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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** First Impressions Homerun! | | **Duration (days):** 20 | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** T. Jones | | **State:** SC | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Technology | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | A lesson in Business etiquette with a baseball game choice menu. The PBL is to create a group project that will demonstrate general manners, dining etiquette, introductions, and proper dress. Can also be done individually, but having students collaborate online is preferable.  Students will select a combination of assessments using analysis, synthesis, application, knowledge, and evaluation as they discover how to make a great impression every day. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | Why is proper etiquette essential to my future success? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Video clip: <https://www.youtube.com/watch?v=ad-Dm0Ac9rA>  Class discussion board questions:  Have you ever had a bad first impression of someone when you met them? Why?  Tell me about a time you or someone you met made a good first impression.  Why is it important to make a good first impression?  Provide students with the Baseball Game Choice Menu. This document includes all of their activities and their PBL instructions:  “You may choose any activities you like for a total of 300 points. This means each person must complete the “Homerun” group project, which is 100 points. All of the singles, doubles, and triples you may choose individually for a combined total of 200 points.” | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Project | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Baseball game personalized learning choices | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  MS: K108, N118, P123-127, T139  MY: C15, F35-37, G49, 51, 53, H62-64  OOS: 7, 9, 13  **What competencies will be in progress during this project?** (Level 2):  K1 MS: N118, P123-127  MY: C15, F35, 37, G 51, 53, H62-64  OOS: 7, 13  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  K10 MS: N118, P126  MY: C15, G 51, 53, H62-64  OOS: 7 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Etiquette group project | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Assist with leading activities  Community Service: Children’s book about manners  Career Prep: Finding guest speakers to speak about etiquette in the workplace  Civic Awareness:  Social Awareness: Finding guest speakers about manners in social situations  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Assist with leading activities  Community Service: Children’s book about manners Career Prep: Finding guest speakers  Civic Awareness:  Social Awareness: Finding guest speakers about manners in social situations  Fundraising:  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Any employers/businesses would be able to speak about business etiquette | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)   * Plan the project calendar * Plan for technology needs and online classroom- post supporting documents * Arrange for business partners to speak, mentor, and critique student projects   **Launching the Project:**  (How will you SPARK their attention?)  Video clip: <https://www.youtube.com/watch?v=ad-Dm0Ac9rA>  Class discussion board questions:  Have you ever had a bad first impression of someone when you met them? Why?  Tell me about a time you or someone you met made a good first impression.  Why is it important to make a good first impression?  Provide students with the Baseball Game Choice Menu. This document includes all of their activities and their PBL instructions:  “You may choose any activities you like for a total of 300 points. This means each person must complete the “Homerun” group project, which is 100 points. All of the singles, doubles, and triples you may choose individually for a combined total of 200 points.”  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Business etiquette, first impressions, dining etiquette, introductions, telephone etiquette, thank-you letters, grooming/hygiene, professional appearance, and general manners. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will have scheduled times for peer review and both scheduled and unscheduled instructor feedback |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Business professionals can speak on topics of business etiquette  Students will use technology to research the components of their project. They may also incorporate technology into their projects. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** First Impressions Homerun! | | |
| **Driving Question:** Why is proper etiquette essential to my future success? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| Formative  Final Product | Discussion board | I can discuss the impacts of first impressions |
| Team  Individual |
| Formative  Final Product | Project plan | I can construct a project plan |
| Team  Individual |
| Formative  Final Product | Learning menu selection 1 | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Learning menu selection 2 | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Learning menu selection 3 | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Learning menu selection 4 | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Learning menu selection 5 | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Learning menu selection 6 (could be more depending on menu choices) | I can research and answer questions/provide information on a selected subtopic of general manners and business etiquette |
| Team  Individual |
| Formative  Final Product | Peer evaluation | I can provide and accept constructive feedback |
| Team  Individual |
| Formative  Final Product | Homerun Project | I can collaborate to create a project that informs others about proper business etiquette and general manners |
| Team  Individual |
| Formative  Final Product | Self-reflection on Project work | I can use self-reflection as a way to improve my knowledge and skills |
| Team  Individual |
| Formative  Final Product |  |  |
| Team  Individual |
| Formative  Final Product |  |  |
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| Team  Individual |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| Video clip: <https://www.youtube.com/watch?v=ad-Dm0Ac9rA>  Class discussion board questions:  Have you ever had a bad first impression of someone when you met them? Why?  Tell me about a time you or someone you met made a good first impression.  Why is it important to make a good first impression?  Provide students with the Baseball Game Choice Menu. This document includes all of their activities and their PBL instructions. | Good First Impressions: <https://www.youtube.com/watch?v=rUCv4MYLRio>  Students will work with their groups to create a project plan | Resource: <https://www.businesstrainingworks.com/training-resource/five-free-business-etiquette-training-games/>  At the bottom of this page, there are links to numerous etiquette resources that students can use to assist with their projects.  Post the Etiquette Handout PDF in the Google classroom for students to use as a reference  Have students select and work on activities from the baseball game | Students will watch the video and read the article on this page: <https://www.mindtools.com/CommSkll/FirstImpressions.htm>  They will then work on their selected activities from the baseball game and their group project | Manners funny: <https://www.youtube.com/watch?v=HDTB7jsc0UY>  Students should turn in at least 1 activity from the baseball game choice menu |
| **P R O J E C T W E E K T W O** | | | | |
| Students will continue working on selected activities from the baseball game and their group project | Students should turn in at least one more activity from the baseball game learning menu.  They will then continue working on selected activities from the baseball game and their group project | Students will continue working on selected activities from the baseball game and their group project | Students should turn in at least one more activity from the baseball game learning menu.  They will then continue working on selected activities from the baseball game and their group project | Students will continue working on selected activities from the baseball game and their group project |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| Students should turn in at least one more activity from the baseball game learning menu.  They will then continue working on selected activities from the baseball game and their group project | Students will continue working on selected activities from the baseball game and their group project | Students should turn in at least one more activity from the baseball game learning menu.  They will then continue working on selected activities from the baseball game and their group project | Students will continue working on selected activities from the baseball game and their group project | Students should turn in at least one more activity from the baseball game learning menu.  They will then continue working on selected activities from the baseball game and their group project |
| **P R O J E C T W E E K F O U R** | | | | |
| Students will meet with at least 1 other group to share their Homerun projects thus far and give/receive peer feedback | All learning menu activities except the final project should be turned in today. | Final revisions/rehearsals on Homerun group project | Project presentations/turn-in | Self-reflection on project work |

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| **P R O J E C T C A L E N D A R** | | | | |
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