

A stylized globe of the Earth is centered on the Atlantic Ocean, showing the continents of North and South America in green and the oceans in blue. The globe is set within a white circular border against a solid green background. Overlaid on the globe is the title text in white, bold, sans-serif font.

**Project Based
Learning
in the
Secondary
Classroom**

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What do these words have in common?

Creativity

Perseverance

Collaboration

Self-Direction

Interpersonal Skills

Critical Thinking

Rigorous

Technology

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts

transformSC
transform and teach for our students

AN INITIATIVE OF  **SOUTH CAROLINA COUNCIL ON COMPETITIVENESS**

**How do
we as educators create
learning opportunities
that promote the
qualities that prepare
our students to be effective in the
workplace?**

Why Project Based Learning Works For Teachers

You have multiple ways to assess students (content, written skills, oral skills, collaboration, agency)

You will develop stronger relationships with your students.

You can create partnerships in your community.

You can individualize learning for the students in your classroom.



Notice the differences in a PBL classroom as opposed to a traditional classroom.

You can work across academic disciplines

Why Project Based Learning Works for Students



How does this classroom compare to a traditional classroom?

It creates a pathway to success for each student through the assessment of both academic and real world skills.

It gives students opportunities to learn both collaboratively and individually.

It allows students to become active participants in their learning as they construct it literally minute to minute.

It gives students ownership of their groups and their classrooms.

It develops soft skills in students.

Creating a PBL

Step 1

Know your essential question and your problem statement.



Our essential question for a unit revolves around our standards; our problem statement is how we take those standards and give it real world meaning

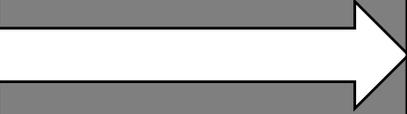
Consider how your content might connect to your school, your community, or our world

Think about what will provide relevance to students

Creating a PBL

Step 2

Create a plan for your project.



What standards will you cover?

What protocols will you use?

How will you assess students?

How will groups work?

*How much time will you devote
(both to certain tasks and the
project as a whole)?*

What will the public product entail?

Creating a PBL

Step 3

Design an “Entry Event” and an “Elevator Pitch” to get students thinking



The entry event is a classroom simulation that connects the real world to your content area.

The elevator pitch is how you are going to provide relevance to your students for the project; this is where you make it “real” for the students

Creating a PBL

Step 4.

**Include your
community resources
to provide
authenticity.**



*This gives a sense of purpose to
your students.*

*The community will value what you
do; it creates a wonderful
partnerships*

*Keep in mind that community can
be as small as a group of students
in your school or as big as the
world*

Examples of PBL's in the High School Classroom

AP Human Geography - Stop Hunger Now

- Combined study of agriculture with population
- Created a fundraising idea for Interact/ROTC to raise money for Stop Hunger Now
- Created a commercial to entice students to participate in fundraiser
- Created Infographics on particular areas of the world where SHN supplies food
- Created t-shirt designs for the Interact/ROTC/AP class to wear when they participated in Stop Hunger Now



Supply and Demand

- Economics - supply and demand
- Students created t-shirt designs to sell for the school
- Created surveys and conducted research to determine at which price students would buy a particular design
- Compared cost to amount of students willing to purchase the shirt
- Created supply and demand curves to go along with their research

Opportunity Costs

- Two different business owners came and presented on their business (coffee house and a pizza restaurant)
- Students worked in teams to determine incentives to increase sales at each business
- Created surveys that were sent out through social media to area college and high school students
- Used that information to create proposals for the business owners
- Each team presented their suggestions to the owner/manager

Holocaust Museum

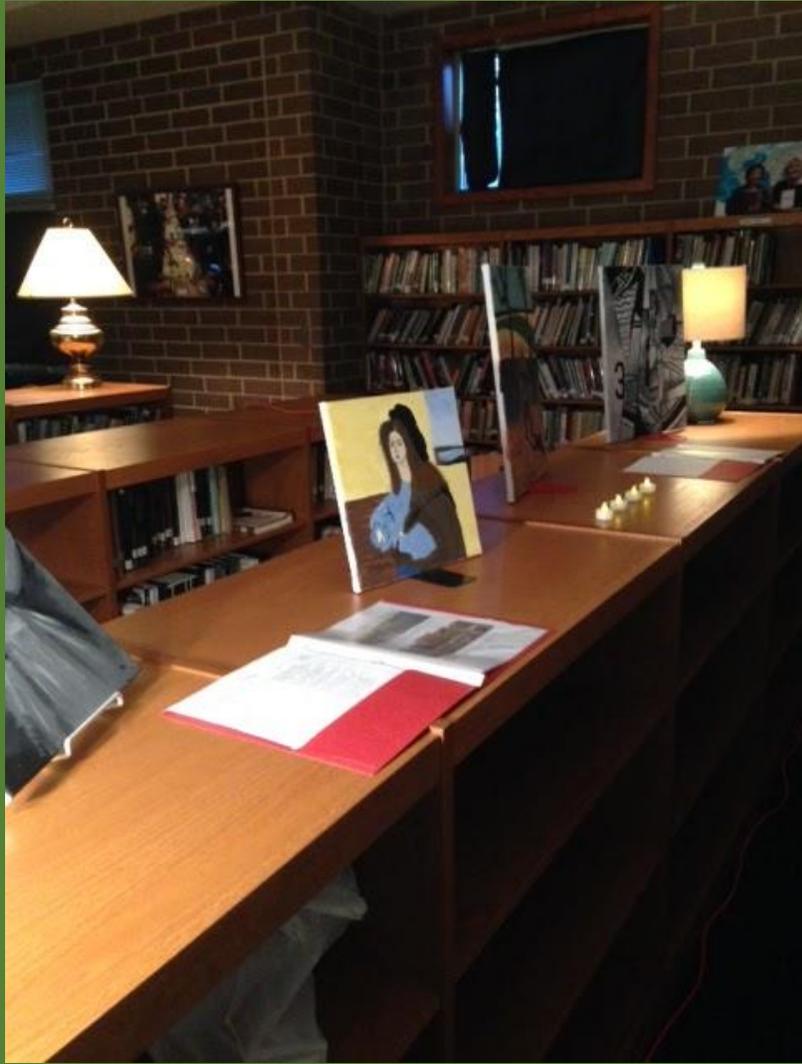
- Studying how people face adversity
- Students chose various topics related to the Holocaust to study further in groups
- Created individual displays that they would present their information for 5 minute sequences
- Set up a museum in the school gym where other classes came to “tour”
- Each group presented on their topic a minimum of 15 times to various age ranges





3D Model of Auschwitz



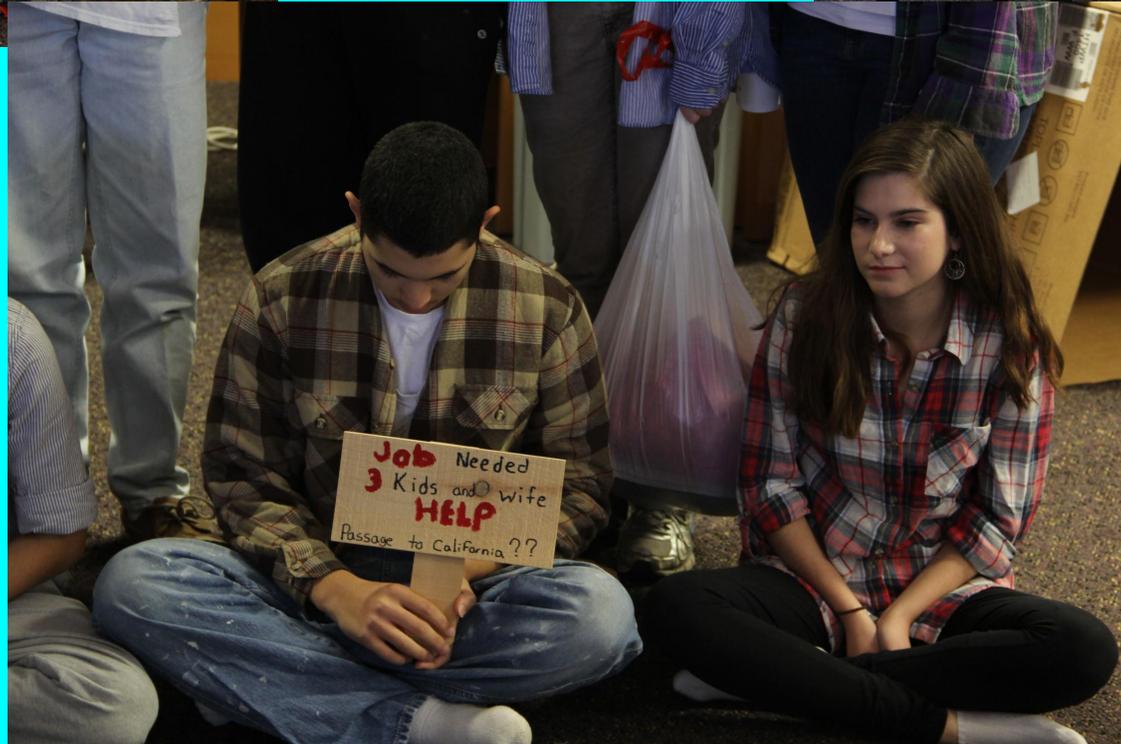


Great Depression Simulation

Start with Dortehea Lange's picture

- Students use this as a starting point
- Spark inquiry into a topic of interest
- No two students can choose the same picture
- Can choose topic and presentation piece





Great Depression Simulation

Tell the story of the Great Depression in Greenwood, SC through the lense of a variety of perspectives

- Diary entries
- Radio broadcasts
- Newspapers
- Models of housing
- Plays and skits
- Made connections to the homeless issue in our community
- Brainstorm ways to help those individuals
- Future opportunities to be involved in the community and with Meg's Closet (homeless shelter for needy women and children)

Why does Project Based Learning work so well?

It allows student choice.

It allows student voice.

It gives them an opportunity to explore new options for exploration.