



Project Planning Toolkit



New Tech Network

WHAT IS A PROJECT PLANNING TOOLKIT?

This robust template provides the granular details that help teachers design and execute a project. The toolkit is broken down into five categories:



Begin with the end in mind



Design the project scenario



Plan the assessment



Create the path



Assess your project before launch

NOTE TO EDUCATORS

We're so excited that you're thinking about using one of the NTN Model Projects! Before you begin, we'd like to share a few thoughts and considerations. **This project is intended to be a model, but only a model to get you started.** As with any instructional materials, you will need to adjust tasks, materials, and scaffolding based on the needs of your students. In addition, adjust your project based on your local context, such as connecting to community partners.

We have created a few examples of scaffolding for each benchmark section to help you get started. [NTN Practice Cards](#) are embedded in the "Create the Path" and "Project Calendar". The NTN Culture Practices help you create a safe, inclusive, and emotionally supportive classroom for all students and enrich your trauma-informed work. The NTN Learner-Centered and Assessment Practices help all students, including English Language Learners, in developing Learning Outcome skills. Some include a link to a lesson plan with suggestions for using the practice and adapting it to provide additional support based on your students' needs and your unique context.

"Project Calendars" are meant only to model day to day PBL and will need to be adjusted for various schedules, class period lengths, etc. Please note that on the secondary toolkits, the calendar generally assumes a 90 minute block.

Each toolkit is part of a Curriculum Framework that models the scope and sequence of projects throughout the academic year. See [NTN Curriculum Frameworks](#) and [NTN Glossary](#) in the Help Center to learn more.

<< [NTN American Studies Year-at-a-Glance](#)
<< [NTN American Studies Project Snapshots](#)



Project Planning Toolkit



New Tech Network

PROJECT TITLE

Immigration Policy

AUTHOR(S) NTN Staff

DURATION 3-4 weeks

TABLE OF CONTENTS

- Begin with the end in mind
- Design the project scenario
- Plan the assessment
- Create the path
- Assess your project before launch



BEGIN WITH THE END IN MIND

Consider the standards you'll be addressing in this project as well as the rubric indicators (rows of bullets) from the NTN Learning Outcome rubrics you'll be targeting.

SUBJECT AREA



[C3 Social Studies Standards](#)

STANDARD

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Michigan:
9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.
6.1.1 Analyze the factors that enabled the United States to become a major industrial power... including the increase in labor through immigration and migration.

LEARNING TARGETS

I can distinguish the powers and responsibilities of local, state and national institutions.

I can evaluate public policies about immigration rights in terms of outcomes and consequences.

I can analyze historical and contemporary societies as they promote common good and protect rights of citizens and immigrants.



Sample State Standards

I can write a persuasive argument in the form of an OpEd on immigration rights and justify my position with historical evidence, Democratic Values or the Constitution.

I can analyze how the increase in labor through immigration helped the US become a major industrial power.

Immigration Policy



BEGIN WITH THE END IN MIND (Continued)

SUBJECT AREA

STANDARD

LEARNING TARGETS



Content is **detailed and accurate and supports the argument/thesis**

The content I include in my OpEd and Policy Brief is detailed and accurate and supports my argument.

[Knowledge and Thinking: Social Studies Research](#)

Acknowledges sources' date and origin, and/or context/s (e.g. historical, political, social)

Draws conclusions about sources' content and point of view in light of dates and origins, and/or context/s (e.g. historical, political, social)



CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects... synthesize multiple sources on the subject... CCSS.ELA-

LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources...

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

I can write a research paper in which I cite evidence from multiple sources like print and digital sources to support my research, analysis and reflection.

Knowledge and Thinking: [Common Core ELA](#)



Refers to varied evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis

In my work I can refer for evidence like quotes and information to support my argument.

Knowledge and Thinking: [ELA Explanation or Argumentation](#)

Immigration Policy



BEGIN WITH THE END IN MIND (Continued)

LEARNING OUTCOME



[Agency](#)

RUBRIC INDICATOR/S

Understands how effort and practice relate to getting better at skills, improved work quality, or performance

Builds Relationships: Builds and uses relationships with trusted adults and peers to get back on track as needed and to enhance learning

LEARNING TARGETS

I understand how we get better at skills and quality of work through practice.

I can build relationships with my facilitator and peers and use it to help me get back on track or enhance my learning.



[Collaboration](#)

Team Support

Always helps when asked, and sometimes offers help to others

I always help classmates when asked and sometimes offer my help to others.



[Oral Communication:](#)
Clarity, Organization, and Delivery

Presents a clear central message
Organization and transitions reveal the line of reasoning

Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing

When speaking I can present a clear message in which my organization and transitions reveal my line of reasoning.

I can demonstrate a command of presentation skills, including control of body posture, gestures, eye contact, clear and audible voice, and appropriate pacing.



[Written Communication:](#)
Development

Controlling idea is consistently maintained

Ideas and evidence are mostly developed

In my OpEd, my controlling idea is maintained and my evidence is mostly developed.

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DESIGN THE PROJECT SCENARIO

Consider an authentic project scenario that will allow you to develop and assess the standards and outcomes you determined above.

PROJECT SCENARIO

What is the scenario that will guide student inquiry throughout the project?

National immigration policy has had profound impacts on US history and its people. In this project, students take on the role of policy advisors for government representatives for their city or state. Their task is to lay out the pertinent issues the representative must take into consideration when crafting immigration policy in a policy brief. This will require students to have a deep understanding of the structure and function of government as well. As a project twist, students will write an Op-Ed piece advocating for their own position on the issue. Note that this project should be adjusted to focus on local issues or issues relevant to students, such as sanctuary city status, the DREAM Act, etc. In ELA, students will read novels/nonfiction exploring the perspectives of various immigrant groups. Care will need to be taken to build the culture needed to support discussions of this nature. Reading: selections from *A Different Mirror* by Takaki, novels about immigration to America such as *The Joy Luck Club* by Amy Tan, *The Namesake* by Jhumpa Lahiri, *The House on Mango Street* by Sandra Cisneros, or *The Kite Runner* by Khaled Hosseini.

BIG IDEAS Statements summarizing core ideas and processes that are central to topic and have lasting value (i.e. enduring understandings)

Immigration to the US over time, structure and function of government

DRIVING QUESTION

Open-ended, high interest, thought provoking

How has immigration policy affected US history over time? How has it affected individuals? What does fair and inclusive national immigration policy look like? How does federalism play out in matters of immigration?

PROBLEM STATEMENT

Role, task(s), purpose

We are....policy advisors for government representatives for city/state
Who will...lay out the issues the representative must take into consideration
So that...the representatives have the background knowledge they need for crafting a fair immigration policy.

WRITTEN PERFORMANCE TASK

See NTN Written Task Templates and the Quality Checklist for help writing a prompt.

OpEd about effective immigration policy. Sample prompt (sanctuary city example): *Should the city of _____ designate itself as a sanctuary city? After reading selections from A Different Mirror by Takaki and reviewing texts on immigration and policy, write an OpEd for the newspaper that argues your position on the question. Support your claims with evidence from your research. Be sure to consider the implications of your answer for the city.*

CULMINATING PRODUCTS

Be sure to allow for student voice and choice in the products.

Policy brief with annotated bibliography for city or state representative

AUTHENTICITY AND PARTNERS

How will you make this project as real-world as possible, and who will help you?

Local and State Representatives/Senators

Local or state newspaper (OpEd)



PLAN THE ASSESSMENT

Create the rubric you'll use to assess your students' work. Pull from the learning targets and the NTN Learning Outcome Rubrics, keeping in mind what you selected above in **STEP 1: BEGIN WITH THE END IN MIND**. Consider whether or not your students will need a separate rubric with more student friendly language.

TEACHER PROJECT RUBRIC

Try using the **CRAFT RUBRICS** practice below to build your rubric.

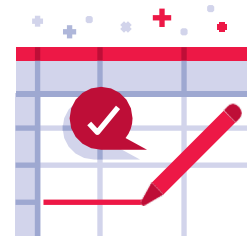
You can also reference the New Tech Learning Outcome rubrics in the [Help Center](#) for help creating your rubric.



LINK TO YOUR RUBRIC

[Immigration Policy Project Rubric](#)

CRAFT RUBRICS



What?

Create rubrics from NTN Learning Outcome Rubrics

Why?

- Help learners focus on specific indicators and master skills/outcomes over time
- Skillfully crafting rubrics takes time and a clear understanding of exactly what you hope students will be able to produce
- Not only do you need to clearly understand what your standards mean, you also must contextualize that content for your learners in the project or problem

How?

1. **Select one or two key indicators** (rows of bullets) from each NTN Learning Outcome rubric to focus on in a project or on a task.
2. **Create a project** or task rubric just from those indicators.
3. **Add any additional content indicators** based on your standards, as needed.
IMPORTANT: As you craft the language, articulate different levels of skill or mastery, **not** simple differences in number or quantity. For example, "Thoroughly supports opinions with evidence and warrants" rather than "Supports each opinion with two to three facts."
4. **If you will be providing grades** based on this rubric, determine how you will do that in a way that prioritizes learner growth and acknowledges where learners start. See **Using Rubrics as a Feedback Tool** card for more.

REFLECT

- What data might you need to help you determine what indicators you will focus on? (Data could be formal or informal.)
- How will you keep the rubric alive for yourself and learners?

GO DEEPER

- See NTN Rubrics in Echo
- See sample rubrics in the Help Desk
- [5 Tips for a More Meaningful Rubric](#)

Immigration Policy



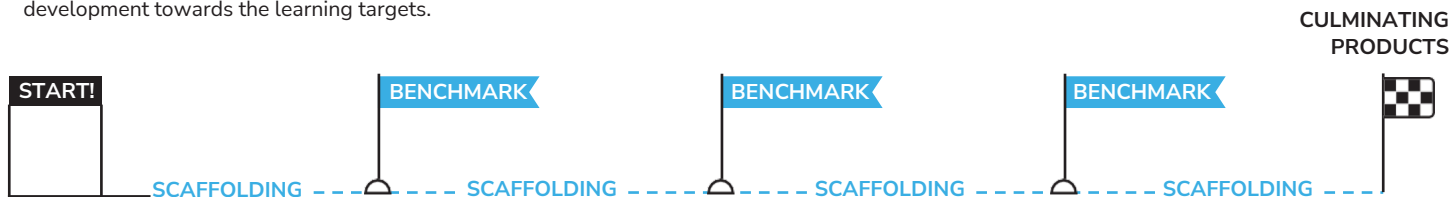
CREATE THE PATH

Plan how you'll move through the project with students from beginning to end.

- Entry Event
- Project Phases: Benchmarking & Scaffolding
- Literacy & Math Plans
- Project Calendar

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

Consider the sequence of learning that will likely take place based on student need-to-knows and skill development. Consider project benchmarks and scaffolding that can help students to stay on track and focused on the end products, while also allowing you to assess their development towards the learning targets.



↑ ENTRY EVENT

DESCRIPTION AND 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)?

4 Corners Activity with some of the issues students will be addressing. See *Learner-Centered Practices: Four Corners*. [Here's a sample set for sanctuary cities.](#)

News video: include a local news video that addresses the immigration issue you'll be addressing. [Here's a sample one](#)

Email: ask the representative you're working with to send an email asking for the policy brief. [Sample text for a scenario focusing on sanctuary cities here.](#)

ANTICIPATED KNOWS AND NEED TO KNOWS

Generate two lists that students may come up with during the entry event. Afterwards, 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?) Note: This list should be used for planning purposes only. Students should generate their own know / need-to-know list and revisit it frequently throughout the project.

KNOWS

We have to create a policy brief or elected a officials.
 We are researching for the Mayor's office.
 Local policies are different than state and federal policies.

NEED TO KNOWS

What exactly makes a sanctuary city?
 What are the policies around ICE and investigations/arrests?
 Do local authorities have to abide by federal and state mandates?
 How do we research laws to help create our brief?

NEXT STEPS

1. Begin research on what makes a Sanctuary city
2. research the state laws for aiding ICE and immigration policies
3. Begin to learn the history of immigration policies in the US



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- [Knows/Need to Knows](#)
- [Co-Create Community Agreements](#) for discussing controversial topics. See *Culture Practices: Co-Create Community Agreements*
- Initial background research. ELA workshops on finding sources, source credibility, and reading dense informational text with a purpose (e.g. [Attacking the Text](#))
- Start [Vocabulary Self-Awareness Chart](#)
- Social studies workshops on federalism, followed by learning quiz. See Echo project briefcase. See *Assessment Practices: Learning Quizzes*.
- Could include [scaffolded federalism reading](#), e.g. for students needing additional reading support
- Social studies workshops on immigration policy over time, focusing on eras in your state standards
- Social studies workshops on defining specific immigration issue students will be addressing in policy brief (e.g. DREAM Act, sanctuary cities, detention centers, etc.)
- Rubric Review Activity



BENCHMARK 1

Group: [Group Contract](#), initial list of sources

[Team Conferences to use rubrics to assess](#)
*see Assessment Practices - Running Rubrics Card and Conferencing Card

SCAFFOLDING

- Additional social studies workshops as needed
- Jigsaw: different group members assigned different sources, read and assess source credibility and determine if they should be included in the policy brief. See [example](#) for sanctuary city status. *See *Learner-Centered Practices: Jigsaw*.
- Additional research
- Determine final list of sources and annotate



BENCHMARK 2

Group: Annotated list of sources consulted/recommended for policy brief

[Team Conferences to use rubrics to assess](#)
*see Assessment Practices - Running Rubrics Card and Conferencing Card



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding



PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- Additional Social Studies/ELA workshops as needed
- Plan and outline policy brief. Divide sections of policy brief among group members. See this resource on the [structure of policy briefs](#)
- Peer review groups on section of policy brief. See *Learner-Centered: Praise, Question, Suggestion*
- Finalize brief
- Prepare and practice presentation *see *Learner-Centered Practices: Praise, Question, Suggestion*



BENCHMARK 3

Group: Policy Brief

Group: Presentation

Individual: Reflection on rubric

[Team Conferences to use rubrics to assess](#)

*see Assessment Practices - Running Rubrics Card and Conferencing Card



CREATE THE PATH (Continued)



Project Phases: Benchmarking & Scaffolding

PROJECT PHASES: SCAFFOLDING AND BENCHMARKS

SCAFFOLDING

- Project twist - now elected officials want your opinion
- Plan for claims and supporting evidence as well as counterclaims and rebuttals. See [Synthesize This: Synthesizing Sources](#) (go to Variations & Extensions)
- Outline and draft OpEds - e.g. using [Basic Argumentative Writing Outline](#)
- Differentiated workshops on how to include evidence, e.g. using [1, 2, 3 Punch technique](#). Refer back to policy brief
- Peer feedback on OpEd *see *Assessment Practices-Critique Card*
- Differentiated grammar workshops based on student need, e.g. [workshop on crafting strong sentences with commas](#) or [sentence and paragraph workshop](#) for writers who need additional support (both using sanctuary city texts)
- Revision and editing of OpEds based on feedback and workshops, e.g. using [clocking](#)

CULMINATING
PRODUCTS

Individual: OpEd published/sent to appropriate officials

REFLECTION

Feedback from students about the project experience and content *see Learner-Centered Practices: Praise, Question, Suggestion card

Students complete Peer Collaboration Tool in Echo

Whole class reflection: I used to think....now I think....

Immigration Policy

CREATE THE PATH
(Continued)

Project Calendar



PROJECT CALENDAR

DAY 1

Project Launch:

1. 4 Corners Activity
*see slide 7
2. News video: *see slide 7
3. Email: ask the representative you're working with to send an email asking for the policy brief.
4. Class
[Knows/Need to Knows](#) Next steps and [Group Contracts](#)

DAY 2

- [Co-Create Community Agreements](#) *see scaffolding
- Initial background research. *see Scaffolding
- Start [Vocabulary Self-Awareness Chart](#)

DAY 3

- Social studies workshops on federalism... *See scaffolding.
- Could include [scaffolded federalism reading](#), e.g. for students needing additional reading support

DAY 4

- Social studies workshops on immigration policy over time
- Social studies workshops on defining specific immigration issue *see scaffolding
- Rubric Review Activity

DAY 5

- [Team Conferences to use rubrics to assess](#) *see Assessment Practices - Running Rubrics Card and Conferencing Card

Benchmark 1 Due

DAY 6

- Jigsaw: See [example](#) for sanctuary city status, also in Echo course. See *Learner-Centered Practices: Jigsaw*.

DAY 7

- Additional social studies workshops as needed
- Additional research

DAY 8

- Additional social studies workshops as needed
- Additional research
- Determine final list of sources and annotate

DAY 9

- [Team Conferences to use rubrics to assess](#) *see Assessment Practices - Running Rubrics Card and Conferencing Card

Benchmark 2 Due

DAY 10

- Plan and outline policy brief. Divide sections of policy brief among group members. See this resource on the [structure of policy briefs](#)
- Additional Social Studies/ELA workshops as needed



CREATE THE PATH (Continued)



Project Calendar



PROJECT CALENDAR

DAY 11

- Plan and outline policy brief. Divide sections of policy brief among group members. See this resource on the [structure of policy briefs](#)
- Additional Social Studies/ELA workshops as needed

DAY 12

- Peer review groups on section of policy brief. See *Learner-Centered: Praise, Question, Suggestion*

DAY 13

- Finalize brief
- Prepare and practice presentation *see *Learner-Centered Practices: Praise, Question, Suggestion*

[Team Conferences to use rubrics to assess](#) *see Assessment Practices - Running Rubrics Card and Conferencing Card

DAY 14

- Finalize brief
- Prepare and practice presentation *see *Learner-Centered Practices: Praise, Question, Suggestion*

[Team Conferences to use rubrics to assess](#) *see Assessment Practices - Running Rubrics Card and Conferencing Card

DAY 15

Presentations!!!!

Benchmark 3 Due!!

DAY 16

- Project twist - now elected officials want your opinion!
- Plan for claims and supporting evidence as well as counterclaims and rebuttals. See [Synthesize This: Synthesizing Sources](#) (go to Variations & Extensions)

DAY 17

- Outline and draft OpEds - e.g. using [Basic Argumentative Writing Outline](#)
- Differentiated workshops on how to include evidence, e.g. using [1, 2, 3 Punch technique](#). Refer back to policy brief

DAY 18

- Outline and draft OpEds - e.g. using [Basic Argumentative Writing Outline](#)
- Peer feedback on OpEd *see *Assessment Practices- Critique Card*
- Differentiated grammar workshops based on student need *see Scaffolding

DAY 19

- Outline and draft OpEds - e.g. using [Basic Argumentative Writing Outline](#)
- OpEd *see *Assessment Practices- Critique Card*
- Differentiated grammar workshops based on student need *see Scaffolding

DAY 20

- Revision and editing of OpEds based on feedback and workshops, e.g. using [clocking](#)

OpEd Due Date Monday!



ASSESS YOUR PROJECT BEFORE LAUNCH

You're almost ready! Now, take a moment to pause and reflect and ask for feedback from colleagues before launching your project. Revise your project as needed.

PROJECT DESIGN 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.

PRINCIPLES OF PBL: SECONDARY

- Determine high impact standards and Learning Outcomes for the foundation of your project's design.
- Choose specific indicators from the Learning Outcome rubrics to focus on, and use them to write student friendly learning targets.
- Create a driving question/problem statement
- Design an authentic scenario (problem to solve) that will require students to master the standards and outcomes you chose, keeping in mind relevance to students' lives, community and the discipline of study
- Create an entry event that will introduce the project, generate student curiosity and interest, and elicit need to knows.
- Determine benchmarks that will serve as performance assessments and lead to the final product/s.
- Determine scaffolding that will support student mastery of standards and outcomes and lead to the benchmarks and product/s.
- Create rubrics that allow you and students to assess progress towards mastery of standards and outcomes

SOLICIT PROJECT FEEDBACK

Before implementing the project, it is helpful to get peer feedback on your project plan. To help focus the conversation, consider what questions / ideas you are grappling with. Allow time for your own reflection – what new insights did you gain? What might you revise? See space for feedback on the following page(s).

Try using the **PRAISE, QUESTION, SUGGESTION PROTOCOL** (below) from the Learner-Centered Practices Card Set to engage in feedback on your project plan.

PRAISE, QUESTION, SUGGESTION PROTOCOL



What?

A process to provide constructive peer critique

Why?

To offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is complete. The focus is on offering feedback that is beneficial to the author.

How?

BEFORE YOU BEGIN:

- Provide agreements/norms for engaging in critique and feedback (See "Critique" in Assessment Practices)
 - Provide time guidelines to keep feedback effective and focused.
 - Feedback can be written on sticky notes/supporting document and given to the author.
1. **Provide product descriptors and rubrics** as clear guidelines of the expectations and criteria for the piece of work that will be critiqued. (example: a particular section of the project rubric.) If the work is written, providing copies for the critique group is helpful.
 2. **The first participant presents a draft** of his/her work and offers a focus question(s) to the group.
 3. **The group provides specific praiseworthy comments** that help the presenter with his/her work.
 4. **Next, the group asks clarifying and probing questions** to get a better understanding of the presenter's work.
 5. **Lastly, the group offers helpful and specific suggestions** based off of the criteria from the descriptors and rubrics. Feedback should relate to the focus question(s) identified by the presenter.
 6. **After each member of the group has offered feedback**, the presenter thanks the group and reflects aloud on suggestions he/she wants to implement.
 7. **Others then present their work** in turn and cycle through the feedback process.

GO DEEPER

EL Education: "Management in the Active Classroom"
[Strategy: Praise, Question, Suggestion](#)

Learning Outcomes Icon Appendix

For use in the “Learning Outcomes” column on page 3. Copy and paste the appropriate icon into the column on the left.



Knowledge & Thinking



Oral Communication



Written Communication



Collaboration



Agency

Immigration Policy



BEGIN WITH THE END IN MIND (Continued)

SUBJECT AREA

STANDARD

LEARNING TARGETS



Knowledge and Thinking:



Knowledge and Thinking:



Knowledge and Thinking: