<p align="center">**Inquiry Project Design Plan**</p>

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Name of Project: La mia Scuola nella mia città	**Grade Level: 11**
Est Launch Date: 23 Oct 23	**Est Duration (in weeks): 2**
Disciplines Involved: World Language*, Technology. Science *****Class will start out 80/20 (English/Italian)gradually 50/50, ultimately 20/80.	
Problem Statement: Schools and neighborhoods, in the United States and in Italy are the same and yet very different.	

STAGE 1: DESIRED RESULTS

Big Idea: There are five prescribed themes: **identities, experiences, human ingenuity, social organization and sharing the planet**.

Enduring Understandings: ● My physical surrouondings affect my learning, social relationships in school	**Essential Question(s):** (MEANT TO BE SHARED WITH STUDENTS) ● How do I identify with my school building surroundings for 4 years of HS?

Established Goals (Standards, Performance Indicators, Learning Goals):
*choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design

World Langage Standards

● understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
● interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.
● present information and ideas on a variety of topics adapted to various audiences of listeners, readers, to describe, inform, narrate, explain, or persuade.

SWBAT:

● use the target language to identify, describe, and explain the practices and products of the cultures as well as the cultural.
● use the target language to compare the products and practices of the cultures studied and their own.

Science Standards (list if using, unpack under each standard into SWK and SWBAT)**:**

SWK:
● ESS3.C: Earth Systems affect of humans ▢ Things that people do to live comfortably in the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
● ETS1.B: Developing Possible Solutions ▢ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
SWBAT:

● Use a model to represent the relationship between the needs of humans and the places they live.
● Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

IB Standards (list if using, unpack under each standard into SWK and SWBAT)**:**
SWK:
● to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through

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receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

SWBAT:
- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect within the context of presentation and conversation

Technology Standards:
NYS Digital Fluency :
- 9-12.DL.2 Communicate and work collaboratively with others using digital tools to support individual learning and contribute to the learning of others, in English and in Italian.

ISTE:
- Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning
- Students use digital <u>tools</u> to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally goals
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and <u>model</u> digital citizenship in ways that are safe, legal and ethical
- Students critically <u>curate</u> a variety of <u>resources</u> using digital <u>tools</u> to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- Students use a variety of technologies within a <u>design process</u> to identify and solve problems by creating new, useful or imaginative solutions.
- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, <u>tools</u>, styles, formats and digital media appropriate to their goals.

Links to Standards/Reference Frameworks:
NYS NextGen [ELA](#) and **[Math](#)**, **[NGSS](#)**, **[NGSS by DCI](#)**   **[Nat'l C3 SS Framework](#)**, **[NYS K-8 SS Standard](#)s**,
[ISTE](#), **[Social Justice Standards](#)**, **[CASEL SEL Framework](#)**, **[NYS CS and Digital Fluency](#)**

Teaching/Learning Goal Notes for Stage 1:

Introduce interdisciplinary standards for this unit.

- **With visual stimulus – Studednts are to search for a drone video (with voice over or not) to compare to the video they are creating with drones. Voice over mandatory in Italian.**
- **Using the IB criterion A, B, C for speaking and for the internal assessment, students to create an informal oral presentation. (to be used as formative assessment)**
- **Two days - Introduction of drone useage creating familiarity and comfort with their capabilities. (e.g. drive drone, capture video, download and add voice over)**
- **One Research day when students will be searching Youtube, in English and Italian to use as a comparison.**
- **Student discussion within their groups – how they will approach the essential question; compare and contrast the Italian location with their school**
- **Students, as groups, identify what they will feature in their research, video and voice over.**

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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

<u>**Goal:**</u> *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*

- an appreciation and knowledge of language and culture, similarities and differences
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts and speech
- strong powers of expression, both written and oral
- an understanding of how language challenges and sustains ways of thinking.

<u>**Role:**</u> *Define the role of the students in the task. State the job of the students for the task.*

Groups of 2 students
Collaborate on finding and deciding on a drone video from the Internet.
Come to an agreement on what elements of the interior of the school and surrounding areas will be discussed.

<u>**Audience:**</u> *Identify the target audience within the context of the scenario.*

Other IB Language B Italian students

<u>**Situation:**</u> *Set the content scenario. Define the narrative.*

This scenario is one of exploration and gathering data: language, culture and geography

<u>**Product(s):**</u> *Clarify what the students will create and why they will create it.*

- Video (drone) incorporating their own drone video along with a drone video (obtained online) to describe differences and similarities by audio voice over in Italian on the physical elements of their school and their affect on their learning, mental well-being, relationship to teachers and also other students.

Extended study:

- Would a student experience a more nurturing environment in US where teacher stay in one classroom and students more from room to room; or in Italy where teacher moves from room to room and students stay in one room? Also, in US students each have their own desk and in Italy, students are seated by twos (one along side the other).

Projects/Presentations to be presented to IB Lang B Italian students who will provide feedback following the IB criterion.

<u>**Criteria for Success):**</u> *Provide students with a clear picture of success. Identify specific standards for success such as rubrics, checklists, quizzes, etc.*

- ❏ IB Criterion A, B, C for speaking and writing along with samples (written and verbal)

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Other Evidence/Assessments:

CAS – Creativity, Action, Service
TOK – Theory of Knowledge
Extended Essay

STAGE 3: THE LEARNING PLAN:

Learning Activities

(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)

Week 1

Learning Goals:

1. Students will be exposed to the IB criterion for speaking and writing along with NYS standards.
2. Students to find drone video online that will guide their speaking on their video.

Learning Events:

1. Students will review samples ("middle of the road" samples of the criterion without their lnowledge). Have students revise samples to have the samples meet the highest level of the criterion. Conversely, what would be an example of the lowest level of the criterion.
2. Review of vocab and grammar. Brainstorm of new vocab will be initiated.

Formative Assessments:

1. Using a visual stimulus, brainstorm (individually writtten) list of nouns, adjectives and verbs that can be "seen" in the video.
2. Using the created vocabulary lists, create decribing complex sentences.
3. Create a story using the online video and their own video.
4. Ongoing observation by teacher regarding students' interaction/involvement when working collaboratively/individually.
5. Exit tkt on Mentimeter
6. Stoplight sticky notes on Padlet

Notes/Resources:

Students personal notes
English/Italian dictionary
Google translate
Percorsi textbook
Teacher input
Partner collaboration

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/

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Week 2
Learning Goals: **Knowledge of useage of drones: flying, recording, editing, deleting, downloading and voice over. (chromebooks in class)**
Learning Events: **Several practice situations within the classroom and other parts of the school building andoutside.**
Formative Assessments: 1. **Ongoing observation by teacher regarding students' interaction/involvement when working collaboratively/individually.** 2. **Group/individual conferencing with teacher** 3. **Exit tkt on Mentimeter** 4. **Stoplight sticky notes on Padlet**
Week 2 cont'd.
Learning Goals: **Gathering data** **KWL focus on what the students want to know. Students build a list of question to be researched.** **Student research both locations, according to their questions and what other inquiries may arise from their initial investigation.*** ***all info to be sited. Info from another class members must be appropriately sited as well.**
Learning Events: **Gathering data.** **Group and individual time for (chromebooks in class) investigations.**
Formative Assessments: 1. **Ongoing observation by teacher regarding students' interaction/involvement when working collaboratively/individually.** 2. **Q and A written or individually between stuent and teacher.** 3. **Exit tkt on Mentimeter**

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4. Stoplight sticky notes on Padlet