



CraftED's PBL-lite Planning Framework
Hybrid, Virtual Learning

<p>Project Title: Hot Shot Heroes</p> <p>Grades: 5th-8th</p> <p>Standards: Science (earth and human activity, ecosystems, engineering design), Math (area, scale, measurement), ELA (opinion write), reading (fluency, main ideas)</p> <p>Enduring Understanding: Humans impact the environment and can make a difference in fire prevention.</p> <p>Driving Question: How can we keep our community safe from wildfires?</p> <p>Duration: 2 weeks</p>

<p>Rich Context</p> <p><i>What's a real-world issue related to the standards of this project?</i> <i>Use your Driving Standards or themes, big ideas from the standards to help!</i></p>	<p>Fire season in Southern California is typically October, but in 2020 there have been a series of wildfires since August; 95% of which are directly related to human behavior. October is also fire prevention month.</p>
<p>Plan for the End</p> <p><i>What will be the final product students create?</i> <i>How will you scaffold learning to get there?</i> <i>Be sure to write clear objectives and success criteria!</i></p>	<p>Students will use math and project experiences to consult and develop plans for local residents and small business owners in creating and maintaining fire safe residences or places of business. Click here for details.</p> <p>Students will use Thinkglink as in interactive final product *upper grades may choose to do an additional written opinion essay.</p>
<p>Launch Plans</p>	<p>Firefighter guest speaker, local news videos</p>

<p><i>How will you “hook” students? What important management pieces/structures do you want to put in place? Remember a project hub can help!</i></p>	<p>or phenomenon video, infographics and maps from CalFire, show pictures of landscape that are fire preventative and those that aren't-ask students to compare using visible thinking routines.</p> <p>Review project handout and hub.</p> <p>Collect K/NTKs</p>
<p>Learning, Feedback Options</p> <p><i>What will your virtual lessons look like? What can be asynchronous? What needs to be synchronous? How and from whom will students receive feedback along the way?</i></p>	<p>Secondary math lessons, 5th grade problems here</p> <p>Science Lesson plans here and here</p> <p>Feedback: -Expert or end-user feedback on design -Peer feedback on design draft -Teacher feedback on writing draft</p>
<p>Golden Opportunities</p> <p><i>Who can students share their work with in the end? What experts might you involve in the project?</i></p>	<p>Field work: Landscaper or firefighter as expert talk, feedback on design; possible walking field trip to observe ecosystem for field notes</p> <p>Exhibition: Social media takeover for school of final products, Padlet gallery to share with local fire station for community collaboration</p>

Additional project resources:

- [Original project overview](#) and [teacher notes](#)
- [Final product overview](#) (defensible space)
- [PrBL math problems/lessons](#)
- **Student PDF Overview**

Project Calendar Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Synchronous	Launch Science -fire and ecosystems	Science-fire and human impact	Science-fire resistant plants, firescaping Math: area	Math: area ELA: opinion write	Math: area, scale ELA: opinion write
Asynchronous	Assigned Newsela reading Initial research	Science Newsela (info) reading and activity	Math practice	Math practice	Math practice

	Day 6	Day 7	Day 8	Day 9	Day 10
Synchronous	math : scale	math : design	Critique of design	Revise draft	Exhibition
Asynchronous	ELA: opinion write	ELA: opinion write	Thinglink	Thinglink	

Additional PBL-lite Resources:

- [Video of how to plan the steps in this form](#)
- [Explanation of each section of this form](#)
- [Curation of links for virtual learning](#) -including each section of this form
- [Aligned book resources for planning PBL](#) and [e-courses](#)