Begin IAKT	Final Product Scaffold		IAKT	
Reflection on rubric	Feedback on Learning Outcome progress based on rubric			
Ongoing Scaffolding:			Feedback using rubric	

Project Calendar

STEP 5: PROJECT FEEDBACK BEFORE LAUNCH

Take a moment to pause and reflect and ask for feedback from colleagues before launching your project. Revise your project as needed.

Tool	Use
Project Quality Checklist	Use the checklist to do a self-assessment of your project idea and plan. You may need to revise your project plan after conducting your self-assessment.
Critique Feedback	Before implementing the project, it is helpful to get peer feedback on your project plan. Use a Critique protocol to help focus the conversation. During the Critique Feedback process, be sure to take notes on the feedback provided by the group and to allow time for your own reflection – what new insights did you gain? What might you revise? See space for notes below.

Critical Friends Peer Review Feedback Notes

Likes	Wonders	Next Steps
• •	• •	• •

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<p><i>Additional notes:</i></p> <ul style="list-style-type: none">••		