

**Phase III Learning Case Study:
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology
Learning Plan Template**

Teacher Name: Ms. Kaitlyn Schaner	Grade & Subject: 4th Grade, Social Studies
<p>Name of School: Valley View Elementary Background of School (“culture”): Valley View Elementary is located in Bismarck, North Dakota. The town has a population of approximately 73,000 people. The school demographics follow that of the city with 90% being Caucasian citizens. The other 10% includes Hispanic, African-American, Native American, and Asian citizens. We are located on the North side of town which was recently developed bringing in more diverse families. Valley View is a middle-class school with a mixture of high and low-income families. The subjects taught at Valley View Elementary include writing, English, music, physical education, science, social studies, and art. The school employs two guidance counselors that are available to meet with the students throughout the day and a school nurse that is available to treat students’ injuries and comfort them when they are not feeling well. The school provides the resources to help students get involved in sports and activities in the community, which follows the school's community orientated focus.</p> <p>Valley View has 275 students between grades K-5. The students have consistently achieved above average test scores on nationwide exams. Overall, the students are scoring in the proficient and advanced categories. We attribute this success from our students to their parent's involvement, resources available, and a large focus on student-centered learning. Parents are encouraged to be involved in their student's education by volunteering throughout the day, coming to the students PBL presentations where supper is provided, and following the classroom Facebook page where the teachers post pictures and have live videos throughout the day. As for resources available, Valley View has various tutoring hours throughout the week including on Sunday evenings. The school also has a large library media center, orchestra, robotics classrooms, and clubs that relate to the student’s interests. The school incorporates student-centered learning through the PBL projects that are completed by every grade level multiple times a year.</p>	
PBL Unit Name: Modernization of a Native American Artifact	<p>Specific Standards:</p> <ul style="list-style-type: none">• Social Studies: 4.6.2 Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)• Social Studies: 4.2.11 Describe the effects of changes in the industry, agriculture, and e, and technology in North Dakota (e.g., energy production, transportation, farming methods)

- Social Studies: 4.2.3 Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present)
- Science: 4.6.2. Explain how an invention may lead to other inventions
- Physical Education: S4.E3.4 Accepting feedback: Listens respectfully to corrective feedback from others. (e.g., peers, adults).
- Reading: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.
- Reading: 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Art: 4.4.1 Know that visual art has both a history and specific relationship to various cultures.

What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)

- Trifold Poster Board
- Markers, Crayons, or Colored Pencils
- Pencil
- American Indians of North Dakota: A Unit in North Dakota Studies Textbook
- Cardboard
- Cardstock
- Tape
- Glue
- Scissors
- Craft Sticks
- Hot Glue
- Colored Paper
- Any other materials students need to make their prototype/model
- List of Native American Artifacts (moccasins/shoes, jewelry, beadwork, clothing, housing, transportation, writing tools, bags, doll, baskets, bowls, cups, eating utensils, tools (school appropriate), pottery, boats/canoes, cradleboard/ baby carrier, coloring, armor (school appropriate), and any other artifact approved by the teacher)

What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):

- Student 1 (Lily): Lily is above her zone of proximal development, so she needs something that will challenge her. Since Lily loves to learn new things, I would encourage her to research more artifacts and find a different one to recreate that is not

included on the list. Lily is very creative, so I believe giving her the option to create what the product will look like 40 years from now and allowing her to use materials from home or the materials provided at school will be interesting and keep Lily engaged. As long as the materials and product are school appropriate, Lily can take the project to a new level if she chooses. Since Lily struggles socially, I would allow the class to choose their own groups which will hopefully allow Lily to feel more comfortable in her group. Lily has expressed that she likes to be in charge but is afraid to say anything when she is in a group. She feels like she does not have the opportunity to talk enough and other students do not consider what she has to say during group work. I would discuss group strategies with Lily to help overcome her problem. I also could implement a “talking stick” while students do group work or provide them a sheet to document each other opinions and how they came to their final decision.

- Student 2 (Chloe Marie): Chloe Marie is below her zone of proximal development. She is going to need extra resources to get her to the level that she needs to be. Chloe Marie will benefit from having the opportunity to turn in her sentences to the teacher before transferring them to her poster. I am not just going to correct the student’s sentences for them. I will meet with them and talk through the mistakes that were made and how we would be able to correct them or make them better. Chloe is a pretty creative student, so I believe she will enjoy being able to create her own prototype. As we are researching our artifacts and the steps it took to get the artifact to where it is today, I will allow Chloe to collaborate and get help from the students that are above the ZPD. Chloe Marie really enjoys talking, so I will allow her to ask any questions she has and talk her through anything that she may be struggling with. Chloe Marie is in the Preoperational Stage for Piaget which means she is not yet able to think logically. Chloe Marie will be able to use an artifact from the list that I provided and will have the opportunity to communicate with her peers as she is researching. Since Chloe Marie struggles with spelling, I will continue to work with her through a word study to enhance her spelling and vocabulary. Right now, she is reading mostly pictures books, but I am doing reading interventions with her. I have found that she is able to identify words through the pictures on the page. The word study will help her with her spelling and sentence structures throughout this project. The students will never be asked to read through the textbook on their own. I will make sure that Chloe is partnered with a fluent reader that will help her make sense of what she is reading such as Lily. If they are not reading with partners, I will be reading to them and discussing what we have read.
- Student 3 (Rachel Garrets): Rachel is a new student and is having problems adjusting to her new school. She also struggles with her grammar as her other school taught it quite differently. However, she is able to speak clearly and fluently. Although her vocabulary is not quite where it should be, she is very motivated to work hard to be able to understand the material and get a good grade. She is struggling with her move and has become frustrated with how different she is from her peers. I understand that moves can become very frustrating to students and want to make sure Rachel feels welcome in my classroom. I think Rachel will benefit from receiving 3 positive comments about her idea from her peers. I would also like to bring aspects of Rachel’s life into the morning meeting and do some team building games that will allow her to feel more welcome and like she belongs. I would meet with Rachel to learn more about things that she likes and find classmates that she would connect

with. Rachel is active in basketball. Sime, Chloe, and Callie are also athletic and enjoy competition. This could be a good conversation starter and an activity they could do together during recess. Rachel would have the resources to be successful with her grammar throughout this project. Her peers would review her sentences as well as the teacher. I would meet with Rachel to make and talk through the corrections that could be made. For the most part, Rachel is above her ZPD. There are a few areas she struggles with, but she works very hard to learn new material and retains it very well.

- Student 4 (Simon): Simon struggles with his self-confidence. He lacks confidence in his abilities. He does not find school very exciting and just does what he has to. He is an average student although he understands higher grade level words, he does not use them. The reason for this relates back to his lack of confidence. Simon really enjoys projects which will increase the motivation he has to do well during this project. Simon would be able to gain confidence during this project by receiving positive feedback from his peers and the teacher. I would help boost Simon’s confidence by consistently complimenting his work and accomplishments. Simon is very athletic, and it would be helpful for him to bring in hands-on learning into the classroom. He is a very kinesthetic learner. Simon will really enjoy the games that we play to introduce the life of the Native American and being able to create his own medicine pouch.
- Student 5 (Callie): Callie has very strong emotions. She struggles with her relationships with adults. She does not like to use a wide range of words and is underdeveloped in the words that she knows. I think Callie would benefit from building a relationship with me. I would continue to compliment Callie throughout the year and be careful what I say around her. Callie will benefit from the positive comments she will receive from her peers during the project. I will encourage her to use higher vocabulary by allowing her to realize she will have the opportunity to work with me to correct her mistakes. Callie would also benefit from doing a word study to increase the words that she knows. I would give Callie 15 words a week. She would practice using word searches, sentence practice, and games. Callie would also be able to write in sand, shaving cream, and use stamps to create her words which will make learning the vocabulary fun and rememberable.

Students Will Do (describe what will be done during the unit in the order they will be done):

1. As a class, we will read through the textbook to gain background knowledge. Textbook: American Indians of North Dakota: A Unit in North Dakota Studies Textbook
2. The students will do activities, listen to presentations, and complete a few projects while we are reading to help them understand and comprehend the information.
3. A couple of the activities may include learning some of the games the Native American children played

Describe How This Will be Developmentally Appropriate for:

- Brain Development: This assignment allows every student to work at their level. It is their own project and has very little limitation for what the students can do. I think it will encourage the students that are above their zone of proximal development such as Lily and Rachel to think deeper and create a product that is above the expectations. These students will be pushed to think into the future and consider how these materials will change in the years to come. It will allow the student’s that are below their ZPD such as Chloe Marie and Callie to work at their own level. These students will be able to collaborate with their peers to enhance their project and be confident in showing

and going to the museum to see artifacts and regalia. I would also like to bring in some of the native people in our community to tell stories and bring in their own regalia and artifacts that they treasure. I would also have the students do a couple short projects which could include creating small models of Native American houses including tipis, wigwams, and earth lodges, and having the students create their own medicine pouches.

4. When we finish up the textbook, I want to give the students the resources to help prepare them for their project and be able to do their best.
5. The students will be completing a trifold poster based on the transformation of a Native American artifact. The first side will include a picture and description of the artifact the Native Americans created. The middle will include the steps it took to get the artifact to where it is today. For example, how has the shoe transformed over the years to what it is today? This will include pictures from each step/stage and a description. The third side will include a description of what they think their artifact will look like 40 years from now. Then, the students will create a model of the artifact in the future that they described out of materials provided in class or bring materials from home.
6. I want the students to take this side at a time to reach the final product. I will give the students a list of Native American artifacts and allow them time to research a few different items, so they can decide which artifact they would like to use. If the students find a different artifact during their research, they may use it as long as it is approved by the teacher. I will

others because of the constant checkpoints with the teacher. Simon is in his ZPD, however, he is most attentive during projects and physical activities in the classroom. Simon will have the ability to get up and play games and work on a project during the PBL. I think this will motivate him to work harder. He also desires to please his friends and wants them to enjoy being around him. I think he will really benefit from the peer collaboration throughout this project.

- Cognitive Developmental Stage: For the students that are in the concrete operational stage of development, this project requires them to use logic. Although the students are not given a limit for what their artifacts have to look like in the future or what it can do, they need to use some logic to make sure their product is taken seriously. The students are also going to have to problem solve using logic during this project. The students are only going to be given one trifold folder, and we all make mistakes. A student is going to have to use their problem-solving skills to figure out how to fix their mistake or ask for assistance instead of getting upset and giving up on the project. For the student that is the preoperational stage, I will provide support and feedback throughout the entire process. I will also allow her to collaborate with her peers to get feedback and change anything that may be necessary for her prototype to make sense to others. Chloe Marie has a great imagination, so I think she will enjoy being able to create her own model for the future. Chloe and I will be able to talk through her entire project and discuss her sentences and prototype.
- Emotional Developmental Stage: The students are in the industry vs inferiority stage. A stage where friends and classmates play a huge role in their progression. I would like to give the students the opportunity to communicate with their classmates and receive positive feedback. I will have the students list at least three things they like about their peer's

hand the students a sheet of paper to draw a picture of the artifact and write their description. The artifact can be cut out and transferred to the poster. The description will be reviewed by the teacher to correct any spelling or sentence structures areas. Once the corrections are made this can also be transferred to their poster. This will complete the first side of the poster.

7. The next step will be to hand out a worksheet for the students to fill out about the steps it took to get the artifact to where it is today. The worksheet will have space for the students to draw pictures of each step and a place to write a couple sentences about what got the artifact to that step. Students will have spots to do up to 5 steps if they find more than that they should choose the major 5 steps. Students will transfer their pictures to the poster and hand in their sentences to be corrected. Once the sentences are corrected, they can also be transferred to the poster. This will complete the middle section.
8. The last side of the poster will be what the student thinks the artifact will look like in 40 years. As long as the student makes sure it is school appropriate, the sky is the limit. Students can make shoes that have TVs on them or allow the people to fly. The students will describe their product in the future in 3-4 sentences. These will also be turned into the teacher and corrected. Once they are corrected, they can be transferred to the poster. Instead of drawing a picture of what the artifact will look like, the student's will be creating a model/prototype. The students can use any materials in the class or from home that they need to

idea and project and then if needed they may give ideas to enhance the project not to change it. Students also start to pay attention to their grades and what their teacher thinks at this stage. This project will allow them to present quality work because I will have them turn in a rough draft of the sentences/words they are going to include on their poster. I will meet with each student to discuss their model and go over any spelling mistakes before they transfer it over to their poster. If the student's work does not represent their best effort, I will encourage them to do more at this time. As long as I see the students are trying their best and using the material given to them to transfer to the poster, they will receive a quality grade. I understand that all students are not artists, but they will have the option to create their model on the computer as well if they are more confident in their computer skills. They may also use any other technique to create their model as long as it is approved by me prior to completing the task. I am looking for the students to work hard and provide their best work during this project. I think telling the students that their parents will be coming to see their presentations will also encourage them to do their best.

- Language Development: For the students that are advanced in vocabulary, I would encourage them to use more descriptive words that will enhance their sentences. Instead of using words like good and fun, these students should be encouraged to use synonyms for these words like wonderful, superb, amusing or enjoyable. Chloe Marie struggles with spelling, so I have started word studies with her that introduce 15 new words to her every week. I have created word searches, games and sentence practice sheets to help her practice her words. I have also given the students the opportunity to write in sand, shaving cream, or spell using the stamps to make spelling practice fun and rememberable. Callie will use the word study to enhance the

create their prototype. The students will not be able to just draw their model/prototype.

9. Once the students have their posters put together, they will have the opportunity to decorate them and make them stand out. If students need anything else for their prototype, they may ask the teacher and if it is reasonable, I will try to find a way to get the material for the student.
10. Once the students are close to completing their posters and prototypes, I will send out a letter to their parents about coming to the school to see their presentations. The students will all be set up by their display in the cafeteria. The parents will be able to walk around and ask them questions or listen to them describe their model or poster. I will also send out an email to the teachers in the school. They may bring their class down if they would like, but I will not force them to.

vocabulary words that she knows. Rachel struggles with grammar and her vocabulary is a little below average.

However, she is very motivated to work hard in order to get good grades and understand the material. Rachel will benefit from using the internet to get synonyms for lower level words to advance them. As Rachel is doing this, she will be learning new material and enhancing her vocabulary. Although Rachel struggles with grammar, she speaks clearly and fluently. Rachel and I would work together on transferring her sentences to paper and making them clear for others to understand. Simon knows higher levels of vocabulary he just does not have confidence in his ability to use the words. I will encourage Simon to try to use some of the higher-level words because I will be reviewing everything with him and his mistakes will not be seen on his final product.

- Moral Development: For the students that are in Stage 3 of Kohlberg's Theory, they are going to have the opportunity to receive suggestions from their peers before creating their final product. Since these students are interested in pleasing their peers, this will be a time to get their opinions and adjust their project if they think it is necessary. Peers can give students ideas that they may have never thought of. Their peers will not be changing the student's project but rather giving them suggestions to enhance or improve their own ideas. Since the students are also interested in pleasing their parents, I will be inviting the parents to see their presentations at the end of the PBL. The parents can come in and look at all of the student's accomplishments, ask them questions, and listen to their presentations at this time. Callie is in Stage 1. She is a rule follower and does not want to get into trouble. She often tells on her classmates if they break the rules. She will do well following the rules of the project and the games played during this PBL. The peer interaction will be expected to be positive

	<p>throughout this project which should help with Callie's relationship with her peers. Since Callie struggles to communicate with adults but is a rule follower. It would be important for me to put rules into place for when the students are communicating with the parents.</p>
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