



3 WEEK PROJECT- BASED LEARNING

Term 2-Weekly Plan
Grade 8

Project Title: Earth and Human Activities

The four Alternative Energy: Nuclear Energy: Solar Energy: Hydro Energy:
Wind Energy

WEEK 1	WEEK2	WEEK 3
<p>Day 1</p> <p><i>Important reminders in working on project-based learning</i></p> <p><i>Narrative Report from day 1 up to the last</i></p> <p>Introduction of the Project-</p> <ul style="list-style-type: none"> • Project Preview • Setting of Goal • Making Rules • Discussion of Rubrics • Importance of using scientific thinking to 	<p>Day 1</p> <p>Research Methodology: <i>In continuation of the methodology, students will look at the following:</i></p> <p>(1) Sample and Sampling Technique <i>(this is the number of the population that will be sampled)</i></p> <p>(2) Research Instrument <i>(regards to type of</i></p>	<p>Day 1</p> <p>-Discussing The Abstract</p> <p>Summary:</p> <p>1) The reason of carrying out the research on the topic</p> <p>Conclusion:</p> <p>1) Decision about the data collected and to which extent it support or defend the hypothesis</p> <p>2) Practice presentation</p> <p>Students in their different groups</p>

<p>create the project: identify a problem, find research and visual data to support, and then settle on a conclusion/possible solution</p> <ul style="list-style-type: none"> • Intended Audience: • Scientific Procedures to the project <p>Discussing the Big Question? -What is the quality of life? -How could human improve the quality of life? Students respond to the big question</p> <p>Discussion-share why this may be.</p> <ul style="list-style-type: none"> • Internet Search • Presentation in class <p>1. Understand the expectations of him/her during the research paper writing process.</p> <p>Students will be able to develop questions to guide their research.</p>	<p><i>questionnaires for the survey)</i></p> <p>(3) <i>Validity And Reliability of Instrument (those who validated the questionnaires)</i></p> <p>(4) <i>Method of Data Collection (giving out and collection of data)</i></p> <p>Use of solar energy</p> <p>scaffolds</p> <p>http://www.ucsusa.org/clean_energy/our-energy-choices/renewable-energy/public-benefits-of-renewable.html#.VrohCPI97IU</p>	<p>discuss in class to summarize and make a conclusion.</p>
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<p>Day 2: Hypothesis:</p> <p>-Students Formulate Hypothesis based on their topics:</p> <p>-State the problem, issue, prediction of outcome</p> <p>Topic: Group topic: 1.Significance of study 2.Scope and Delimitation of study</p> <ul style="list-style-type: none"> • Presenting Essential questions • Students respond to the essential questions • Students select from the given choices of activities in presenting their respond about the topic. <p>(Newsletter, brochure, 1.Prezi Presentation PowerPoint, 4.Project Journal</p>	<p>Day 2 Research Findings</p> <p>Topic:</p> <ol style="list-style-type: none"> 1) Review :what" information gathered through the research process 2) Filter through the information and pick out the necessary areas or points useful to our topic <p><i>Students work in their different groups to review research findings</i></p> <p>Questions</p> <p><i>Project Practice Presentation</i></p> <p><i>Developing Survey Questions</i></p>	<p>Day 2: Recommendation</p> <p>Topic:</p> <ol style="list-style-type: none"> 1) Based on the findings and conclusions this study recommended the following: 2) Suggestions for further studies <p>ACTIVITY:</p> <p><i>Students make their recommendations and suggestions for further studies.</i></p> <p><i>Project Practice Presentation</i></p>
<p>Day 3: Research Methodology:</p> <p>Topic: Based on group Topic.</p> <p>What are the strategies?</p> <ol style="list-style-type: none"> 1) Students will look 	<p>Day 3 Analysis and Interpretation (method of data analysis)</p> <p>Introduction</p> <p>In this chapter the responses from the data shall be presented,</p>	<p>Day 3 References</p> <ol style="list-style-type: none"> 1) Organization of references according to the APA style 2) Examine the table of content in an orderly manner

<p><i>into the best method to apply to achieve the research goals</i></p> <p>2) How data will be collected to support the hypothesis</p> <p>3) Research Design (descriptive survey method)</p> <p>4) Population/Respondents</p>	<p>analyzed, and interpreted with the Z-score statistical analysis using the following:</p> <p>1) Respondents Distribution table according to the hypothesis</p> <p>Students write an arguments/ persuasive essay about the topic "</p> <p>-Be ready for a debate</p> <p><i>Project Practice Presentation</i></p>	<p>3) Looking at the Acknowledgement page</p> <p>4) Appendix (Questionnaire are posted on this page</p> <p>ACTIVITY:</p> <p>Students work to organize their reference page and those they want to acknowledge. They post their questionnaire on the appendix page. Putting finishing touches to their work.</p>
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<p>Day 4: Review of Related Literature. Topic: Based on group topic, students will look at the following sources:</p> <ol style="list-style-type: none"> 1) Journals 2) Books 3) Magazines 4) Review of previous studies about the topic <ul style="list-style-type: none"> • compare and contrast different authors' views on an issue • group authors who draw similar conclusions • criticize aspects of methodology • note areas in which authors are in disagreement • highlight exemplary studies • highlight gaps in research • show how your study relates to previous studies • show how your study relates to the literature in general • conclude by summarizing what the literature says <p>http://library.bcu.ac.uk/learn/writingguides/1.04.htm</p> <p>Day 5</p> <ol style="list-style-type: none"> 1. Critical Reflection- Evaluate the performances and the outcomes for the whole week Project 2. Presentation 	<p>Day 4 Topic: <i>Discussion of findings</i> This is based the topics and hypothesis</p> <p>Day 5</p> <ol style="list-style-type: none"> 1. Critical Reflection- Evaluate the performances and the outcomes for the whole week Project 2. Presentation <p>Assessment</p>	<p>Day 4 <i>Class Debate: students make a debate on their topics</i></p> <p>Topic: Reflection on the unit work. Completion of chart Practice more on presentation</p> <p>Day 5</p> <ol style="list-style-type: none"> 1. Critical Reflection- Evaluate the performances and the outcomes for the whole week Project 2. Presentation <p>REMINDER: This is to remind you to ensure to get your individual</p>
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Assessment		portfolio, group file, flash drive, disc, laptop, iPad, and highlighters.
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P R E S E N T A T I O N R U B R I C f o r P B L
(for grades 6-8; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	<ul style="list-style-type: none"> ► uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas 	<ul style="list-style-type: none"> ► uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant 	<ul style="list-style-type: none"> ► uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4) 	
Organization	<ul style="list-style-type: none"> ► does not include important parts required in the presentation ► does not have a main idea or presents ideas in an order that does not make sense ► does not have an introduction and/or conclusion ► uses time poorly; the whole presentation, or a part of it, is too short or too long 	<ul style="list-style-type: none"> ► includes almost everything required in the presentation ► moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order ► has an introduction and conclusion, but they are not effective ► generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> ► includes everything required in the presentation ► states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4) ► has an effective introduction and conclusion ► organizes time well; no part of the presentation is rushed, too short or too long 	
Eyes & Body	<ul style="list-style-type: none"> ► does not look at audience; reads notes or slides ► does not use gestures or movements ► lacks poise and confidence (fidgets, slouches, appears nervous) ► wears clothing inappropriate for the occasion 	<ul style="list-style-type: none"> ► makes infrequent eye contact; reads notes or slides most of the time ► uses a few gestures or movements but they do not look natural ► shows some poise and confidence (only a little fidgeting or nervous movement) ► makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> ► keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4) ► uses natural gestures and movements ► looks poised and confident ► wears clothing appropriate for the occasion 	
Voice	<ul style="list-style-type: none"> ► mumbles or speaks too quickly or slowly ► speaks too softly to be understood ► frequently uses "filler" words ("uh, um, so, and, like, etc.") ► does not speak appropriately for the context and task (may be too informal, use slang) 	<ul style="list-style-type: none"> ► speaks clearly most of the time; sometimes too quickly or slowly ► speaks loudly enough for most of the audience to hear, but may speak in a monotone ► occasionally uses filler words ► tries to speak appropriately for the context and task 	<ul style="list-style-type: none"> ► speaks clearly; not too quickly or slowly (CC 6-8.SL.4) ► speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4) ► rarely uses filler words ► speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6) 	

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Presentation Aids	<ul style="list-style-type: none"> ▶ does not use audio/visual aids or media ▶ attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation 	<ul style="list-style-type: none"> ▶ uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation 	<ul style="list-style-type: none"> ▶ uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5) 	
Response to Audience Questions	<ul style="list-style-type: none"> ▶ does not address audience questions (goes off topic or misunderstands without seeking clarification) 	<ul style="list-style-type: none"> ▶ answers some audience questions, but not always clearly or completely 	<ul style="list-style-type: none"> ▶ answers audience questions clearly and completely ▶ seeks clarification, admits "I don't know," or explains how the answer might be found when unable to answer a question 	
Participation in Team Presentations	<ul style="list-style-type: none"> ▶ Not all team members participate; only one or two speak 	<ul style="list-style-type: none"> ▶ All team members participate, but not equally 	<ul style="list-style-type: none"> ▶ All team members participate for about the same length of time ▶ All team members are able to answer questions about the topic as a whole, not just their part of it 	

BLOGGING RUBRIC

	1 Beginner	2 Capable	3 Accomplished	4 Expert
Quality of Writing X 2	<ul style="list-style-type: none"> - post has no style or voice - gives no new information on the topic - poorly organized 	<ul style="list-style-type: none"> - post has little style or voice - gives some new information on the topic - poorly organized 	<ul style="list-style-type: none"> - written in a somewhat interesting style and voice - some new information on the topic or reflective - well organized 	<ul style="list-style-type: none"> - written in an interesting style and voice - very informative or deeply reflective - well organized
Presentation X 1	<ul style="list-style-type: none"> - many words misspelled - many grammar errors - formatting makes post difficult to follow or read 	<ul style="list-style-type: none"> - several spelling errors - several grammar errors - formatting makes it difficult to follow or read 	<ul style="list-style-type: none"> - few spelling errors - few grammar errors - some formatting to help make the post easier to read 	<ul style="list-style-type: none"> - all words spelled correctly - no grammar errors - formatting makes the post more interesting and easier to read
Multimedia X 2	<ul style="list-style-type: none"> - no multimedia 	<ul style="list-style-type: none"> - one piece of multimedia 	<ul style="list-style-type: none"> - several pieces of multimedia 	<ul style="list-style-type: none"> - multiple pieces of multimedia - multimedia adds new information or perspective to post
Community X 1	<ul style="list-style-type: none"> - no links - post is not tagged or categorized 	<ul style="list-style-type: none"> - one or more links - only "easy" links - post may be categorized or tagged 	<ul style="list-style-type: none"> - several links included that add to the reader's understanding - post may be categorized or tagged 	<ul style="list-style-type: none"> - several links to places that add to readers understanding - post is fully categorized and tagged