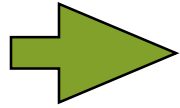


Interdisciplinary or Single-Class Project Planning Wheel



Planning does not always happen linearly. However, a good project or unit must have all of the spokes of the wheel, or the wheel does not roll properly.



You may choose to not move through this planning document from top to bottom, but it is designed to help support you in planning out a high quality project by pushing you to consider all of the necessary elements.

PART A: Project Design Tool

Name of Project: Campaign Ad Exhibition	Grade Level(s): 11 th and 12 th	Project/Unit theme: The art of persuasion in political campaigns	Duration: (can be short or long timeline) 8 weeks
All subject/courses to be included in the project: English and History		Who is the project lead (if multiple classes involved)? English	
<p>Project Overview: [Brief overview of the scope of the project]</p> <p>On the night before the coming election, students will present a campaign television commercial on a specific California proposition to the registered voters of the Metro community and the Bayview community at large. The purpose of the ads is to persuade the audience on how to vote in the California election on the following day. These ads will be the product of months of researching the ballot, interviewing voters, studying the media and its use of persuasive techniques, thinking critically about the issues, and spending hours in video production.</p>			
Is it Driven by Inquiry?			
<p>Essential Question: [What big Essential Question will students grapple with that will guide their learning?]</p> <p>What does it take to change (tip) a voter's mind?</p>			
Is it Aligned?			
<p>What content standards will students master? What will they know?</p> <p>English:</p> <p>CA State Standards</p> <p><i>Reading Comprehension</i></p> <p>2.1 – Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.</p> <p>2.3 – Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>2.6 – Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p><i>Writing</i></p> <p>2.6 Deliver multimedia presentations:</p> <ol style="list-style-type: none"> Combine text, images, and sound and draw information from many sources. Select an appropriate medium for each element of the presentation. Use the selected media skillfully, editing appropriately and monitoring for quality. Test the audience's response and revise the presentation accordingly. 			

Know, Do, Reflect

Listening and Speaking Strategies – Comprehension

- 1.1 – Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 – Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.6 – Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.12 – Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.14 – Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness

Common Core Standards

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Know, Do, Reflect

HISTORY

California State Standards

11th Grade

11.1: Students analyze the major social problems and domestic policy issues in contemporary American society.

11.11.5	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
11.11.6	Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
11.11.7	Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

12th Grade Civics

12.2.4	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
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12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

12.6.3	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
12.6.4	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
12.6.5	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

Know, Do, Reflect

What **competency(ies)** will students be asked to develop and/or apply?

This project focuses heavily on analysis, but requires significant research as well. Students will be expected to demonstrate high quality creative expression through their ads, but that is more of a by-product of the exhibition, rather the task.

What elements of your **graduate profile** does this ask students to develop/practice?

- **All 4 Leadership Skills**
- **Research**
- **Analysis**
- **Creative Expression**

Know, Do, Reflect

Is it mapped to **Assessment**?

Overall Learning Target/Objective for the Project

I can identify the strategies that are most effective in persuading people, and employ those strategies in the political arena.

What Performance Assessment Tasks will be generated by this project (before, after, or during the project):

- Creative Expression
- Math Analysis (Problem Solving)
- English Textual Analysis
- English Research/Argumentation
- Scientific Research
- Scientific Inquiry
- History/Social Science Research/Inquiry

Notes:

Does it progress with **Benchmarks/formative assessments**?

You may want to develop your **culminating product on page 5** before filling in the Benchmark Assessments

What are the major benchmarks (in all classes involved) that students will have to meet in order to successfully complete this project? How will students show what they **know** along the way? What will they be able to **do** with that knowledge as they build up to the end point? How will they be **reflecting** on their learning and growth as they progress through the project?

Benchmarks should be activities that directly map to the end product, such that if a student does not complete the Benchmark, he/she will not complete the project product.

Benchmark Order	Class	Benchmark Category	Benchmark Description - what is the assessment?	Benchmark Skills – what will this help them to be able to do? If a benchmark asks them to report on what they have researched, then they will be able to complete independent research, summarize information, synthesize information, etc.
Benchmark 1	History Due Friday after launch 9/14	<input checked="" type="checkbox"/> Know (mastery) <input type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	Ballot Review - Using the information and websites provided to you, familiarize yourself with what's on the ballot on November 4. Then write a two-page essay proposing what you would like to make an ad for and with whom you would like to make it.	Read election websites and comprehend dense informational text Reflect on personal connection/feelings to different ballot measures Synthesize and prioritize
Benchmark 2	History 9/21	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	Team Platform Presentation - decide which ballot measure you are working on, to take a position, to research your position, and to	Group decision making strategies Research background of ballot measure

Know, Do, Reflect

			formally announce your platform to the class. Your campaign group will need to submit a written brief and prepare a presentation that you will deliver to the class	Keynote Interview strategies

Know, Do, Reflect

Benchmark 3	History	<input checked="" type="checkbox"/> Know (mastery) <input type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	<p>Focus Group Research - Before you can produce an effective ad, you need to understand your audience. As political scientists for the Campaign Ad Project, you will interview potential voters whose opinions will help you design your campaign ad more effectively.</p>	<p>Focus Groups Interview skills Note taking skills</p>
Benchmark 4	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	<p>Commercial Treatment Proposal - Filmmakers must sell their ideas before they can produce them. In the industry, the written document used to sell a film idea is called a treatment. Before you have clearance to work on your campaign commercial, your team must write a treatment and propose it to the class.</p>	<p>Understand overall genre of campaign ad Treatment Structure Filmmaking Techniques</p>
Benchmark 5	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	<p>Commercial Storyboard & Script - Before you can start filming and editing your commercial, you must create a detailed plan for your film in the form of a storyboard and script.</p>	<p>Storyboarding Script formatting</p>
Benchmark 6	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	<p>First Draft of Ad</p>	<p>Peer critique</p>
Benchmark 7	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	<p>Voter Guide - Your ad must be accompanied by a short summary of your intent that will serve as program notes for the audience on exhibition night, as well as the caption for your video when it is posted on the Internet.</p> <p>Your notes should run at about 100 words, and should cover the following:</p> <ul style="list-style-type: none"> Identify the target voter of your commercial 	<p>Blurb format</p>

Know, Do, Reflect

			<ul style="list-style-type: none"> • Explain why your target voter is a swing voter on this issue • Explain how your commercial was designed to sway your voter with imagery and argument 	
Benchmark 8	History	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	Revision of Campaign Ad	
Benchmark 9	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	Final Draft of Campaign Ad	
Benchmark 10	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	First Draft of Media Analysis Paper	Claim – argumentation Evidence from multiple sources Citations Organization counterclaim
Benchmark 11	English	<input type="checkbox"/> Know (mastery) <input checked="" type="checkbox"/> Do (application) <input type="checkbox"/> Reflect (metacognition)	Final Draft of Media Analysis Paper	

Know, Do, Reflect

Does it incorporate Authenticity, Choice , & students playing the Active Role ?			
PBL Guiding Principles:			
<input type="checkbox"/> Authentic , compelling scenario that matters to student, field, or community <input type="checkbox"/> Considers multiple roles/perspectives <input type="checkbox"/> Leads to a product for an authentic audience		<input type="checkbox"/> Allows for student choice <input type="checkbox"/> Point of view/argument that faces opposition <input type="checkbox"/> Engaging, high stakes, with a sense of urgency <input type="checkbox"/> Transforms or creates content, and opens new questions or cycles of inquiry	
Which of the 21 st Century Leadership Skills will students develop?	Collaborating Productively	How will you assess this?	Peer/Self Assessment from exhibition group
	Communicating Powerfully	How will you assess this?	Campaign Ad final product Audience pre/post ballots
	Thinking Critically	How will you assess this?	Benchmarks 1, 2, 4
	Completing Projects Effectively	How will you assess this?	Benchmark completion
Major Culminating Products & Performances for all classes involved (what will students present, defend, perform etc. for an exhibition or demonstration of knowledge?):			
Content Area	Type	Description of Product/Performance	What is this product/performance designed to assess ?
Class:	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Group	Campaign Ad	Depth of understanding of ballot measure, campaign ad genre, persuasive techniques
Class:	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Group	Voter Guide	Depth of understanding of ballot measure, metacognition of decisions re: ad
Class:	<input type="checkbox"/> Individual <input type="checkbox"/> Group		
Who is the audience for this product(s)?			
<input type="checkbox"/> Class <input checked="" type="checkbox"/> Whole School	<input checked="" type="checkbox"/> Community <input type="checkbox"/> Experts	<input type="checkbox"/> Younger Students <input checked="" type="checkbox"/> Web	<input type="checkbox"/> Other: <input type="checkbox"/> Other:

What is the structure for how students will present this culminating product(s)? What kind of “event” will take place?

On Monday, November 5, the night before the coming election, students of Metropolitan Arts and Tech High School want to tell you how to vote. After two months of research into the political process and the art of persuasion, the students will present campaign commercials on the major issues of the state and federal election.

The junior and senior students are presenting television ads on the various and always complicated California ballot initiatives

Almost none of these students are old enough to vote. After studying these issues so carefully, they are looking forward to this unique opportunity to share their opinions with voters and play a role in American democracy. Your presence is important to them and, conveniently, will prove very informative to you before you head to the polls the next day.

Before and after the presentations, students will host information booths where you can learn more about what is on the ballot and how you should fill it out.

How will you assess the presentation/demonstration of product(s)? *Attach any rubrics, including College Success Portfolio rubrics*

The campaign ad will be assessed using the 2008 Grad Portfolio Multimedia rubric

How will you differentiate or modify any and all parts of this project so that all students can access the material and complete all requirements successfully? *Consult with Learning Specialist for ideas*

Modify length requirement of paper and number of sources

Provide example ballot measure as an option to groups with struggling students

Is it Aligned?

Now that you have an initial plan for what your project will entail, how it will serve as the vehicle for your content, how you will assess your students' mastery and application, and how it is designed to engage them in demonstrating quality, take this moment to check your plan. Use the Hot Seat Protocol to get reflect and get feedback on your plan.

Next you will devise the launch of the project (the way to get students excited and bought in from the first possible moment), and then move into actually planning out your weekly and then daily vision for how this will unfold in your classroom.

PART B: Project Planning Tool

Project Launch – Start with a Bang!

- Launch Guiding Principles:**
- High interest, provocative, communicates a sense of urgency
 - Provides overview of project without going into too much detail
 - Provides models/examples of culminating products
 - Provides timeline with major benchmarks
 - Motivating - urges students to explore what is possible within the project
 - Presents an exciting challenge that also feels attainable, students can imagine themselves accomplishing the project
 - Addresses the question of “So what...?”

What venue will you use to launch this project (community meeting, multiple classes, within your class, etc.)?	Who will be involved in the launch (the entire family/team, multiple teachers, just you)?	When will you launch this project?
Launch Agenda:	Staff Roles:	Products/Documents that will be presented:

Action Steps/Follow Up after the launch:

Progresses with Benchmarks/formative assessments ?									
Incorporates regular Reflection ?									
Project Calendar									
Week 1 – what strategies will you use to assess student progress along the way within individual classes (single or multiple classes)?									
Monday		Tuesday		Wednesday		Thursday		Friday	
What are your learning targets/objectives?	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?
Week 2 - what strategies will you use to assess student progress along the way within individual classes?									
Monday		Tuesday		Wednesday		Thursday		Friday	
What are your learning targets/objectives?	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?	What are your learning targets/objectives	How are you assessing student progress?

Progresses with **Benchmarks/formative assessments**?

Incorporates regular **Reflection**?

Project Calendar

Week 3 - what strategies will you use to assess student progress along the way within individual classes (single or multiple classes)?

Monday	Tuesday	Wednesday	Thursday	Friday

Week 4 - what strategies will you use to assess student progress along the way within individual classes (single or multiple classes)?

Monday	Tuesday	Wednesday	Thursday	Friday

Progresses with Benchmarks/formative assessments ?				
Incorporates regular Reflection ?				
Project Calendar				
Week 5 - what strategies will you use to assess student progress along the way within individual classes (single or multiple classes)?				
Monday	Tuesday	Wednesday	Thursday	Friday
Week 6 - what strategies will you use to assess student progress along the way within individual classes (single or multiple classes)?				
Monday	Tuesday	Wednesday	Thursday	Friday

Know, Do, Reflect

Name of Project:		
Post-Project Reflection		
Know - what do you now know about this project having done it?	Do - how do you want to apply your knowledge of this project the next time you do it, or with your next project?	Reflect - how did this project change or push your thinking about your teaching practice?
Project Archival		
Who is the lead on archiving this project and its associated teacher & student work? Abby		
How will you archive this project so that you can implement it in the future without having to recreate the basic building blocks?		