**Guiding questions for planning:**

* How are you **launching** the experiences for your students this year? How are you encouraging students to generate their own questions? How are you giving them experiences that make them curious and excited about an inquiry?
* How are you planning on **building** students' understandings? What are possible anchor experiences? What community relationships can be built? What is a big idea and what are key concepts explored throughout your lessons, and overall PBE experience?
* How will students **act** in the world as engaged citizens? How will they take their new understandings to gain power to shape the world for the better? How will they engage in the public sphere?
* How will you **reflect** throughout this process, and adapt when necessary?
* Where are you facing a particularly difficult challenge? Where are you unsure? Where do you want help from the larger group? Where do you want additional perspectives to help you in your planning?

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Place-based Education Curriculum Planning Guide | | | | | | | |
| **School:**  **Teacher name/s:** | | | | | | | |
| **Name of Project/Unit:** | | | | | | **Duration:** | |
| **Project Summary/Overview:** | | | | | | **Date you will begin?** | |
| **Primary Subject(s) Addressed:** | **Primary topic, unit, or concept:** | | **Describe how is this work interdisciplinary?** | | | **Grade Level(s):** | |
| **Possible Community Partnerships:** | | | | | | | |
|  | | | | | | | |
| **Essential Question(s)** |  | | | | | | |
| **Learning Spaces/Places**  How will you utilize different learning spaces to help students connect to their place? (Natural, human constructed, public) How can you make field experiences fully inclusive? |  | | | | | | |
| **State Standards Addressed:** |  | | | | | | |
| **Top 5-10 Measurable Outcomes:** | By the end of the project/unit, students will:  Know:  Understand that:  Be able to do: | | | | | | |
| **Key Concepts/Big Ideas** |  | | | | | | |
| **Entry/Launch Event** |  | | | | | | |
| **Student Products/ Presentations/Civic Actions** |  | | | | | | |
| **Public Audiences** |  | | | | | | |
| **Reflection**  Example: Journal/Learning Log |  | |  |  | | |  |
|  | |  |  | | |  |
| **Methods/Formative Assessments**  Example: Chart and Chat |  | |  |  | | |  |
|  | |  |  | | |  |
| **Activities/Lessons:**  *What lessons will allow students to build the knowledge, skills, and habits to reach your outcomes, inquire deeply into the driving question and concepts, and publicly demonstrate their understanding for real audiences? What will your sequence of instruction be to scaffold the development of new understandings, skills, and habits?* | | | | | | | |
| **NEXT STEPS: What are our next steps in developing this plan?** | | **Who will be responsible?** | | | **When will it be done by?** | | |
| **1)** | |  | | |  | | |
| **2)** | |  | | |  | | |
| **3)** | |  | | |  | | |
| **Coalition Support** | | | | | | | |
| Given the focus of your curriculum and your own learning needs which SEMIS coaches will you reach out to for support? | |  | | | | | |
| Who are one or two SEMIS members you will be in communication with throughout the year to get feedback from, seek support from, and/or give support to? Write their contact information here. | |  | | | | | |