

PBL Template

Project Title: Paragraph Writing: Friend Me, Follow Me, Hire Me!

Creator:

Source: Teach 21

Project Idea: Social networking is here to stay. Students are already participants in such sites as Facebook and Twitter. While there are issues and problems with any social networking site, we all need to become safe and sensible consumers and participants. This two and a half week project is designed to teach students how to safely and wisely use the resources they have to ensure their employability while increasing their paragraph writing skills. In groups, students will create a product to convince the principal of their school that social networking can be positively utilized in the job market. Individually, students will write an acceptable use policy for social networking in the work place or educational environment.

Entry Event: Due to bullying, harassment and other discipline issues, the principal is ready to shut down all access to social networking sites, including Twitter, which is currently available for education purposes. Your group will have approximately two weeks to create a research based product to convince the principal that Facebook, Twitter, Google+ and other social networking sites have merit and value when marketing yourself to colleges and prospective employers.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
<p>ELA.12.23 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.)</p>	<p>Students will create a written group contract for the duration of the project.</p> <p>Students will create and submit an acceptable use policy for social networking in the work place or educational environment.</p>
<p>ELA.12.24 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)</p>	<p>Students will create and submit an acceptable use policy for social networking in the work place or educational environment.</p> <p>Students will work in groups to present a product designed to convince their principal that social networking is appropriate in the educational setting.</p>
<p>ELA.12.26 Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Students will work individually and in groups to research the advantages and disadvantages for using social media in the work place and educational setting.</p>
<p>ELA.12.40 demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g., hyperbole , paradox) in context and analyze their role in the text. • analyze nuances in the meaning of 	<p>Students will create and submit an acceptable use policy for social networking in the work place or educational environment</p> <p>Students will work in groups to present a product designed to convince their principal that social networking is appropriate in the educational setting</p>

words with similar denotations .	
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Performance Objectives:

Know

- How to collaborate
- How to plan, create and present a project
- How to evaluate peers using rubrics
- How to self-evaluate using reflections

Do

- Develop a group contract
- Complete research of social networking
- Plan, develop and present an appropriate product
- Collaborate with group members
- Complete self-assessment of the project
- Assess success of the project as a whole

Driving Question:

How do writers hook and hold the reader’s attention?

Assessment Plan:

Major Group Products	Persuasive Product/Presentation Group Contract
Major Individual Projects	Policy of Acceptable Use – Example of

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration WVDE Collaboration Rubric	x	Written Communication WVDE 12th Grade Informative Writing Instructional Rubric	x
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication WVDE 12th Grade Argumentative Speaking Instructional Rubric	x	Other	
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations Practice Presentation	x
	Self-evaluation		Notes	
	Peer evaluation		Checklists/observations	
	Online tests and exams		Concept maps	
Reflections: (Check all that apply)	Survey Self-Reflection on Learning	x	Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning Log Writer’s Notebook	x	Other	

Map the Project:

Product: Persuasive Product/Presentation

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Collaboration	X		
2. Presentation	X		
4. Technology Skills	X		
5. Research	X		

Resources:

School-based Individuals:

Guidance counselors
Technology Integration Specialists
School principal
Business Teachers
Career and Technical Teachers

Technology:

Computers
Cameras
Tablets

Community:

Job placement centers
Career counselors
College admission officers
Legal experts

Career Connection:

This PBL relates to the world of work by using research and collaboration as necessary factors in accomplishing an assigned task. For example, students will work together to complete their assignment. They will actually be graded on their ability to collaborate. Most jobs/careers today involve collaboration to be successful. Additionally, the research skills, often thought of as only necessary for college bound students, are becoming increasingly necessary in all jobs. For example, if you are working in Real Estate, you must be able to research many things (i.e., mortgage rates, property values, etc.). Students are also being asked to use their creativity as they complete their project. Students will be utilizing technology and speaking/listening skills. Below are some examples of how this PBL could foster experience and skills in many chosen careers. With the increased use of technology, most businesses and offices have an acceptable use policy regarding computer use. Students will be creating such a policy.

Arts and Humanities Cluster:

Students interested in careers from this cluster will benefit from the research, writing and speaking skills. Additionally, students will benefit from working in groups, following instructions and guidelines, meeting deadlines and working with new vocabulary. Problem solving, making decisions, and communicating are necessary in all job choices.

Business and Marketing Cluster:

Students interested in careers in this cluster will benefit from the decision-making skills as well as the argumentative/persuasive aspect of the assignment. This requires business/marketing skills such as design, working with a deadline and influencing others. Throughout the PBL, students will be learning new vocabulary, communicating with others, making decisions and making changes and corrections.

Engineering and Technical Cluster:

Students interested in careers in this cluster will be drawn to the use of technology and the planning and designing aspects of the PBL. The collaboration and decision-making will be helpful in this cluster. Additionally, the use of rubrics, or

a set standard of performance, will benefit the students interested in this career cluster. And, making decisions, working with deadlines and completing both individual and group projects will be helpful.

Health Cluster:

Students interested in this cluster benefit from the communications and collaboration skills in this PBL. They will also benefit from setting goals, making a plan, making decisions and presenting to an audience. The writing assignments, especially the reflective journals, could be of special use in careers that involve daily decision-making tasks. Often in health occupations, employees are required to reflect on what they have seen and heard.

Human Services Cluster:

Students interested in this career cluster benefit from the written and oral communication skills developed in this PBL. They will also benefit from following directions, performing a variety of tasks, making decisions, and working with others. Planning, directing and completing an activity will also be an important aspect of this PBL.

Science and Natural Resources Cluster:

Students interested in careers in this cluster will benefit from the research skills developed. They will also learn to follow guidelines and increase vocabulary awareness. Additionally, students will evaluate information, make decisions, direct and plan activities and present information.

Materials:

[WVDE Collaboration Rubric](#)

[12th Grade Informative Writing Instructional Rubric](#)

[12th Grade Argumentative Speaking Instructional Rubric](#)

[Self-Reflection on Learning](#)

[Acceptable Use Policy Assignment](#)

[Writer's Notebook Assignment](#)

Websites:

<http://www.usnews.com/education/best-colleges/articles/2011/05/09/social-media-helps-hinders-job-search-for-grads> - article regarding social networking and the job market.

Original PBL - <http://wveis.k12.wv.us/teach21/public/project/Guide.cfm?upid=3855&tsele1=1&tsele2=112>

Owl Purdue research steps and guidelines - <https://owl.english.purdue.edu/owl/section/2/8/>

Owl Purdue citations - <https://owl.english.purdue.edu/owl/resource/717/07/>

Manage the Process:

Before starting the PBL, the teacher will place students in groups of four. The teacher may assign the groups or allow the students to group themselves. Grouping could be used to help with scaffolding. Assigning students so they can assist other students is always a helpful plan. The duration of the project will be approximately two and a half weeks depending on scheduling, student ability and access to research materials.

Regular team/group meetings will be necessary to review the progress of the project – completion of tasks, research and complications. There will be regularly scheduled workdays for groups. The teacher will conference with groups and individual students determining progress, ascertaining if further instruction is needed and monitoring student work. At this time, the teacher will check group notes and research information. The teacher might consider outside speakers and sources (career counselors, lawyers, etc.) so students can acquire information about the work force and legal rights and responsibilities. Students will have the opportunity to incorporate their learning preferences into their presentations. They might use both audio and visual components in their presentations. Teams will also assign tasks based on their team members' strengths.

Research must take place throughout the project. Students will use library and computer research and possibly personal interviews and contacts. Since the project involves the use of social media in both the work place and in the educational setting, it would be advised to use community contacts as resources. The teacher should consider providing access to area business leaders. Online resources and articles will also play an integral role in providing students access to both sides of the issue regarding the use of social media. For important research guidance, visit <https://owl.english.purdue.edu/owl/section/2/8/>. Additionally, students need to learn the proper citation techniques for interviews and personal conversations. Once again, Owl Purdue provides the resources necessary, <https://owl.english.purdue.edu/owl/resource/717/07/>.

Students will present their final product to a panel selected by the teacher. Since the proposed product involves school policy, it is suggested that the principal and other decision makers from the school system form the panel. It is advised that students will generally work harder when they know they will present to an audience other than their

classmates. Students will periodically reflect in their [Writer's Notebook](#). This writing process should be utilized throughout the school year, but if a teacher is new to this practice, they should have students keep a journal where these reflective writings can be placed. The teacher can use the [Writer's Notebook Checklist](#) or develop their own method for monitoring reflective writing. Additionally, the teacher should model writing by reflecting in a journal also. To scaffold, the teacher could use the [Transitional Words and Phrases List](#) provided. This list could be used to help students as they begin to transition paragraphs. The teacher might consider running a relay where students place the words in the different styles of writing – narrative, informative and argumentative. Students could also generate their own list of transitional words.

Block scheduling and other class assignments could alter project days.

Step One

The teacher should plan entire PBL calendar before launch. This includes scheduling computer labs, determining how to group students and scheduling an audience for presentations. Create a student calendar for the course of the project. This is a short project and the teacher should be cognizant of the need to be flexible when scheduling work sessions and conferences.

Step Two

The teacher could launch the PBL with an announcement from the principal or, if possible, ask the principal to announce the project. This will lend credibility to the project. Students should meet in groups to determine their method of research and presentation. Notice the PBL does not specify HOW the students need to present their ideas. This flexibility will hopefully lead to an increased creativity.

Step Three

Students will meet to start work on group contracts.

Step Four

Groups will begin research and reading for project – library/computer lab time should be scheduled ahead of time. Signed group contracts are due to the teacher.

Step Five

The teacher will assist the students in their understanding of vocabulary by sharing the article, *Social Media Helps, Hinders Job Search for Grads*. The students will read the passages and participate in a class discussion using the [Text-dependent Questions](#) provided. Students will use the reflective questions when responding to the article in their [Writer's Notebook](#).

Step Six

The groups will have continued research/group work time. Teachers should start to meet with groups to discuss work progress and determine if there are any problems. Students will receive their individual [Acceptable Use Policy Assignment](#).

Step Seven

Groups will submit a list of sources they are using for project. Again, teacher continues to monitor and meet with groups. Groups will provide the teacher with a list of specific duty assignments within their group. As a means of scaffolding, encourage groups to utilize the individual skills and talents of all group members.

Step Eight

Groups have continued research time. This time will be used to film, edit, create web pages, etc. in preparation for the final presentation. Remember, the final product is up to the group. Some may choose a media product while others may include other items.

Step Nine

Group work – finalize plans and assignments. Students will have time to problem solve and troubleshoot.

Step Ten

[Practice Presentations](#). A suggestion – have every group share their presentations. Often a group will “think” everything is working because they have tried it at home. However, with blocks and firewalls in the schools, often a presentation involving media will not work. This practice is essential to a successful final presentation. It is also a good practice to encourage all groups to do their best work.

Step Eleven

Students will present final products before guests and peers. Use the [WVDE Collaboration Rubric](#) and [12th Grade Argumentative Speaking Instructional Rubric](#) to score.

Step Twelve

Reflection

The [Self-Reflection on Learning](#) sheet will be used to evaluate the project.

Students and teacher will debrief – this is another essential element to a successful PBL. Discuss with the students what was successful and what did not work.

The individual [Acceptable Use Policy](#) is due. The teacher will determine mastery of writing using the [12th Grade Informative Writing Instructional Rubric](#).

Project Evaluation:

After the final products have been presented and students have completed the [Self-Reflection on Learning](#) sheet, the teacher will facilitate a discussion with all students. This discussion will enable students, and the teacher, to consider what was successful and what did not work. This debriefing is an important element of PBL. Students need to celebrate their successes and review their mistakes. It is important for teachers to reflect with the students. The teacher should share the successes and problems they noticed during the course of the PBL (this includes mistakes the teacher might have made).

Key Words:

Acceptable Use
Nuance

Practice Presentation

What will the audience learn from my presentation?

What part am I responsible for?

What are other group members doing?

What did I do right in my practice presentation?

What do I need to improve in my presentation?

What specific skills do I need to work on?

Created by Juanita Spinks

SELF-REFLECTION ON LEARNING

Spend a few minutes to analyze your performance on group and individual tasks.

Name:	
Project Name:	
Describe the project in a sentence or two:	
What is the most important thing you learned during this project:	
What do you wish you had spent more time on:	
What big idea(s) did this project help you understand:	
What do you wish you had done differently:	
What part of the project did you do your best work on:	
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:	



Acceptable Use Policy

The Internet contains many helpful educational resources, but also many documents, images, and files that may not be suitable for schools. To keep students from accessing inappropriate materials, many school districts are developing and implementing acceptable use policies for their teachers, staff, and students. These policies describe what the school system deems 'acceptable use' of technology for educational purposes. These policies help protect students, teachers, and staff. You will create an acceptable use policy for your school. This policy should be at least **1-2** pages long. When writing your policy, consider the following:

- This contract spells out the details of the responsibilities of students, parents, and the school system, and is signed by both student and parent. Included with this contract should be the policy as well as a list of consequences associated with actions deemed inappropriate.
- Take advantage of what others have learned about drafting and implementing acceptable use policies. Visit Internet sites that have example or actual AUPs, talk with people, get ideas from people who have already implemented these plans, and check your own planner.
- Any acceptable use policy should include the following "basic" items:
 - A definition of the school districts' stance on what constitutes appropriate and inappropriate materials or resources.
 - An outline of how student access will be monitored.
 - A description of what restrictions and responsibilities are placed on staff, parents and students.

Remember to:

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Transitional Words and Phrases

Again
Also
And
And then
Besides
Equally important
Finally
First
Further
Furthermore
In addition
In the first place
Last
Moreover
Next
Second
Still
Too
In the same way
Likewise
Similarly
Although
And yet
But
But at the same time
Despite
Even so
Even though
For all that
However
In contrast
In spite of
Nevertheless
Notwithstanding
On the contrary
On the other hand
Regardless
Still
To summarize
Therefore
Thus
To this end
Meanwhile

You may add to the list of transitions.

Writer's Notebook Checklist

	How can social networking sites work to the benefit of the job seeker?
	How can social networking sites hinder the job seeker?
	What changes might you have to make to your own social media sites to make them "career appropriate"?
	How do you feel about prospective employers viewing your social media pages?
	Overall, what are the advantages and/or disadvantages of social networking?

Anchor Text with Text-Dependent Questions:

Social Media Help, Hinders Job Search for Grads by Katy Hopkins. The teacher will use this article to showcase the positives and negatives of social networking.

<http://www.usnews.com/education/best-colleges/articles/2011/05/09/social-media-helps-hinders-job-search-for-grads>

Text, page or paragraph reference	Text-dependent questions	CSO's addressed
<p>(paragraph 3) Of the 46 percent of employers that reported openings for college grads, 16 percent say they are seeking candidates who are adept at using social media. It's a burgeoning area for both entry-level and experienced candidates, says Monica Wilson, acting codirector of career services at Dartmouth College.</p>	<p>How do context clues help you define <i>adept</i> and <i>burgeoning</i>?</p> <p>Scaffolding: If "16 percent of the employers are seeking candidates who are <i>adept</i>, at using social media", is <i>adept</i> a good thing or a bad thing? What do you think it means? If you are still struggling with the definition, consult a dictionary. If <i>burgeon</i> means to grow or develop quickly, what might <i>burgeoning area</i> mean in the statement?</p> <p>What do you consider to be included in the phrase "social media"?</p> <p>Scaffolding: Can you think of what "social media" experiences you participate in?</p>	<p>ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of the word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<p>(paragraph 5) Job titles like social media consultant and social media strategist have popped up in various industries, and those entry-level opportunities are “ever evolving,” Wilson says.</p>	<p>What is a <i>consultant</i>? Scaffolding: What does it mean when you “consult”? Therefore, what job might a “consultant” have?</p> <p>In the context of the sentence, what does the figure of speech “popped up” mean?</p> <p>What is a “strategist”? Scaffolding: How is this word important in the phrase or expression you are reading?</p>	<p>ELA.12.L.C17.2 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their influence in the text. b) Analyze nuances in the meaning of words with similar denotations. <p>ELA.12.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>(paragraph 6) But the positions require more than the ability to communicate in 140 characters or less and a knack for cleverly captioned photos. Students must have an appetite for Web tools like Google Analytics, as well as a continuous hunger for new industry developments, Wilson says.</p>	<p>What is a “knack”? Scaffolding: What does ability mean? Since ability and knack are used in the same way, can you determine what “knack” means?</p> <p>How are the words <i>appetite</i> and <i>hunger</i> given a different denotation or meaning in this sentence? Scaffolding: What do the words usually refer to? What are the words referring to here?</p>	<p>ELA.12.L.C17.2 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their influence in the text. b) Analyze nuances in the meaning of words with similar denotations.
<p>(paragraph 10) After several years in college, there may be components of your virtual image that need a clean sweep.</p>	<p>What does <i>components mean</i>? Scaffolding: Can you use context clues to determine the meaning of the word “components”? What is the function of the word in this sentence?</p> <p>What is your virtual image?</p>	<p>ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of the word or phrase. <p>ELA.12.L.C17.2 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

	<p>Scaffolding: What is an image? What is virtual?</p> <p>Why would you need a “clean sweep”?</p> <p>Scaffolding: What do you think of when you read the word “sweep”?</p>	<p>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their influence in the text.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<p>(paragraph 11) It’s a “misnomer” that an online persona can be completely cleansed... but it’s imperative that job candidates adjust their Facebook privacy settings and be wary of topics they Tweet and blog about.</p>	<p>What does “misnomer” mean?</p> <p>Scaffolding: What does “mis” generally mean? How can you use context clues to determine the meaning of the word?</p> <p>What is a <i>persona</i>?</p> <p>Scaffolding: How can you break the word down to determine meaning?</p> <p>What does <i>imperative</i> mean?</p> <p>Scaffolding: How can you use context clues to determine the meaning of the word.</p>	<p>ELA.12.LC17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of the word or phrase.</p> <p>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Reflection questions for **Writer’s Notebook**:

1. How can social networking sites work to the benefit of the job seeker?
2. How can social networking sites hinder the job seeker?
3. What changes might you have to make to your own social media sites to make them “career appropriate”?
4. How do you feel about prospective employers viewing your social media pages?

5. Overall, what are the advantages and/or disadvantages of social networking?