Inquiry Project Design Plan

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Name of Project: Our Monuments	**Grade Level:** 2nd Grade TBE
Est Launch Date: October, 2023.	**Est Duration (in weeks):**
Disciplines Involved: ELA, Social Studies	

Problem Statement: As students that attend school within the United States, there is an emphasis on soley learning about American culture and its history. However, as an ongrowing culturly diverse community, there is a lack of cultural representation from countries outside of the United States.

STAGE 1: DESIRED RESULTS

Big Idea: Universal Identity

Enduring Understandings:	**Essential Question(s):** (MEANT TO BE SHARED WITH STUDENTS)
• Different countries have different perceptions • Values differ amongst cultures •	• What does universal representation look like?

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

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

SWK:
- ∉
- ∉
- ∉

SWBAT:
- ∉
- ∉
- ∉

Social Studies Standards (list if using, unpack under each standard into SWK and SWBAT):
1. **2.3d:** Symbols of American democracy serve to unite community members.
   a. Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

SWK:
- ∉ What a monument/symbol is.
- ∉ Why the monument/symbol was made.
- ∉ How these monuments represent a country and/or culture.

SWBAT:
- ∉ Identify a monument that represents a community.
- ∉ Describe what identifies a monument/symbol.
- ∉ Design a monument of their own.

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

SWK:
- ∉
- ∉
- ∉

SWBAT:
- ∉
- ∉
- ∉

ELA Standards (list if using, unpack under each standard into SWK and SWBAT)**:**
1. **2W6:** Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
2. **2SL3:** Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

SWK:
- ∉ How to identify relevant infromation.
- ∉ How to use their own background knowledge to connect it to new conent.
- ∉ How to answer questions using gathered infromation.

SWBAT:
- ∉
- ∉ <mark>Be active participants in shared research.</mark>
- ∉ Ask and answer questions based on research
- ∉ Provide gathered infromation to create their concluding project.

Technology Standards:

- **NYS Computer Science and Digital Fluency** (select at least 1 for Smart Start)**:**
2-3.DL.4: Use a variety of digital tools and resources to create digital artifacts.

- **ISTE:**

Social Justice Standards:

Other (Art, SEL, etc):

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

Teaching/Learning Goal Notes for Stage 1:

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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

Goal: *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*
- Students will design a monument that represent their country of origin, using information gathered throughout their research.

Role: *Define the role of the students in the task. State the job of the students for the task.*
- Researchers, writers, historians, designers, engineers, community advocates.
- Students will research infromation about famous monuments found in their country of origin.
- Students will work collaboratively in small groups.
- Students will design their group monument in 2D prior to transforming it into a 3D model.
- Students will be able to discuss their monument design.

Audience: *Identify the target audience within the context of the scenario.*
- Classmates, teachers, and parents.

Situation: *Set the context of the scenario. Define the narrative.*
- Introduce unit by incorporating primary/secondary resources (pictures, 3D models, articles, etc).
- There is a lack of cultural diversity within our neighborhood.
- Students will create a monument that they believe best represents them, their country, and individuals who share many of the same beliefes, etc.
- Create monuments that display universal representation.

Product(s): *Clarify what the students will create and why they will create it.*
- Create a list of items they feel identify their culture and/or country.
- Design a 2D model.
- Transfer the 2D model onto a 3D printer, using computers.
- Presentation of their work.

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

- ❏ Teacher made example of a 3D monument.
- ❏ Rubric
- ❏ Checks for understanding (self-assesment)
- ❏ Padlet (variety of assessment options verbal dictation, drawing)

Other Evidence/Assessments:

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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: Introduce Unit

Learning Goals:
- Introduce *Government at Work / Las funciones del gobierno* unit (Benchmark Advance/Adelante)
- Learn about American symbols and discuss them.
- Write about the symbols (what makes them important, why they were made, what do they represent?)
- **ELA:**
- Ask for clarification through questioning

Learning Events:
- Introduce government at work (10 minutes)
- Short read mini-lesson: Smoke Jumpers / Bomberos paracaidistas (15 min)
- Short read mini-lesson: Can You Sew a Flag, Betsy Ross? / Oh, Betsy, Betsy Ross (15 min)

Writing:
- Write about the American flag
    - o Questions for facilitation: what do the colors represent? What do the starts represent?

Formative Assessments:
- Check for understanding through comprehension questions
- Create a graphic organizer targeting the following questions: *what makes them important, why they were made, what do they represent?*

Notes/Resources:

Week 2: Learning about government

Learning Goals:
- Continue learning about government laws
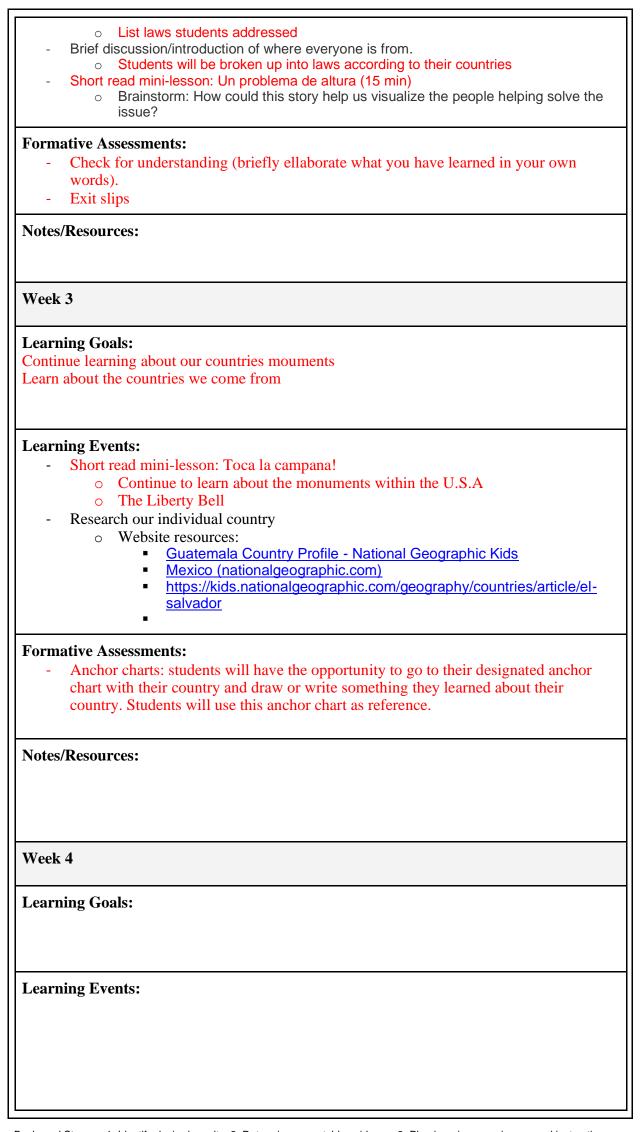- Research our home countries

Learning Events:
- Short read mini-lesson: *Our Government's Laws / Las leyes de nuestro gobierno* (15 min)
    - o Reading will be broken up into two days
- Students will be introduced to government and laws, understanding that each country has laws to follow.

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- o List laws students addressed
  - Brief discussion/introduction of where everyone is from.
    - o Students will be broken up into laws according to their countries
  - Short read mini-lesson: Un problema de altura (15 min)
    - o Brainstorm: How could this story help us visualize the people helping solve the issue?

Formative Assessments:
- Check for understanding (briefly ellaborate what you have learned in your own words).
- Exit slips

Notes/Resources:

Week 3

Learning Goals:
Continue learning about our countries mouments
Learn about the countries we come from

Learning Events:
- Short read mini-lesson: Toca la campana!
  - o Continue to learn about the monuments within the U.S.A
  - o The Liberty Bell
- Research our individual country
  - o Website resources:
    - Guatemala Country Profile - National Geographic Kids
    - Mexico (nationalgeographic.com)
    - https://kids.nationalgeographic.com/geography/countries/article/el-salvador
    -

Formative Assessments:
- Anchor charts: students will have the opportunity to go to their designated anchor chart with their country and draw or write something they learned about their country. Students will use this anchor chart as reference.

Notes/Resources:

Week 4

Learning Goals:

Learning Events:

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Formative Assessments: