**21st CCLC Project-Based Learning (PBL) Plan for Academic and Personal Enrichment**

**Instructions**: Using the template, complete a project unit plan for Project Based Learning which fully integrates academic and personal enrichment.

Each of the PBL Components outlined below are integral to running and engaging students in effective PBL activities. Complete the column on the right of the chart for each component. Then complete the table at the end to demonstrate how the weekly activities are aligned with state standards and assessments.

**\*Continue to use this form to make updates on the implementation and/or completion of the project.** For monthly updates, check the middle column box if there were changes to any of the PBL components. If there are changes, explain them in the column on the right. For the Weekly Activities Table, check the box that best describes the update of the project implementation: in progress, complete or changed/revised. You may add to the table if more weeks were needed to complete the activities.

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| PBL Component | Check here if this component has changed during implementation | Description |
| Project Title |  | GARDENING SKILLS/ANIMAL HABITATS |
| Project Idea  (Explain rationale behind choosing this issue/question as a beginning point for inquiry.) |  | Students have expressed an interest in the growth cycle of various plants and vegetables. This will expose students to a knowledge of various plant and vegetable life, responsibility of maintenance of these plants and vegetables and career fields that may be available. Students will be required to work together in order to properly maintain plant and vegetable life inside the greenhouse as well as in the outside garden. Students will also construct enclosures for hogs, rabbits and chickens while learning the food benefits of each and what fertilizer benefits they may provide for the garden. |
| Driving Question  (This question should be open-ended; employ higher order thinking skills, and evoke curiosity.) |  | How many different types of vegetables can we yield for a fall crop? What type of animals can we raise for food and also may provide benefits for the garden? How can we determine costs of vegetables and set goals on garden sales? How can we promote future sales for the garden? |
| Grant Objectives Addressed  (List the objectives addressed in this unit.) |  | 80% of regularly participating students will have at least a 2.0 (a letter grade “C”) in academic course related to Reading based on school academic records.  80% of regularly participating students will have at least a 2.0 (a letter grade “C”) in academic course related to Language Skills based on school academic records.  80% of regularly participating students will have at least a 2.0 (a letter grade “C”) in academic course related to Math based on school academic records.  80% of regularly participating students will have at least a 2.0 (a letter grade “C”) in academic course related to Science based on school academic records |
| Academic Subjects  (List the academic subjects addressed in this unit.) |  | Algebra: Quantities, Statistics  Geometry: Design, Measurement, Congruence  Writing: Writing process (drafting, revising, editing), Research  English: Informational text, Research, Listening (to research and present findings)  Science: Research, Reasoning  Furthermore, regular communication between regular day teachers and 21st CCLC staff ensures improved academic and behavior expectations are being met. |
| Personal Enrichment Categories  (List the personal enrichment addressed in this unit.) |  | Collaboration, Communication, Critical Thinking/Problem Solving |
| 21st Century Skills to be taught  Identify and describe how 21st Century Skills (Collaboration, Communication, Creativity, Critical Thinking/Problem Solving)  will be used. |  | Collaboration: Students will work together to ensure the upkeep of the greenhouse and garden. Students will work together daily to provide care for animals and their habitats.  Communication: Students will communicate with each other as well as teachers and staff regarding the progress and needs of the greenhouse and garden. Students will communicate with each other and staff in designing and building habitats for animals.  Critical Thinking/Problem Solving: Students will come up with solutions to problems or situations as they arise in the planting/growing and upkeep of the plants and animals. |
| Expected Duration of Project  (Number of weeks, estimated start and end dates) |  | This is an ongoing project |
| Students Involved (Number of students, grades) |  | 42 Students, grades 6-12, GED students and High School graduates |
| Staff Involved (Number of staff, specialties) |  | 1 program specialist, 1 teacher |
| Frequency of Project  (Number of days or weeks and  number of hours per day) |  | 5 days a week, 45 minutes |
| Expected End Result/Product |  | Various plants and vegetables grown from seedlings and hogs, chickens and rabbits raised for meat and also eggs from the chickens. |
| Materials and Supplies  (List the materials and supplies that will be used and purchased for this PBL Unit. Explain how they will be used. Please be as detailed as possible in order to facilitate the reimbursement process. |  | Fertilizer, seeds, gardening tools, lumber, fencing, nails/screws, and other materials as needed |
| Entry Event  (Designed to engage students’ attention) |  | Students will be given a tour of the outside garden along with the seeds and plans, they will be given a summary of the various types of plants and vegetables that can be grown in the current season. They will also be given basic instructions and rules regarding the care and upkeep. Students will be told what animals they are going to raise and they will be given ideas for habitats. |
| Presentation Methods and Audience |  | Students will grow plants from seedlings and use them for various projects whether to sell for funds, donate, or merely for decoration purposes. Students will raise hogs, rabbits and chickens for food purposes and also to sell for funds. |
| Adult Family Member Literacy and Involvement |  | Newsletters, Treatment Teams, Phone Calls |
| Educational Research  Cite the source. |  | Farmers’ Almanac  Individual seed packets  Fertilizer bags (information on the back)  Internet |

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| **Weekly Activities Table** | | | | |
| **Week**  (Add as many weeks as necessary through the duration of the project.) | **Implementation Update**  (Once implementation of the project has begun, update the status of the project’s progress.) | **Key Tasks and Activities**  (Briefly describe the activities and lessons that are given each week to complete the final result or end product and answer the driving question. Make changes in the weekly activities based on implementation changes.) | **State Standards to Address**  (Write the Florida Standard(s) that will be explicitly taught/reinforced by the project. It is recommended to have no more than 1-2 standards addressed per week and no more than 5-7 standards addressed per PBL Unit.) | **Assessments**  (List the formal and informal assessments used during the week in which they occur. “If you address it, you should assess it.” We encourage assessments to evaluate both academic and personal enrichment components integrated into the unit.) |
| 1 | in progress  changed/ revised  completed | Students will continue harvesting crops from the garden to sale. Students will continue planning more crops for the spring and summer crops. Students are preparing garden for Fall crops. Students will help design hog traps and expand the hog pen and begin construction. | Math: G-GMD 3  N-Q. 1-3 |  |
| 2 | in progress  changed/ revised  completed | Students will be harvesting seeds from summer crop and planting chosen crops for the fall crop. Students will learn how to care for animals that they are raising. | Reading/Language Arts  RI. 1-5,10 |  |
| 3 | in progress  changed/ revised  completed | Students will learn about growing times, growing temperatures and how much water and sunlight each type of plant needs. Students will continue to keep their graphs on a plant of their choice that will detail how much was harvested and length of time from planting to harvest. Students will finish construction of animal pens. | Science: SC.8.L.18.1 |  |
| 4 | in progress  changed/ revised  completed | Students will learn how to test soil for ph and acidity levels and learn how to adjust these levels for better growth of certain plants. Students will be starting seedlings in the greenhouse and learning how to adjust humidity etc. that greenhouse plants need. | Math: C-IC 1-2 S-IC 1-4 |  |