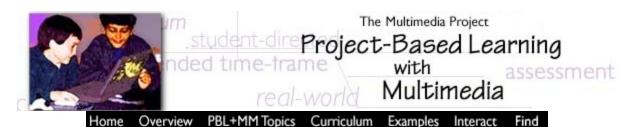# Challenge 2000 Planning Guide

Planning Guidelines
What this is . . . This sheet summarizes work done by groups of teachers at a MMP Workday, and represents the "state of the art" of the Challenge 2000 MMP Planning Guide for PBL+MM. At this Workday we discussed its content and purpose and arrived at a general consensus that this would be a useful document. We'll revisit and revise these planning guidelines based on classroom experience and our own progress in developing best practices.
Collaboration *How is the curriculum structured to accommodate and promote for each student:* **1)** roles, **2)** contributions of, **3)** access to technology, **4)** opportunities to collaborate and make decisions, **5)** opportunities to learn collaborative skills?
Student Direction *How does the curriculum provide opportunities and support for each student to:* **1)** define a project in own terms and in relation to class context, **2)** engage in real-world research practices, **3)** design effective presentations that take content and form into account, **4)** engage in self-and peer-assessment?
Time Frame and Materials to Support Deep Understanding and Engagement *How is the time frame organized to provide each student adequate time for:* **1)** equal opportunity to participate, **2)** effective collaboration and project development, **3)** completion of complex tasks, e.g.: use of quality subject-matter resources, interpretation of content, **4)** the design process, assessment?
Multimedia *How does the curriculum foreground the relation between media and content to support students in developing effective:* **1)** choice of media to support content, **2)** use of design elements, **3)** access to and use of media resources, **4)** student planning/use of time with media?
Curricular Content *How does the curriculum establish and elicit content goals that are clearly:* **1)** articulated and understood by students, teachers, audiences, **2)** related to standards which are defined in the curriculum, **3)** supported by project activities, with a relation between process and product, **4)** assessable?
Real World Connection *How does the curriculum provide opportunities for each student to develop and display evidence of real world practices of:* **1)** communication with a purpose, **2)** collaboration/team work, **3)** project management, **4)** relating project and audience, **5)** effective use of feedback?

Assessment
How is the curriculum structured to capture adequate assessment based on:
1) standards that are clearly defined in the curriculum, **2)** a variety of pedagogical and assessment methods, **3)** student reflection and revision?

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