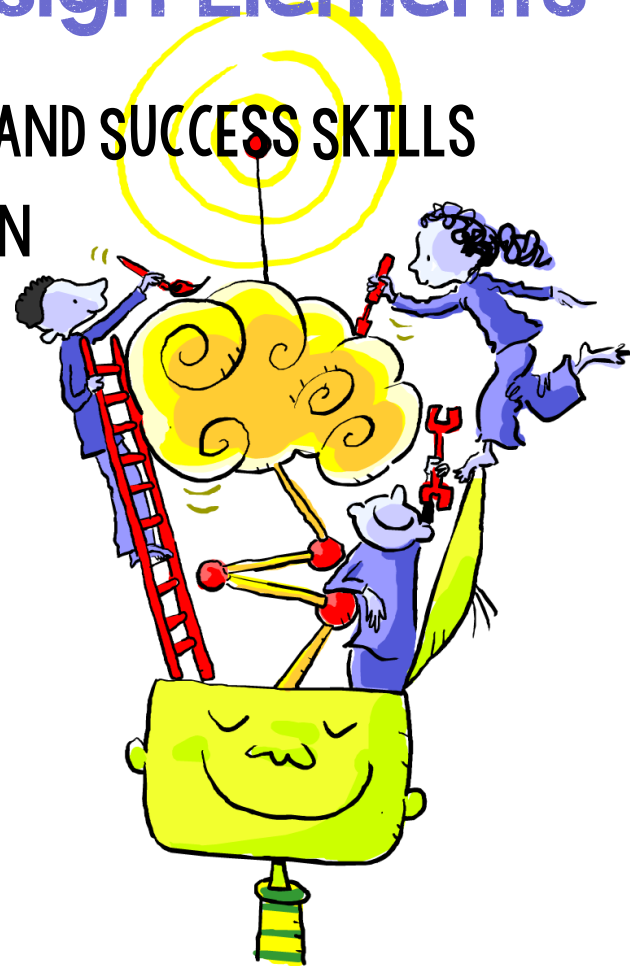


MONARCH ELEMENTARY  
CELEBRATING INQUIRY, INNOVATION AND CREATIVITY

## Gold Standard PBL: Essential Project Design Elements

- ✓ KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS
- ✓ CHALLENGING PROBLEM OR QUESTION
- ✓ SUSTAINED INQUIRY
- ✓ AUTHENTICITY
- ✓ STUDENT VOICE AND CHOICE
- ✓ REFLECTION
- ✓ CRITIQUE AND REVISION
- ✓ PUBLIC PRODUCT

Buck Institute for Education (BIE)



## KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS

# South Carolina Standards

**MONARCH ELEMENTARY**  
Celebrating Inquiry, Innovation and Creativity



## kindergarten reading: Literary Text

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how the relationships shape meaning and tone in print and multimedia texts.

- |   |
|---|
| 9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each. |
| 9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.     |

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- |  |
|--|
| 10.1 With guidance and support, ask and answer questions about known and unknown words.  |
| 10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.                            |
| 10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.                |
| 10.4 With guidance and support, identify the individual words used to form a compound word.                                    |
| 10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings. |
| 10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.    |

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

- |      |  |
|------|--|
| 11.1 | Identify the author and illustrator and define the role of each. |
| 11.2 | Identify who is telling the story, the narrator or characters.   |

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- |   |
|---|
| 12.1 Recognize and sort types of literary texts.                |
| 12.2 Recognize the crafted text structure of recurring phrases. |

## Grade 2 Reading: Informational Text

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- |      |  |
|------|--|
| 11.1 | With guidance and support, explore informational text structures within texts heard or read. |
| 11.2 | With guidance and support, identify the reasons an author gives to support a position.       |

# Monarch Curriculum Maps

[illegible]

## Success Skills

# CHALLENGING PROBLEM OR QUESTION

HOW CAN WE, AS  
BIOLOGISTS, RECOMMEND  
THE BEST HABITAT FOR  
ANIMALS IN OUR ZOO?



## Career Connections

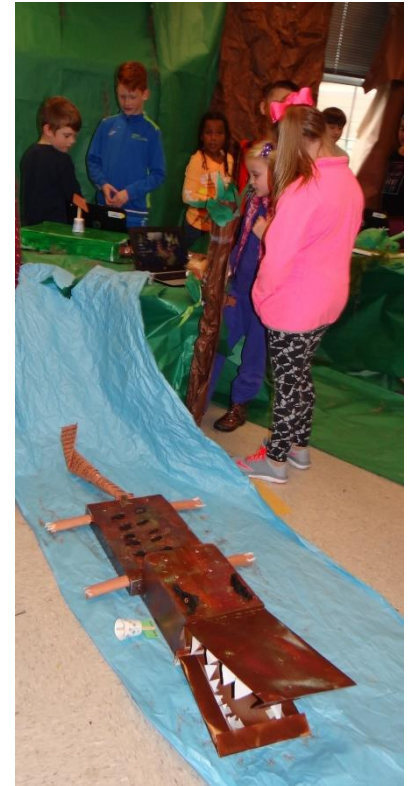
Kendra Kent, a local **meteorologist** with Fox News visited Monarch to discuss severe weather with our second graders. She supported students in understanding the differences between a watch vs. a warning in reference to tornadoes, hurricanes, blizzards, and floods. She did a cloud in a bottle activity to support students in understanding how pressure can build. She had a question and answer time with student. She talked about her visit to Monarch on the evening news.



HOW CAN WE, AS  
METEOROLOGISTS, HELP OUR  
COMMUNITY PREPARE FOR  
SEVERE WEATHER EVENTS?

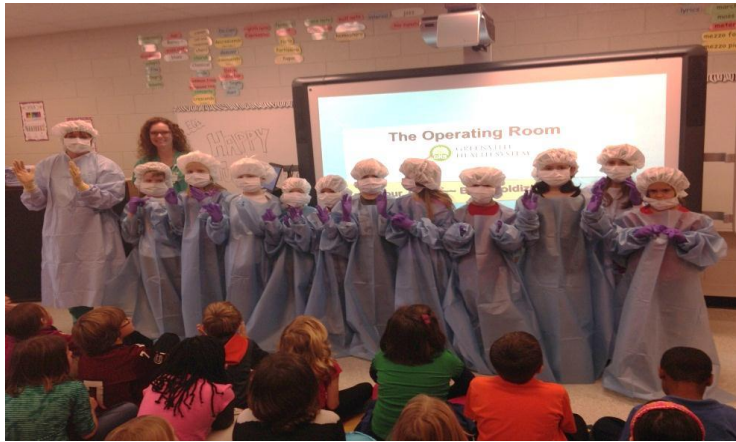


# SUSTAINED INQUIRY





# AUTHENTICITY



About Yourself:

What is the most important thing you learned in this project:

What do you wish you had spent more time on or done differently:

What part of the project did you do your best work on:

About the Project:

What was the most enjoyable part of this project:

What was the least enjoyable part of this project:

How could your teacher(s) change this project to make it better next time:

# REFLECTION





# STUDENT VOICE AND CHOICE

## S.C. Native Americans Culminating Menu

Name: \_\_\_\_\_ No. \_\_\_\_\_

Assigned: Wednesday, Sept. 30 Due: Wednesday, Oct. 14th

Return this sheet also!

Choose one activity to complete. Make sure you complete all parts of the activity according to the rubric below. Be prepared to share your activity in class.

**Major Grade - All activities should be student work.**



Cherokee Legends (verbal/linguistic)	Catawba Village (visual/spatial)	Directions Please (logical/mathematical)
Use p. 89 in SS book to complete this activity. Look up the word legend in a dictionary. Write the definition, guide words, part of speech, and pronunciation. Read the story, "Why the Possum's Tail is Bare" on p. 89. Write your own Cherokee legend (at least 2 paragraphs with at least 6 sentences in each paragraph) about an animal or animals, using the Writing Process. Write your published copy on white paper with an illustration to go with your story. Be sure to use your neatest hand writing and add color to your illustration.	Use p. 96 - 97 in SS book to complete this activity. Read "The Catawba Way of Life" on p. 96 - 97. Next, create a model of a bark house. You may use materials from nature, craft materials, or recycled materials. Suppose you lived long ago and visited a Catawba village. Based on what you read, write a diary entry (at least 6 sentences) and describe their homes and village. Go through all of the steps of the Writing Process, and write your published copy on white paper.	Use p. 98 - 99 in SS book to complete this activity. Read these pages. Next, write directions telling how you would get from a Cherokee village to a Yemassee village. Use both cardinal and intermediate directions. Go through all of the steps of the Writing Process. Write your published copy on white paper and draw a map similar to the map on p. 98. Include Native American villages, rivers, and a compass rose. Add color to your map and draw a red line according to your directions from the Cherokee to the Yemassee.

## S.C. Native Americans Menu Rubric

Criteria	Excellent - 3 points	Good - 2 points	Needs Work - 1 point
<b>Format</b>	All parts are in correct format	Most parts are in correct format	Few parts are in correct format
<b>Quality of Presentation</b>	Neat, legible, well organized, attractive with variety of colors	Fairly neat, legible, and organized with some messy parts with few colors	Very messy, disorganized, with no colors
<b>Information</b>	Detailed, accurate information	Limited, accurate information	Very little information and/or inaccurate
<b>Completion of Activity</b>	Every part of the activity is complete	Almost all parts of the assignment are complete	Activity is not complete
<b>Oral Presentation</b>	Thoughts articulated clearly, thoroughly explains all parts of the activity	Thoughts don't flow, not clear, most of activity explained	Mumbles, audience has difficulty hearing, confusing, most of activity left out

### Rubric Points & Scores:

15 pts = 100  
2 - 5 pts = 74

12 - 14 pts = 95  
0 - 1 pt = 0

9 - 11 pts = 89

6 - 8 pts = 84

## Place Value Café

To complete your meal and get all 100 points, you must choose and complete two appetizers, one main course, and two desserts. Check in the box next to the items when you have completed them. You will turn everything in!

### Appetizers

Completed	Activity	Points Earned
_____	Create a rap or a song about ONE topic we covered during our place value unit (example: number forms). You must perform this for the teacher to receive points!	15
_____	Using <a href="http://www.taquedo.com">www.taquedo.com</a> , create a picture for expanded, standard, and word form. Include the numbers 1,392,485; 293,382; 78; 2,832; 672 and 34,291 in all three forms.	15
_____	Using <a href="http://www.instagram.com">www.instagram.com</a> , research rounding and create a journal entry. Your journal entry must include a definition, one website, one picture, one video, and at least 5 facts.	15

### Main Courses

Completed	Activity	Points Earned
_____	Create a brochure about Place Value. You must include a section on number forms, places and values, comparing and ordering (decimals too), rounding, and adding and subtracting (decimals too). Include explanations and examples!	40

# CRITIQUE AND REVISION

Creativity & Innovation Rubric for PBL  
(for grades K-2)

**I can explain why we are doing the project.**

1. still learning



2. sometimes



3. almost always



**I can think of ideas for what to make or do in the project.**

1. still learning



2. sometimes



3. almost always



**I can help pick the best idea.**

1. still learning



2. sometimes



3. almost always



**I can help improve our idea.**

1. still learning



2. sometimes



3. almost always



**I can help make something unique and useful.**

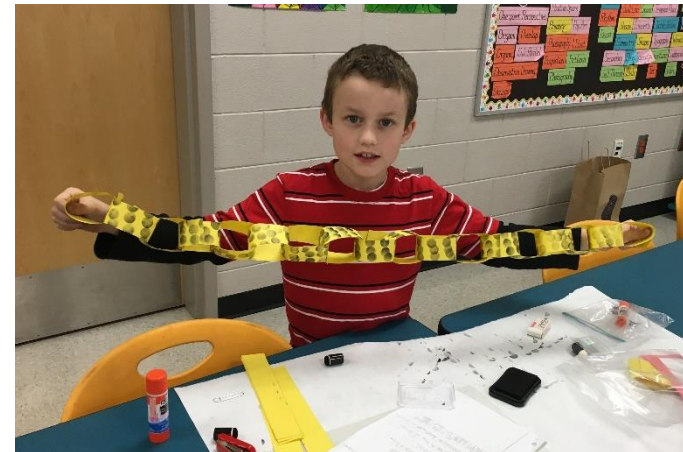
1. still learning



2. sometimes



3. almost always





# PUBLIC PRODUCT

