



Collaborating with Community & Between Departments

*How the school librarian can be the catalyst for
Project-Based Learning*

STEP 1	Find collaborating partners/classes. Look in the departments of English, ELD, History, etc.
STEP 2	Brainstorm research questions, and set objectives for the project. Ask students what they wonder about. Look to the Common Core and Content Standards for guidance.
STEP 3	Find local resources. Ask around, call museums, galleries, elder care homes, etc. <u>Add ideas here: School site, food bank, Missions, Native Americans.</u>
STEP 4	Resources and inquiries will guide the projects. Set assignments and expectations according to student interest and resource availability.
STEP 5	Set due dates and performance dates. Both formative and summative assignments will produce a final product that can be shared with school and community members.
STEP 6	Reflect and evaluate about the learning! Celebrate!

Establishing Real-World Connections in Projects (Keys to PBL Series Part 1)

Students are more engaged when learning relates directly to the world they live in. See how to extend your projects beyond the classroom walls. [If you're new to project-based learning, watch our intro video here.](#)

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Source: <http://www.edutopia.org/video/real-world-connections-keys-pbl-series-1>



photo by Sarah Morgan

Lesson Ideas and Standards

<p>In collaboration with English and History Department teachers and/or curriculum</p>	<p><u>History teachers</u>- Search, find, analyze, and make connections regarding local historical events. <u>English teachers</u>-Integrate evaluations and analysis of information discovered about local historical events and people. Create 100-word articles about each event. <u>Teacher-Librarians</u>- Conduct search and citation lessons and integrate resources for historical resources. Create website or other displays</p>
<p>Common Core English Language Arts</p>	<p><i>Reading Standards for Informational Text</i></p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats ... in order to address a question ...</p> <p><i>Writing Standards</i></p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources...; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information...avoiding plagiarism and overreliance on any one source and following a standard format for citation...</p>
<p>History Social Science</p>	<p>1. Cite specific textual evidence to support analysis</p>

	<p>of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
Model Library Standards	<p>1.2 Formulate appropriate questions:</p> <ul style="list-style-type: none">a. Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic.b. Develop and present a clear thesis statement or hypothesis.c. Finalize the research question or hypothesis by conducting preliminary research. <p>1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies.</p> <p>2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources.</p> <p>3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources.</p> <p>3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.</p> <p>4.1 Read widely and use various media for information, personal interest, and lifelong learning.</p>