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# Project planner

You can use this to help you to design your project, and to help you to explain the project to your colleagues during the project tuning.

**PROJECT NAME:**

.....

**TEACHER(S):**

.....

**SUBJECT(S):**

.....

## 1. Project summary

What are your students going to do, and why are they doing it?

## 2. Essential questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

## 3. Products

What do you want students to do/write/create/build?

#### 4. Learning goals

What do you want students to learn?

Identify the **curriculum content** that students will learn in this project.

Identify key **skills** students will learn in this project. List only those skills you plan to assess.

#### 5. Timeline/milestones

List the key dates and important milestones for this project.  
(eg check-ins, critique sessions, deadlines for drafts and specific product components)

## 6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

## 7. Exhibition venue

Where will the exhibition take place?

## 8. Exhibition plan

How will the exhibition be promoted? How will your students exhibit their work? Who will you be inviting?

## 9. Assessment criteria

How will you be assessing the learning goals you identified?

Curriculum content:

Skills:

**(Note: Once you've completed this section, make sure you add all the assessment points to the project timeline)**

# Sample project timeline: The Blood Bank Project

The following sample timelines come from High Tech High’s Blood Bank project. This project used two timelines – one that gave a high-level overview, and one that gave a day-by-day breakdown. We have included both.

**This timeline gives an overview of what will take place during the project:**

Week	General	Biology	Multimedia
1–2	Introduce the Blood Bank and what they do, how it works, who it helps. Students will choose partners and instructional content.	Blood physiology, blood clotting-Platelets.  The immune system, role of blood, white blood cells and lymphatic system	Storyboarding. Photoshop to After Effects
3–4	Present to classes	Biofeedback – role of hormones and pituitary glands.  Circulatory system  Interaction with respiratory alveoli  Erythropoetin physiology and relationship to blood bank	Video editing and capture  Storytelling technique  Voiceovers
5–6			Finish diorama and hang with working DVD *DEADLINE WEEK 6*
7–8	Make a book about each others’ projects, know the science because there is a test at the end of week 10 and you can use your books. Promotional designs		
9–10	Secondary community reaction video and teaching outreach to middle schools and high schools		
11–14	Special event groups will plan and execute Blood Bank event at HTH first week of December		
	Presentation		Diorama with DVD community reaction videos

This timeline shows what will take place in Art on every day in the project:

<b>Week 1</b>	<b>8-25</b>	<b>8-26</b>	<b>8-27</b>	<b>8-28</b>	<b>8-29</b>
	Look at assignment and talk about planning. Make three shapes out of paper.	Draw each of these shapes and combine the three.	Combine multiple shapes together and work on shading, colored pencils, charcoal pencils, link.	Still lifes with charcoal	Still lifes with charcoal. Shading and critique.
<b>Week 2</b>	<b>9-1</b>	<b>9-2</b>	<b>9-3</b>	<b>9-4</b>	<b>9-5</b>
	No school	Sketch up and/or graphic options	Trace collage. Images to apply polygons. Start to scan.	Scan, recolor, learn value, create a digital image.	Look at the digital and the hand drawn, critique and start to plan.
<b>Week 3</b>	<b>9-8</b>	<b>9-9</b>	<b>9-10</b>	<b>9-11</b>	<b>9-12</b>
	We will look at different artists and their sculptures and how they plan their work.	Start planning with your partner to solidify subject and shape.	Work on plan.	Present your ideas to me, Blair and the class. 20 points.	Present your ideas to me, Blair and the class. 20 points.
<b>Week 4</b>	<b>9-15</b>	<b>9-16</b>	<b>9-17</b>	<b>9-18</b>	<b>9-20</b>
	Present your ideas to me, Blair and the class. 20 points.	Make changes and resubmit before you start on your design and construction.	Make changes and resubmit before you start on your design and construction.	Start design poster.	Work on poster.
<b>Week 5</b>	<b>9-22</b>	<b>9-23</b>	<b>9-24</b>	<b>9-25</b>	<b>9-26</b>
	Work on poster.	Work on poster.	Poster due. 50 points	Get posters back and start to build diorama.	Build diorama.
<b>Week 6</b>	<b>9-29</b>	<b>9-30</b>	<b>10-1</b>	<b>10-2</b>	<b>10-3</b>
	Build diorama.	Build diorama.	Build diorama.	Build diorama.	Build diorama.
<b>Week 7</b>	<b>10-6</b>	<b>10-7</b>	<b>10-8</b>	<b>10-9</b>	<b>10-10</b>
	Check diorama and make changes. 10 points.	Check diorama and make changes. 10 points.	Finished and with video. 220 points.	Finished and with video. 210 points.	Finished and with video. 200 points.
<b>Week 8</b>	<b>10-13</b>	<b>10-14</b>	<b>10-15</b>	<b>10-16</b>	<b>10-17</b>
	Look at dioramas and have critique. Quality of components (multimedia, construction, poster). The goal is to find 3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	Fixed and finished. 50 points.
<b>Week 9</b>	<b>10-20</b>	<b>10-21</b>	<b>10-22</b>	<b>10-23</b>	<b>10-24</b>
	Start working on the books that each group will produce that will help them learn about each other dioramas in both...				
<b>Week 10</b>	<b>10-27</b>	<b>10-28</b>	<b>10-29</b>	<b>10-30</b>	<b>10-31</b>
	..sections of the class. Students will learn book production and graphics that will help them get the information across				
<b>Week 11</b>	<b>11-3</b>	<b>11-4</b>	<b>11-5</b>	<b>11-6</b>	<b>11-7</b>
	in the most efficient and clear manner. They will also use these books to study from for their test and exhibition.				
<b>Week 12</b>	<b>11-10</b>	<b>11-11</b>	<b>11-12</b>	<b>11-13</b>	<b>11-14</b>
<b>Week 13</b>	<b>11-17</b>	<b>11-18</b>	<b>11-19</b>	<b>11-20</b>	<b>11-21</b>
			Book due. 220 points.	Book due. 210 points.	Book due. 200 points.
<b>Week 14</b>	<b>11-24</b>	<b>11-25</b>	<b>11-26</b>	<b>11-27</b>	<b>11-28</b>
	No school	No school	No school	No school	No school
<b>Week 15</b>	<b>12-1</b>	<b>12-2</b>	<b>12-3</b>	<b>12-4</b>	<b>12-5</b>
				Check all books. 50 points.	
<b>Saturday December 6th – SHOW</b>					
<b>Week 17</b>	<b>12-8</b>	<b>12-9</b>	<b>12-10</b>	<b>12-11</b>	<b>12-12</b>
			Books due. 100 points.	Senior exhibition	
<b>Week 18</b>	<b>12-15</b>	<b>12-16</b>	<b>12-17</b>	<b>12-18</b>	<b>12-19</b>
				TEST 200 points	

# Sample project sheet to give to students and parents: Economics Illustrated

When you begin a new project, it's important to give your students a document that sets out what the project is about, and how it is going to work. You may also want to share this with parents.

The following sample project sheet comes from High Tech High's Economics Illustrated project. It is designed for 15–16 year old students.

Project title: Economics Illustrated

Length: Eight weeks

Instructors: Dan Wise (email@address.com) and Jeff Robin (email@address.com)

Essential questions:

- How do economists view the world? What language do they use?
- What can economics teach us about human behaviour?
- What can economics teach us about current events?

Deliverables:

- A two-part book entry on an economic term
  - Part One (the “left side”) contains a definition of the term, at least three examples of its application, and a corresponding linoleum block print
  - Part Two (the “right side”) contains an article, of approximately two pages, applying the economics terms to a current event or facet of human behaviour
- A lesson for peers on the economic term

Expected outcomes:

<b>Students will know</b>	<b>Students will be able to</b>
<ul style="list-style-type: none"><li>• What economics is</li><li>• The basic principles of supply and demand</li><li>• Twenty-five to fifty economic terms; their definition, illustrative examples, and how they apply to human behaviour and current events</li></ul>	<ul style="list-style-type: none"><li>• Read and discuss a non-fiction book on economics</li><li>• Conduct research about an economic term</li><li>• Give a lesson to peers on an economic term</li><li>• Conduct research and write a non-fiction article about the application of an economic principle</li></ul>

Timeline:

<b>Timeframe</b>	<b>Content / Deliverables</b>	<b>Assessment</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Students learn basic economic principles, including supply and demand</li> <li>• Students choose book club books</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on lecture content</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Students continue to learn basic economic principles</li> <li>• Students begin reading book club books in small groups (two to four students each)</li> <li>• Students fill out survey on interests related to economics</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on lecture content</li> <li>• Book club responses and discussions</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Students are assigned economic terms, based on their survey responses</li> <li>• Students research their terms</li> </ul>	<ul style="list-style-type: none"> <li>• Students provide five sourced definitions of their term and seven sourced examples of their term</li> <li>• Book club responses and discussions</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Students begin to deliver lessons on their economic terms</li> <li>• Students continue to research their own terms</li> </ul>	<ul style="list-style-type: none"> <li>• "Left side" paper</li> <li>• Quiz on other students' terms</li> <li>• Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results)</li> <li>• Book club responses and</li> </ul>
<b>Week 5</b>		<ul style="list-style-type: none"> <li>• "Right side" paper draft</li> <li>• Quiz on other students' terms</li> <li>• Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results)</li> <li>• Book club responses and discussions</li> </ul>
<b>Week 6</b>		<ul style="list-style-type: none"> <li>• Completed "Right Side" paper</li> <li>• Quiz on other students' terms</li> <li>• Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results)</li> <li>• Book club responses and discussions</li> </ul>