

Fulbright Teachers for Global Classrooms

Project Based Learning Unit Plan – Final

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School Type:	State College of Florida Collegiate School, Bradenton, Florida (Florida Public Charter School)
Subject:	English 2
Grade Level:	10 th Grade
Project Title:	Local by Design: Turning Global Inquiry into Local Action

Project Concept

Driving Question	Project Summary/Big Idea
<p>How can students use their free inquiry into one of the UN SDGs to influence change in their own communities and reflect on their role as a global citizen?</p>	<p>This globalized inquiry unit plan is a 20-week inquiry project designed for students to build and present new global understandings using strategic thinking and complex reasoning. Students will then engage in service learning because globally competent students act. They will develop a plan to connect their research to an act of service in the local community. These acts could range from organizing group service projects to community informational campaigns. They will demonstrate their growing global competence in an impactful and authentic way.</p>

Subject Content and Interdisciplinary Connections

The primary subject content of this unit plan is English/Language Arts with a concentration on inquiry research, project management and oral communication. Students may choose to work with a partner or individually. They will use their knowledge of the UN SDGs as developed in other content areas to inform their initial research and essential question development.

Due to the complexity and broad scope of the UN SDGs, this project will be an interdisciplinary project exploring issues and cultural connections across contents. The research process will demonstrate the interconnectivity of disciplines and influence. The inquiry process is not unknown to these students, however it has not been practiced with fidelity due to the interruption of COVID in the Spring 2020 and 2020-2021 school years.

Global Competencies

1. *Investigate the world beyond their immediate environment:* Framing significant problems and conducting well-crafted and age- appropriate research. This will be completed by investigating the local community and identifying issues that are reflected in their global competency research.

2. *Communicate ideas effectively with diverse audiences:* Bridging geographic, linguistic, ideological and cultural barriers. This will be accomplished by using the “How Can I Say This Better and Why?” thinking routine to launch their inquiry findings and action projects into the public sphere. Audiences will progress from classroom to school to community.

3. *Take action to improve conditions:* Viewing themselves as players in the world and participating reflectively. This competency will be demonstrated through the student’s engagement with community members, leaders, and activists as well as their continuing progress reflection and self-assessment in bi-weekly journal entries in OneNote.

Learning/Curriculum Standards

ELA.10.C.1.4

Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

ELA.10.C.1.5

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience

ELA.10.C.2.1

Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. Students are expected to follow expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

ELA.10.C.4.1

Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

ELA.10.C.5.1

Create digital presentations to improve understanding of findings, reasoning, and evidence. The presentation may be delivered live or delivered as a stand-alone digital experience.

ELA.10.C.5.2

Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

ELA.10.V.1.1

Integrate academic vocabulary appropriate to grade level in speaking and writing. To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently.

Authentic Product and Audience

These globally competent students will communicate their knowledge and experience to a real audience. A prepared presentation of research and outcomes will be shared across grade-levels over 2 weeks during the school day. Additionally, 10 of the top student researchers will present over one evening in May 2022 as we host our school and local community members. Attendees will hear presentations and receive more information about the topics covered, including ways they can get involved. This final component reinforces the need for communication and spreads the importance of global competence and local action. Students will use the language of the research and their new understanding to persuade others to act and expand their global competence. This globalized unit aims to provide an effective means through which students will build into their developing identities a connection to the global community.

Student choice will take the form of free, open inquiry in the beginning stages as they choose UN SDG targets and local impact points. They will also have agency over their take action project. The final presentation and take action plan will be uniform for all students. Students will keep a live journal which will be updated with progress notes and self-assessments. Presentations will include infographic and multimedia components created by the students as appropriate.

The audience will include fellow 10th grade students, many students from 6th-9th grade, SCFCS faculty and administration, as well as community members.

Project Management**Project Timeframe and Milestones (how many class periods/weeks is this PBL?)**

This long-term research project is not new to my course, however the focus on the UN SDGs and the local take action component are new additions. This new unit will require more planning on my part and for my students. There will also be a great need to multiple check in and progress monitoring since I could potentially have 75 individual student-researchers to monitor. Weekly topics and goals are noted. Corresponding lessons and research days will be

on Thursday and Friday each week. Class blocks are every day for 55 minutes. A Canvas module will be created to keep students (and myself) on track with due dates, resources, and milestones.

Milestones are estimated as follows:

January 2022- February 2022 (Research and Planning)

Week 1: Introduction to UN SDGs and Project Goals + Timeline and Research Orientation

Week 2: Building Background Knowledge + Student free inquiry begins + development of individual essential question + CHECK IN #1

Week 3: Essential question due and initial draft of “Social Action Project Proposal” due

Week 4: Approval of project proposal + Research and composition of Annotated Bibliography + CHECK IN #2

Week 5: Research and composition of Annotated Bibliography

Week 6: Research and composition of Annotated Bibliography + Researching community organizations and individuals + + CHECK IN #3

Week 7: Research and composition of Annotated Bibliography + Researching community organizations and individuals + rough draft of “Social Action Project Plan” due

Week 8: Final Annotated Bibliography due + + CHECK IN #4

March 2022 (Social Action Projects)

Week 9: Social Action Projects

Week 10: Social Action Projects + CHECK IN #5

Week 11: Social Action Projects

Week 12: SPRING BREAK = Social Action Projects

Week 13: Social Action Projects + CHECK IN #6

April 2022 (Development and Practice)

Week 14: Develop Presentation

Week 15: Develop Presentation + CHECK IN #7

Week 16: Practice and Action Plan Revision

Week 17: Practice and Action Plan Revision + CHECK IN #8

May 2022 (Presentation and Reflection)

Week 18: Practice and Submission of Complete Action Plan

Week 19: Final Presentations + Reflections + CHECK IN #9

Week 20: Final Presentations + Final Project Reflections + Self-Assessment Due

What will Students Need to Know and How will they Get to Know Them?

The four most important components of this project are the United Nations Sustainable Development Goals (SDGs), the free inquiry process, the local take action plan, and the final formal presentation.

Sustainable Development Goals (SDGs) – Students will be familiar with the SDGs coming into the assignment, but they will need a more in-depth understanding of the goals and targets that engage their interests and spark their inquiry. I will give a short presentation during Week 1 introducing the SDGs in the context of this project. Students will have a chance to engage with the UN SDG website <https://sdgs.un.org/goals>, as well as the Global Goals website <https://www.globalgoals.org/>.

Free Inquiry Process – With continuous support from a variety of areas, students will construct their own essential question, research a wide array of resources, customize their learning activities, and design their own summative assessment to demonstrate their learning. Support will come in the form of direct instruction and guidance from myself and the SCF college library support staff.

Take Action Plan - direct instruction and examples.

Presentation Composition – Students will watch and evaluate a wide array of TedTalk using the TedTalk Planning Sheet and rubric.

https://docs.google.com/document/d/1Dg_S_eEZTae7rQCK5lpSzqADUDRwUjRGadc_mPh4eAo/edit?usp=sharing

Authentic Performance Based Assessment

Students will perform an authentic self-assessment:

- at each milestone
- on the establishment of success targets, outcomes, and reflection on the local action project
- biweekly on their progress, set backs, and goal-making in a OneNote journal

Students will design their final summative presentation and research portfolio.

Students will be assessed by the instructor on the final take action plan execution and presentation of research and outcomes. Students working in pairs will also be assessed on their collaboration and cooperation throughout the project.

One cumulative rubric will be used to quantify the final presentation and submissions.

Differentiation and Scaffolds

I will serve as support and facilitator throughout this student-led inquiry project. In essence, each project will be differentiated to each students interests and abilities. I will provide accommodations for my students with IEPs and 504s as needed for long-term projects. For example, some students will require weekly (instead of bi-weekly) check ins.

Students will take the lead in determining the UN SDG target they will research, as well as identifying the local take action initiative they want to pursue. I will work as a “sounding board” and guide for ideas and possible challenges. If students are working in a pair, they will need guidance on delegating work and balancing responsibilities. My greatest challenge will be maintaining student focus and motivation throughout the 20 weeks, alongside holding students accountable for meeting deadlines.

Resources

EXPERTS: I will reach out to school and local community leaders to inform the initial stages of this process. Students will engage with individuals who are connected locally to the issue they’ve identified.

TEXTS:

GapMinder

<https://www.gapminder.org/>

World Savvy

<https://www.worldsavvy.org/our-approach/education-approach/>

UN SDG

<https://sdgs.un.org/goals>

Global Goals

<https://www.globalgoals.org/>

“Turning Learning Into Action: Starting a Community Action Plan”

<https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/Turning-Learning-Into-Action-Community-Mapping-For-The-Global-Goals-1.pdf>

“What Makes a Great TedTalk”

<https://www.tedxmilehigh.com/what-makes-great-ted-talk/>

“TED’s Secret to Great Public Speaking”

https://www.ted.com/talks/chris_anderson_ted_s_secret_to_great_public_speaking?language=en

TECHNOLOGY:

1. Student iPads and Macbooks + Canvas LMS
2. SCF Online Academic Databases + Other Library Resources
3. Microsoft OneNote, PowerPoint, and Excel
4. Apple iMovie or GarageBand
5. Canva, Adobe Spark, other application for presentation of data

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question

Week 1 – Day 1

During the 1st semester we've discussed and applied multiple critical lenses for use in literary analysis. We've identified the imbalance of power in our stories, the creation of "monsters" from fear and anxiety, the danger of single story, the need to challenge binary thinking, and the conflicts (both internal and external) that arise from coming face-to-face with the unknown.

How can we apply these critical literary lenses to the global community?

How can we better understand one another as global citizens and truly breakdown the single story, homogenized world view so many people hold?

How can we use our skills as close, critical readers to read our community? And what components make up our community? Where do we begin?

You already have inquiry skills from your practice with "Claim – Evidence – Reasoning", so now we are going to take these already honed analytical skills and use them to analyze, research, and impact our community?

You are not only critical readers of the world, but you are global citizens who must use the skills you've acquired to impact and improve the world around you?

So, your driving question is: **How can you use free inquiry into one of the UN SDGs to influence change in your own communities and reflect on your role as a global citizen?**

You will have the next 20 weeks to work on this project. Obviously, this is a long time. Inquiry takes time. Meaningful inquiry takes time. Making an impact takes time. We are just going to explore the tip of the iceberg.

Now, let's first look at some misconceptions...

At this point, students will explore GapMinder.org and take the quizzes on any areas of interest to them. Afterward, students will discuss what they learned about their own misconceptions and some areas they may be interested in exploring as we move into exploring the UN SDGs further.

Building Background Knowledge

To begin building their background knowledge, students will hear from a representative from a local community development organization called "Realize Bradenton". This organization's

mission is to “creatively engage a diversity of people to work together on positive change in the community. [Realize Bradenton is] for the community, by the community.” This organization member will speak the importance and impact of civic engagement in your local community. This may serve to spark a student’s interest in a specific area of community development or need.

Students will be able to choose their entry point into this project.

Students who believe they already have some prior knowledge of the topics they wish to explore will use:

“3-2-1 Bridge” Thinking Routine http://www.pz.harvard.edu/sites/default/files/3-2-1%20Bridge_1.pdf

Students who are interested in investigating topics which they do not already hold some prior knowledge of will use:

“Parts-Perspectives-Me” Thinking Routine
<http://www.pz.harvard.edu/sites/default/files/Parts%20Perspectives%20Me.pdf>

Finally, students will use the “Circles of Action” Thinking Routine to engage personally with their chosen topics:

http://www.pz.harvard.edu/sites/default/files/Circles%20of%20Action_1.pdf

After answering: What can I do to contribute... 1. In my inner circle (of friends, family, the people I know)? 2. In my community (my school, my neighborhood)? 3. In the world (beyond my immediate environment)

Students will use these answers as a jumping off point for their Social Action Projects.

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class or Week

January 2022- February 2022 (Research and Planning)

Week 1:

Introduction to UN SDGs and Project Goals

Timeline and Research Orientation

Review “Social Action Project Proposal” and review examples

“3-2-1 Bridge” Thinking Routine http://www.pz.harvard.edu/sites/default/files/3-2-1%20Bridge_1.pdf

“Parts-Perspectives-Me” Thinking Routine

<http://www.pz.harvard.edu/sites/default/files/Parts%20Perspectives%20Me.pdf>

Resources:

GapMinder

<https://www.gapminder.org/>

World Savvy

<https://www.worldsavvy.org/our-approach/education-approach/>

UN SDG

<https://sdgs.un.org/goals>

Global Goals

<https://www.globalgoals.org/>

Week 2:

Building Background Knowledge

Research begins – lesson on free inquiry process and meeting with librarians and research orientation

Development of individual essential question -

Essential Questions:

1. **Are Open-ended** – Do not have a single, final, and correct answer.
2. **Are Thought-provoking and intellectually engaging** – Often sparking discussion and debate.
3. **Require higher-order thinking** – Cannot be effectively answered by recall alone – analysis, inference, evaluation, and prediction.
4. **Develop transferable ideas** – Across subject or unit topics, as well as other disciplines.
5. **Sparks additional questions** – Inquisitive based learning is a crucial feature.
6. **Use support and justification** – Claim, support, conclusion – not just a singular answer.
7. **Evolve with time** – Questions revisited, new approaches taken, and new ideas brought to the table.

CHECK IN #1 DUE

Week 3:

Individual Essential Question DUE

Initial Draft of “Social Action Project Proposal” DUE

Week 4:

Approval of “Social Action Project Proposal” from Ms. Goddard

Research continues – with library support

Begin composition of Annotated Bibliography – direct instruction with examples – prior knowledge of MLA citation formatting

CHECK IN #2 DUE

Week 5:

Research continues – with library support
Composition of Annotated Bibliography

Week 6:

Research and composition of Annotated Bibliography
Researching community organizations and individuals
Community Speaker – representative from “Realize Bradenton” will address 10th grade
CHECK IN #3 DUE

Week 7:

Research and composition of Annotated Bibliography
Researching community organizations and individuals
Rough draft of “Social Action Project Plan” DUE

Week 8:

Final Annotated Bibliography DUE
CHECK IN #4 DUE

March 2022 (Social Action Projects)

Week 9:

Social Action Projects Begins

Week 10:

Social Action Projects
CHECK IN #5 DUE

Week 11:

Social Action Projects Continue

Week 12: SPRING BREAK

Social Action Projects Continue

Week 13:

Social Action Projects Conclude
CHECK IN #6 DUE

April 2022 (Development and Practice)

Week 14:

Development of Presentation
Generating infographics from data

Create authentic multimedia components
TedTalk Evaluations – “What Makes a Great TedTalk?”

Week 15:
Continue work on final presentations

CHECK IN #7

Week 16:
Practice Presentations – present to lower grades
Action Plan Revision

Week 17:
Practice Presentations – present to lower grades
Action Plan Revision
CHECK IN #8 DUE

May 2022 (Presentation and Reflection)

Week 18:
Practice Presentations and Final Revisions
Peer Review of Social Action Plans
Submission of Completed Action Plan

Week 19:
Final Presentations
Final Reflections Begin
CHECK IN #9 DUE

Week 20:
Final Presentations and Community evening by invitation
Final Project Reflections DUE
Final Self-Assessment DUE

Authentic Audiences

Student Connection with Authentic Audiences

Students will practice their presentations and share their projects with 6th-9th grade students with the understanding that they will complete this same project in a few years. This always

serves a good preparation and to get them thinking about target of interest in the SDGs (which they are all learning about).
Students will create a multimedia resource to communicate their local topic and research with a larger audience. This audience will be made up of students, community leaders, faculty, and administration.
This resource will provide ways to learn more about the UN SDG target and how to further get involved in the community to impact local issues. Deliverables may include student-created pamphlets, QR codes that direct audience members to a website, even specific dates and times of events they can attend.

Student Reflection

How will students reflect on their growth and learning after the project?

Periodic reflections will be done at milestone points throughout the project. These bi-weekly reflections will be kept in a OneNote electronic notebook. Each reflection will include a self-assessment on progress and a question to generate thoughtful reflection.

The final submission will also include a reflection of success targets and outcomes set by the student at the beginning.

Teacher Reflection

(To be completed after the project)

What am I proud of from the project? Describe a highlight moment.

How did my students grow during the project (think about core content, global competence, and personal growth)?

What would I change or improve for next time?