

Inquiry Project Design Plan

Teacher/Designer Names: Jolaine Frias, Derrick Touba, Tamara Bayon-Jimenez	
Name of Project: Reimagining Communities for Future Anticipated Careers	Grade Level: 9-12
Est Launch Date: March 6, 2023	Est Duration (in weeks): 4
Disciplines Involved: English, ENL, ELA, Social Studies, Art, Computer technology	
Problem Statement: Most students are not prepared for life after high school. It is important for students to understand that we are all responsible for contributing to our evolving community.	

Commented [CT1]: Hi teachers! Just a note - you may need to make copies of your plan, one for each grade level, especially when you get to the standards :) Discuss with us what you had in mind.

Commented [GU2R1]: ok, thanks

Commented [LS3R1]: Hello This is Susan Lashley from Gorton, we have 2 groups at Gorton and we copied and separated the file. not sure if you are able to see our work. Please let me know if this is the case. Susan Lashley and Kerri Ferman.

Commented [CT4R1]: Hi Susan and Kerri, yes I see two separate UbDs in your folder now. So just to clarify, which grade level/s would this UbD be used for? @LASHLEY, SUSAN @FERMAN, KERRI

Hilary F.

STAGE 1: DESIRED RESULTS	
Big Idea: Careers in Our Community	
Enduring Understandings: <ul style="list-style-type: none">Technological Advancement is changing the labor market.There is a correlation between pre-college planning and choosing a self-fulling career.It is possible to prepare today for the next generation of work.A person can use their career to make a difference in their community.	Essential Question(s): <ul style="list-style-type: none">What are the most important skills needed to succeed in the workforce of the future?How can our career choices impact the long-term improvement of our community?<ul style="list-style-type: none">What contributes to your inner happiness while preserving your connection to the community?
Established Goals (Standards, Performance Indicators, Learning Goals):	
Civic participation Participate in activities that focus on a classroom, school, community, state, or national issue or problem. Identify situations in which social actions are required and determine an appropriate course of actions.	
ELA Standards: Key Ideas and Details Standard 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Research to Build and Present Knowledge Standard 5: Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.	

Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.
Adapted from Wiggins & McTighe (2005) Understanding by Design (UbD)

Revised April 2021

Center for Technology and School Change <http://ctsc.tc.columbia.edu/>

Inquiry Project Design Plan

<p>ISTE:</p> <p>Global Collaborator 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Empowered Learner 1.1 a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p>
<p>Social Justice Standards:</p> <p>Identity 1 ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.</p> <p>Diversity 6 DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.</p>
<p>Social Studies Standards:</p> <p>New technologies and economic models created rapid industrial growth and transformed the United States.</p>
<p>Art</p> <p>Creating Standard 1: Generate and conceptualize artistic ideas and work. Standard 5: Develop and refine artistic work for presentation</p>
<p>SEL</p> <p>Organizational skills Organizational skills can help students to make projects and tasks easier (making schedules, arranging items, and planning ahead)</p>
<p>Technology</p> <p>Standard 6 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>

STAGE 2: EVIDENCE & ASSESSMENTS:

<p>Performance Task Narrative:</p> <p>Goals: You are an urban planner for the City of Yonkers OR a career counselor for Westchester County. In these roles, you will research current career fields in Yonkers, specifically the neighborhoods close to Gorton High School. Through your research of career fields in Yonkers, you will determine if redevelopment of the neighborhood is needed to support future/anticipated careers. This involves you using technology to determine the current status of the neighborhood, to research careers, and to reimagine the neighborhood based on your research and planning.</p> <p>Role: You are a city planner OR a career counselor who will research, design, and present your ideas to the public.</p>

Inquiry Project Design Plan

Audience:

You will present your findings to a panel of city council members, YPS central office administrators, and local realtors.

Situation:

According to Forbes, the careers of the next 20 years will be based in ideas that are not yet physically manifested. Yonkers, as the third largest city in New York State, and as the ‘sixth’ borough of New York City, is uniquely positioned to support future careers and job growth. You, as an urban planner or career counselor, have been asked by Mayor Mike Spano to reimagine the Yonkers of 2053. You have been tasked to support this city by creating action plans for 2053 based on neighborhood redevelopment and future careers.

Product(s):

- ☒ A scale model of the redesigned neighborhood
- ☒ A Sway presentation of your research findings
- ☒ A verbal presentation (to a panel) of your research findings

Standards (criteria for success):

Scale model:

- ☐ Community support resources (e.g., library, clinic, counselor, social worker, etc.)
- ☐ Family resources (places of worship, places of recreation, pet resources, etc.)
- ☐ Homes (single family, multi-family, buildings)
- ☐ Grocery
- ☐ Infrastructure (roads, trains, busses, etc.)
- ☐ Schools (PK-12, Higher Ed, Trade/Vocational)
- ☑ STUDENTS TO ADD

Sway:

- ☐ Text
 - Career information - background (100 words)
 - Neighbor research – background (100 words)
 - Findings on future careers (100 words)
 - Findings on neighborhood research (100 words)
- ☐ Images
 - Scale model of proposed redesigned neighborhood
 - Neighborhood arial photos
 - Technology used in future careers
 - Student choice (relating to presentation)
 - Drone footage
 - Still images
 - Video images

Presentation

- ☐ 3-5 minutes
- ☐ Equal participation from Career Counselor and Urban Planner
- ☐ See presentation rubric
 - Making eye contact
 - Speaking loudly and clearly
 - Controlling body motion

Inquiry Project Design Plan

STAGE 3: THE LEARNING PLAN:
<div>Learning Activities</div> <div>(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)</div>
<div>Week 1</div> <div><div>Learning Goals:</div><div><div>- Students will read NewsELA article, “The Industrial Revolution and Technology,” to understand the beginning and impact of technological advances in society.</div><div>- Students will work in pairs to investigate and to present on specific technological advancements and their impact on the labor market. (Ex: computers, drones, smartphones, artificial intelligence, laser, GPS, the Internet, electric aviation, genetic engineering, robots, social media platforms, virtual assistants, Apps, virtual reality, fitness trackers, 3-D printing, etc.)</div><div>- Students will be exposed to hands-on technology by using drones and robots during a “walking tour” of Gorton High School’s surrounding communities (north, south, east, west) with a focus on careers.</div><div>-Students will use Canva to create an online collage of Gorton High School’s surrounding communities with their drone-taken images.</div></div></div> <div><div>Learning Events:</div><div><div>- Reading comprehension</div><div>- Conducting Research</div><div>- Walking tour</div><div>- Working collaboratively</div><div>- Using technology</div></div></div> <div><div>Formative Assessments:</div><div><div>- News ELA article-multiple choice questions</div><div>- Pictures/videos of Gorton High School’s surrounding neighborhoods</div><div>- Online photo collage</div><div>- Proper use of drones and robots</div></div></div> <div><div>Notes/Resources:</div><div><div>- 6 drones and 6 robots</div><div>- Canva</div><div>- Laptops</div><div>- Graphic organizer</div></div></div>

Inquiry Project Design Plan

Week 2
<p>Learning Objectives:</p> <p>- Students will read “Choosing a Career” to understand the impact that a career can have in a person’s life and in their community.</p> <p>-Students will research current and future career fields in the neighborhoods close to Gorton High School. Through their research of career fields, they will determine if redevelopment of the neighborhood is needed to support future/anticipated careers.</p> <p>- Students will use Google Earth and Thinglink to redesign Gorton High School’s surrounding communities (North, South, East, West), focusing on the future labor market.</p>
<p>Learning Events:</p> <p>-Interactive activities -Reading comprehension -Using technology -Redesigning a neighborhood -Working collaboratively</p>
<p>Formative Assessments:</p> <p>-Nearpod interactive activities -Completed graphic organizer (three-column table) -Reading comprehension: multiple choice questions and matching exercise -Redesigned Thinglink map of Gorton High School’s surrounding community</p>
<p>Notes/Resources:</p> <p>- Laptops - Reading Handout - Graphic organizer - Websites: Nearpod, Thinglink, Google Earth</p>
Week 3
<p>Learning Goals:</p> <p>-With the guidance of the teacher, students will set goals for the week, break down tasks, and set deadlines.</p> <p>-Students will identify their interests and strengths by completing an on-line inventory assessment.</p> <p>-Students will work in pairs to research and synthesize information about a career of their choice. They will investigate how technology has impacted the chosen career and how this career will impact the future of their community.</p>
<p>Learning Events:</p> <p>- Learning about breaking down tasks and following deadlines - Identifying personal interests and strengths</p>

Inquiry Project Design Plan

<ul style="list-style-type: none">- Using technology to do research and to create a Sway presentation- Paraphrasing and synthesizing information
Formative Assessments: <ul style="list-style-type: none">-Graphic organizers-Interest inventory assessment-Progress with Sway presentation-Working collaboratively
Notes/Resources: <ul style="list-style-type: none">-Graphic organizers-Interest inventory assessment-Laptops (Nearpod, Sway, Internet)-Rubric
Week 4
Learning Goals: <ul style="list-style-type: none">- Students will finalize their Sway presentation.- Students will present to a panel.- Students will reflect on the unit and their acquired knowledge regarding future careers.
Learning Events: <ul style="list-style-type: none">-Oral presentation-Providing feedback to peers-Working collaboratively and using accountable talk
Formative Assessments: <ul style="list-style-type: none">-Finalized Sway presentation-Oral presentation-Peer feedback-Student reflection

Resources/Notes: <ul style="list-style-type: none">-Accountable talk sentence stems-Laptops-Oral presentation rubric-Reflection questionnaire
--