

Project-Based Learning for Gifted Students

A Handbook for the
21st-Century Classroom



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STEWART RESOURCES CENTRE - STF
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APPENDIX

A

Reproducibles



These reproducibles may be used with a wide variety of grade levels. You may wish to alter or adapt them to fit to your specific classroom or purposes.

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CALENDAR # 1

Student Name: _____

Name of Project: _____

Due Date of Project: _____

Day _____	Day _____	Day _____	Day _____	Day _____
Day _____	Day _____	Day _____	Day _____	Day _____
Day _____	Day _____	Day _____	Day _____	Day _____
Day _____	Day _____	Day _____	Day _____	Day _____

CALENDAR #2

SUN	MON	TUE	WED	THU	FRI	SAT

PROJECT CONTRACT

Student Name: _____

Project Name: _____

Estimated Time of Project (Attach Calendar): _____

Standard(s) Covered: _____

Skills Learned:

- _____
- _____
- _____
- _____

Overall Goal of Project: _____

Product of Project: _____

Student Signature: _____

Teacher's Signature: _____

Parent(s) Signature: _____

STUDENT CONTRACT

Student Name: _____

Learning Experience: _____

What are you going to learn? (Objectives)	How are you going to learn it? (Resources and Strategies)	By when will you learn it? (Completion Date)	How are you going to show that you learned it? (Evidence)	How are you going to prove that you learned it? (Verification)	Advising faculty member feedback (Evaluation)
Itemize what you want to be able to do or know at the end of this project.	What do you have to do in order meet each of the objectives defined?	By when do you plan to complete each task?	What is the specific task that you will complete to demonstrate learning?	Who will receive the product of your learning, and how will that person evaluate it?	How well was the task completed? Provide an assessment decision.

I have reviewed and find acceptable the above learning contract.

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

From "Self-Directed Learning: Learning Contracts," by the Centre for Teaching Excellence at the University of Waterloo, n.d. Retrieved from http://cte.uwaterloo.ca/teaching_resources/tips/self-directed_learning_learning_contracts.html. Adapted with permission.

BLOOM'S TAXONOMY KEY WORDS

Knowledge	<i>choose, define, find, how, identify, label, list, locate, name, omit, recall, recognize, select, show, spell, tell, what, when, where, which, who, why</i>
Comprehension	<i>add, compare, describe, distinguish, explain, express, extend, illustrate, outline, paraphrase, relate, rephrase, summarize, translate, understand</i>
Application	<i>answer, apply, build, choose, conduct, construct, demonstrate, design, develop, experiment with, illustrate, interpret, interview, make use of, model, organize, plan, present, produce, respond, solve</i>
Analysis	<i>analyze, assume, categorize, classify, compare and contrast, conclude, deduce, discover, dissect, distinguish, edit, examine, explain, function, infer, inspect, motive, reason, test for, validate</i>
Synthesis	<i>build, change, combine, compile, compose, construct, create, design, develop, discuss, estimate, formulate, hypothesize, imagine, integrate, invent, make up, modify, originate, organize, plan, predict, propose, rearrange, revise, suppose, theorize</i>
Evaluation	<i>appraise, assess, award, conclude, criticize, debate, defend, determine, disprove, evaluate, give opinion, interpret, judge, justify, influence, prioritize, prove, recommend, support, verify</i>

INTERNET SEARCH SCAVENGER HUNT

1. You need to find information about who has the most home runs ever in baseball. Using Google (<http://www.google.com>), enter the search term "baseball." How many matches do you get? _____ What key terms could you use to narrow your search?

Run the search again with these key terms. How many matches do you have now? _____ Who holds the home run record, and how many does he have?

2. You need to find an image. Go to Bing (<http://www.bing.com>). Put in the search term "ancient maps of Mesopotamia." Find an image that shows the two rivers that formed the borders of the Mesopotamian civilization. What are they?

3. You need to find the deepest river in the world. Go to Yahoo! (<http://yahoo.com>) and put in the search term "deepest river in the world." Go to the Yahoo! Answers website (<http://www.answers.yahoo.com>). What answer does it give? _____ Now go to the Wiki Answers website (<http://www.wiki.answers.com>). What answer does it give? _____ Research further to determine what the correct answer is. What is the correct answer, and how did you find it? _____

4. Go to the search engine Ask (<http://www.ask.com>). Put in the search question, "What is the lost planet?" How many pages do you have to go through until you find a site that deals with the rumored lost planet of the solar system? _____ What is the name of that planet? _____

5. Go to the online encyclopedia Wikipedia (<http://www.wikipedia.org>). Put in a search for the term "physical change." What is an example provided of a physical change? _____ Conduct your own search and find five better examples for what a physical change is. Write the name of your source after each number.

1. _____

2. _____

3. _____

4. _____

5. _____

6. Go to the following website:
<http://militaryhistory.about.com/od/americanrevolution/a/amrevcauses.htm>
Search the article and summarize in your own words what it says about the Intolerable Acts.

7. Go to the following website:
http://en.wikipedia.org/wiki/Radiocarbon_dating
Put the information on carbon dating into your own words.

Using a different search engine, find a website that offers a simpler explanation of carbon dating and summarize it in your own words. Mention the search engine(s) you used.

TIPS FOR WORKING IN GROUPS

Celebrate differences. If everyone was the same, everyone would have the same ideas, and there would be no creativity or variety.

Give everyone a chance. There will be some dominant personalities in the group. Let those quiet people contribute, as well. Try passing a pen around—whoever holds it gets to speak uninterrupted.

Ideas belong to the group, not the individual. When you share an idea, it becomes the property of the group and can be changed and altered to fit the group's needs.

Make sure everyone feels like a part of the group. Even if you do not take someone's suggestions, honor that person's contribution. When people feel valued, they do better work, and everybody is worthy of respect.