

PBL Unit Design Plan

[Stage 1](#) [Stage 2](#) [Stage 3](#)

Teacher/Designer Names:	
School: Justice Sotomayor School	Grade Level: PK
Est Launch Date:	Est Duration (in weeks): 3
Disciplines Involved: Literacy, Math, Science, Art, Social Studies, Social Emotional Learning	
<p>Problem Statement: We are in a new school, and we don't know enough about it yet. What can we do to learn more?</p> <p>(i.e. the playground near our school doesn't have seating for older people, or the bird population in NYC is decreasing, etc. Also, your problem could be something broad like Human Impact and students will come up with the problems if you direct them generally and wait to narrow the problem)</p>	
Commitment to SMART Start Technology: Bee-bots, drone, camera	

STAGE 1: DESIRED RESULTS

Big Idea: Community, Interdependence
 (one word or short phrase, i.e. Community, Interdependence, or Cause and Effect)

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Understanding the roles of the people we encounter in our school community and how they help us. (Students, Parents, Teachers, Aides, Administrators, Nurses, Custodians, Food Service Workers, Safety Officer etc.) ● Understanding the different areas found within a school and how to navigate it. (Classroom, Office, Library, Gym, etc.) ● Understanding that there is a greater community outside of the school 	<p>Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS)</p> <ul style="list-style-type: none"> ● Why do we go to school? ● What is my role within the school community?
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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 (Students will know) and SWBAT (Students will be able to) under identified core/priority standards as this will lead to aligned formative assessment design.

Links to Standards/Reference Frameworks:
[NGSS](#), [NGSS by DCI](#) [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [Common Core](#), [NY State NextGen Learning Standards](#), [ISTE](#), [Learning for Justice Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency WIDA](#)

Science Standard(s):

SWK:

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SWBAT:

Social Studies Standard(s):

PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities

- Indicator a: Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs)
- Indicator d: Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community

SWK:

SWBAT: Students will be able to identify some of the adults in their school community and describe their responsibilities (what job do they do? / How do they help?). Students will describe why it is important for that role to exist.

Mathematics Standard(s):

PK.MATH.11. Sorts objects and shapes into categories; counts the objects in each category.

Note: Limit category counts to be less than or equal to 10

SWK:

SWBAT: Students will be able to count the number of different school roles they encounter and collect the data using a visual. Students will use bee-bots to practice skills for counting as they review vocabulary.

ELA Standards:

PK.ELAL.19. Participates in collaborative conversations with diverse peers and adults in small and large groups and during play

- Indicators a: Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic
- Indicators b: Participates in conversations through multiple exchanges.

SWK:

SWBAT: Student will be able to talk and interact with different “experts” in their school community to learn more about their roles. Students will participate in activities for writing (Thinking Maps, thank you cards)

Technology Standards:

- **NYS Computer Science and Digital Fluency:**

K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data.

Clarifying Statement: Ways to visualize data include tables, graphs, and charts.

K-1.NSD.5 Identify physical devices that can store information.

Clarifying Statement: The focus is on recognizing that common computing devices can store information, including computers, tablets, phones, and calculators.

Social Justice Standards:

DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Other (Art, SEL, etc):

PK.ARTS.6. Produces Media Arts

- Indicator a: Explores various ways to present media artwork

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)*

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

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PK.ARTS.12. Creates Theatrical Arts

- Indicator a: Transitions between imagination and reality in dramatic play
- Indicator b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play
- Indicator c. Uses gestures, words, sounds, and movements in dramatic play

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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task

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

The goal for this performance task is for students to understand the different roles and responsibilities of various members of their school community and how they themselves also play a role.

Role: *Define the role of the students in the task. State the job of the students for the task.*

Planner, Researcher, Data Collector, Actor

Audience: *Identify the target audience within the context of the scenario.*

The audience for this performance task will be members of the school community.

Situation: *Set the context of the scenario. Define the narrative (write this narrative as you might tell students about the unit/project on launch day).*

A community is a group of people living or working together in the same area. Our school is a community. We are made up of many different children and adults who all have jobs. This is a new school and all of us a meeting each other for the first time. What can I do to learn more about our school?

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

- Research
Students will read about the different roles found in schools. With teacher support, they will create thinking maps to visualize their learnings. (Ex: Nurse)
- Data Collection
Students will interact with school community members or “experts”. Students will visit the location within the school where that individual works. They will add the real photo, name, and location of that individual to their research. With teacher support, they will label the different vocabulary. (Ex: Nurse Mary, Band-Aids, Bed, Thermometer).
- Mapping
Students will create a grid map. Students will use Bee-bots to navigate the grid to strengthen vocabulary and practice skills in counting.
- Dramatic Play
Students will act out different school community roles.
- Writing
With teacher support, students will write thank-you cards to different school community members including pictures from dramatic play/student dressed up and student drawing.

Standards (criteria for success): *Provide students with a clear picture of success. Identify specific standards for success.*

- Identify and name different school community roles
- Use learned vocabulary to describe the role (i.e. the tool that role uses, the location

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within the school)

- Identify why the role is important

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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 – Roles and responsibilities

Learning Goals:

Students will be introduced to different teachers as they visit those classes.

- Picture of teacher on a slide, name.
- Explanation of different environment.
- Define teacher role

Take a walk around the school

- Preview walk by talking about their own role in the school – behavior and how it impacts others in the school that are learning
- Social emotional – greeting others, knowing names
- During the walk, noticing who they see

Building of a class chart with different roles in the school

Learning Events

Throughout the week, students will:

- Explore specific areas found within the school, focusing on different teacher roles (art, gym, music, classroom).
- Read about the different types of teachers and create a thinking map to visualize their learnings.
- Use a picture of the location and help label relevant vocabulary.
- Use bee-bots to navigate a grid map
- Participate in activities for dramatic play by acting out the different school community roles.

Formative Assessments:

Bee-bots

Notes/Resources:

Week 2

Learning Goals:

Students will participate in conversation about rights

Students will be introduced to different non-teachers as they visit those locations/ have those members visit them in class.

- Picture of adult on a slide, name.
- Explanation of different environment.
- Define role

Learning Events:

Throughout the week, students will:

- Continue to explore specific areas found within the school, focusing on different non-teacher roles (nurse, safety officer, food service worker, principal).
- Speak with the different community members through scheduled classroom visits.

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- Read about the different types of non-teacher roles and create thinking maps to visualize their learnings.
 - EPIC collection of roles
- Use a picture of the location and help label relevant vocabulary.
- Participate in activities for dramatic play by acting out the different school community roles.
- Use bee-bots to navigate a grid map (focusing on vocabulary)

Formative Assessments:

Dramatic Play
Bee-bot

Notes/Resources:**Week 3****Learning Goals:**

Students will tell why different school community roles are important.
Students will be introduced to the idea that our school is part of an even larger community.

Learning Events: Mapping + Video

Students will take drone pictures of the school building to show what is beyond (transition to a future unit)
Students will pick a role and draw a picture. They will verbalize what they drew and tell why that role is important/ what that role does for the community. Student explanations of the role will be recorded using Seesaw.

Formative Assessments:

Recording
Drawing
Dramatic Play
Seesaw

Notes/Resources: