

Inquiry Project Design Plan

Teacher/Designer Names:	
School:	
Name of Project: The Ideal Spanish Classroom	Grade Level: 8
Est Launch Date: Dez 2023, Jan 2024	Est Duration (in weeks): 2 or 3 weeks.
Disciplines Involved: Spanish, Technology	
Problem Statement: Our schools do not offer classroom settings that are suitable or ideal for the students.	

STAGE 1: DESIRED RESULTS

Big Idea: Change

Enduring Understandings:

- Classroom settings impact student’s motivation and learning.
- Presenting their work in TL includes being able to ask and answer questions about their work with peers.
- Developing fluency in TL to communicate ideas, location, objects, and answering questions is important to deeply acquiring the language.

Essential Question(s):

(MEANT TO BE SHARED WITH STUDENTS)

- How do classrooms affect our learning?
- What does your ideal Spanish classroom look like?

Established Goals (Standards, Performance Indicators, Learning Goals):

SWBAT create a model of an ideal Spanish classroom setting, and will label in the TL each piece of the ideal classroom

SWBAT to describe in the TL how the ideal Spanish classroom looks like, using prepositions of location and using the expression “hay”.

SWBAT ask and answer questions in the TL using “how” and “where”.

World Language Standards: Communication – Presentational Communication- Learners **present** information and **ideas** on a variety of topics adapted to various audiences of listeners, readers, or viewers* **to describe**, inform, narrate, explain, or persuade. (list if using, unpack under each standard into SWK and SWBAT) and **Communication -Interpersonal Communication** - Learners **interact and negotiate meaning in spontaneous, spoken**, visual*, or written communication to exchange information and express feelings, preferences, and opinions.

SWK:

- Vocabulary in the TL related to classroom objects and settings.
- Prepositions of location. The expression “hay”.
- How to make a question using the question words “how” and “where” in the TL, and how to answer them.

SWBAT:

- Create a model of an ideal Spanish classroom, and label each piece of the ideal classroom.
- Describe to the class their ideal Spanish classroom using prepositions of location, and using the expression “hay”.
- Make and answer questions related to the ideal Spanish classroom model they created using “how” and “where” in the TL. (Interpersonal Communication).

Inquiry Project Design Plan

Social Studies Standards - N/A(list if using, unpack under each standard into SWK and SWBAT):

SWK:

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SWBAT:

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Mathematics Standards – N/A (list if using, unpack under each standard into SWK and SWBAT):

SWK:

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SWBAT:

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ELA Standards – N/A (list if using, unpack under each standard into SWK and SWBAT):

SWK:

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-
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SWBAT:

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Technology Standards:

- **NYS Computer Science and Digital Fluency** (select at least 1 for Smart Start):
7-8.NSD.1 Design a user interface for a computing technology that considers usability, accessibility, and desirability.

- **ISTE:**

Social Justice Standards: N/A

Other (Art, SEL, etc): N/A

Inquiry Project Design Plan

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:

SWBAT create a model of an ideal Spanish classroom

SWBAT describe to the class the ideal Spanish classroom they created using prepositions of location, and using the expression “hay”.

SWBAT make questions in the TL (where, how) about the classroom settings they created and SWBAT answer those questions (Interpersonal Communication).

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

Goal: Students will create a model of an ideal Spanish classroom using 3D printer. They will label each piece in the TL, then they will describe it using prepositions of location, and the expression “hay”. Students will make and answer questions using “how” and “where” in the TL about the classroom model they created.

Role: Designers and presenters

Audience: classmates and the Teacher.

Situation: After learning the vocabulary related to classroom object and prepositions of location, students will create a model of an ideal classroom, and will label the pieces in the TL. Students will ask and answer questions about the ideal classroom they created using “How” and “Where” in the TL (Interpersonal Communication). Students will describe the ideal classroom to the class (Presentational Communication). We can create new and improved learning environments to change learning outcomes.

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

- They will create a model of an ideal Spanish classroom using 3D printer tech resource, and will label the pieces.
- Group Presentations of model classroom
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Criteria for Success): Provide students with a clear picture of success. Identify specific standards for success such as rubrics, checklists, quizzes, etc.

- Project requirements and checklist
- Rubrics for classroom model and speaking presentation (Q&A in TL)

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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Inquiry Project Design Plan

Other Evidence/Assessments:

Students will present their ideal Spanish classroom model by describing them to the class using prepositions of location, using the expression “hay”, and by asking each other questions using “where” and “how” in the TL , and by answering those questions.

Inquiry Project Design Plan

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: Students will be familiar with the project requirements, checklist and rubrics. Students will be familiar with the 3D printer tech resource. Students will be divided into groups of six students. Each group will discuss and plan how their ideal classroom will look like. Students will start designing their ideal classroom. Each student in each group will design one or two pieces of the ideal classroom

Learning Events:

- Project requirements, checklist and rubrics
- Explanation of the 3D printer tech resource

Formative Assessments:

Thumbs-up and thumbs-down, four corners, lift the white board, exit ticket, peer to peer; tech resources such as plickers, kahoot, nearpod, quizlet live, wordwall, activities on Smartnotebook, quizzes and other formative assessments embedded in unit

Notes/Resources:

3D printing

Week 2

Learning Goals:

SWBAT practice within their group the project presentation following the rubrics (Interpersonal Communication)
SWBAT present the project to the class (Presentational Communication).

Learning Events:

Practice the presentation

Formative Assessments:

Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.

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Inquiry Project Design Plan

Notes/Resources:
Week 3
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 4
Learning Goals:
Learning Events:
Formative Assessments: