

# STEM SCHOOL CHATTANOOGA

## Mini-PBL

### Unit Plan Template

## Independent Reading Visual Representation



### Standards (Learning Targets)

#### **LT3 RL KID - Theme, Characterization, Development:**

- Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

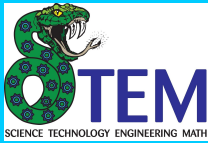
#### **LT16 PKI - Present Information Clearly:**

- Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grade Level	English I - 9th grade	Unit Length	Spring Semester
Mini-PBL Overview	The Independent Reading Visual Representation Mini-PBL will challenge the students to become life-long, independent readers and share their love of reading with their classmates. Students will choose an independent reading book they completed this school year and use digital fabrication to create a visual representation of an element of the book as a way to expand the reach of Tennessee's Imagination Library Program into the adolescent years. The fabricated piece should show a depth of understanding of the elements of the learning target, such as theme or character development, and be used in a book share presentation of the book to the class.		
Mini-PBL Driving Question	How can we, as the Director of Marketing and Development for the Dolly Parton Foundation, expand the reach of Tennessee's Imagination Library Program into the adolescent years by creating digitally-fabricated representations and video book shares of independent reading books for an "Imagination Fabrication Library" Display to foster interest in reading at the Young Adult level?		
Hook Event	<ul style="list-style-type: none"> <li>• <b>1st Semester:</b> FlipGrid Speed and Online Book Dating Events for Summer Reading - Students will participate in a "Speed Dating" Book Share and create an "Online Book Dating" FlipGrid promotional video for their Summer Independent Reading Book. During these events, students will create Book "Wish" Lists for possible Independent Reading choices throughout the year. <a href="https://docs.google.com/presentation/d/1XTnWkbtm-jDhf7aaGu_DmaFg8NyiA6H-Vf09UopMyY/edit?usp=sharing">https://docs.google.com/presentation/d/1XTnWkbtm-jDhf7aaGu_DmaFg8NyiA6H-Vf09UopMyY/edit?usp=sharing</a></li> <li>• <b>2nd Semester:</b> Letter to Dolly Video - <a href="https://imaginationlibrary.com/letter-from-dolly/">https://imaginationlibrary.com/letter-from-dolly/</a> - Students will watch the video to understand the purpose of Imagination Library and determine how they can partner with the Dolly Parton Foundation to spread this work to Young Adult readers. "The real heroes of our story are the thousands of local organizations who have embraced my dream and made it their own." - Dolly P.</li> <li>• <b>Contacts:</b> Christie Crouse - Imagination Library Regional Director; Karen Sebold - Director of Marketing and Development - <a href="https://imaginationlibrary.com/meet-our-team/">https://imaginationlibrary.com/meet-our-team/</a></li> </ul>		

Scaffolding Activities	<p><b>Class Activities:</b></p> <ul style="list-style-type: none"> <li>❑ Independent Reading Time - Mondays and Wednesdays during Warm-Up time</li> <li>❑ Independent Reading Planning Sheet - students will keep track of their independent reading throughout the first semester using the Planning Record and choose from independent reading books for the project.</li> <li>❑ Unpacking the Learning Target - Decoding the learning targets and what they assess</li> </ul> <p><b>Station Activities:</b></p> <ul style="list-style-type: none"> <li>❑ FlipGrid Reviewing - Watching FlipGrid Book Shares to get ideas for future reading</li> <li>❑ Fiction Plot Chart and Planning for chosen Independent Reading Book - <a href="https://drive.google.com/file/d/0BztxbOg3evO2RzNjNnRVMnNKVlk/view?usp=sharing">https://drive.google.com/file/d/0BztxbOg3evO2RzNjNnRVMnNKVlk/view?usp=sharing</a></li> <li>❑ Orthographic Design Sketch and Book Summary - <a href="https://www.me.utexas.edu/~rbarr/sketching/ortho.html">https://www.me.utexas.edu/~rbarr/sketching/ortho.html</a></li> <li>❑ Digital Fabrication Work Time</li> <li>❑ FlipGrid Filming - Practice Presentation Video filming station</li> <li>❑ Conferencing - Individual Conferencing for LT3 and Digital Fab progress based on Pacing Guide'</li> </ul> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>❑ FlipGrid Video Techniques - Filming, sound, lighting techniques</li> <li>❑ Book Choice - Strategies for students that need help choosing an appropriate book</li> <li>❑ Visual Representation Planning Troubleshooting - Brainstorming ideas for representation</li> <li>❑ Summarizing - How to write an effective objective summary for their book share</li> </ul> <p><b>Focus Groups - assigned based on missed deadlines and/or the quality of submitted work:</b></p> <ul style="list-style-type: none"> <li>❑ Visual Representation Planning Troubleshooting - Brainstorming ideas for representation</li> <li>❑ Summarizing - How to write an effective objective summary for their book share</li> <li>❑ Digital Fabrication Elements #1-2 Troubleshooting</li> </ul> <p><b>Mini-PBL Individual Work Time:</b></p> <ul style="list-style-type: none"> <li>❑ Independent PBL Project/Digital Fabrication Work Time</li> <li>❑ Weekly Progress Check Conferences to assess progress and plan next steps</li> </ul> <p><b>Digital Resources:</b></p> <ul style="list-style-type: none"> <li>❑ Ebooks</li> <li>❑ FlipGrid</li> <li>❑ Digital fabrication design programs like TinkerCad or Easel</li> </ul>
------------------------	--

Calendar Overview	Week #	Mondays - (10 min.)	Wednesday/Thursday - (30 min.)
	1	<ul style="list-style-type: none"> <li>● CA: Independent Reading and Planning Sheet</li> <li>● SA: FlipGrid Reviewing</li> <li>● WS: Book Choice</li> </ul>	<ul style="list-style-type: none"> <li>● CA: Unpacking the Learning Target</li> <li>● SA: Fiction Plot Chart - choose the focus of LT for visual representation</li> <li>● SA: Weekly Progress Check Conferencing - approve Book Choice and Fiction Plot Chart/Plan</li> </ul>
	2	<ul style="list-style-type: none"> <li>● WS: Visual Representation Planning Troubleshooting</li> <li>● SA: Orthographic Sketch Design</li> <li>● SA: Book Summary Writing</li> </ul>	<ul style="list-style-type: none"> <li>● WS: Summarizing - How to write an effective objective summary for their book share</li> <li>● SA: Orthographic Sketch Design</li> <li>● SA: Book Summary Writing</li> <li>● SA: Weekly Progress Check Conferencing - approve Ortho Sketch Design</li> </ul>
	3	<ul style="list-style-type: none"> <li>● SA: Digital Fabrication Work Time - cardboard prototype</li> <li>● FG: Visual Representation Planning Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>● FG: Summarizing "How-to" Help</li> <li>● SA: Digital Fabrication Work Time - cardboard prototype</li> <li>● SA: Weekly Progress Check Conferencing - approve Cardboard prototype and modifications</li> </ul>
	4	<ul style="list-style-type: none"> <li>● SA: Digital Fabrication Work Time - Dig. Fab. element #1</li> <li>● FG: Visual Representation Planning Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>● SA: Digital Fabrication Work Time - Dig. Fab. element #1</li> <li>● SA: Weekly Progress Check Conferencing - approve Dig. Fab. element #1 and modifications</li> </ul>

	5	<ul style="list-style-type: none"> <li>SA: Digital Fabrication Work Time - Dig. Fab. element #2</li> <li>FG: Digital Fab. element #1 Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>SA: Digital Fabrication Work Time - Dig. Fab. element #2</li> <li>SA: Weekly Progress Check Conferencing - approve Dig. Fab. elements and final text evidence</li> </ul>																		
	6	<ul style="list-style-type: none"> <li>MPT: Project Work Time - gather materials for final construction</li> <li>FG: Digital Fab. Element #2 Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>MPT: Project Work Time - gather materials and construct the visual representation</li> <li>SA: FlipGrid Practice Presentation Videos</li> <li>SA: Weekly Progress Check Conferencing - discuss feedback for practice presentation and approve final visual representation for presentation</li> </ul>																		
Culminating Event	<p><b>Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digitally-Fabricated Representation of the learning target element from the Independent Reading Book.</li> <li><input type="checkbox"/> Students can use a variety of digital fabrication machines to design and create their representations.</li> </ul> <p><b>Showcase</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FlipGrid Practice Presentation Video - to prepare and receive feedback for Whole-Class Presentation.</li> <li><input type="checkbox"/> Whole-Class Book Share Presentation of the chosen Independent Reading Book and their Digitally-Fabricated Representation Piece: can be completed at scheduled times throughout the semester during the extended block day Independent Reading Time.</li> </ul>																				
Common Assessment	<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <h2 style="text-align: center;">Mini-PBL Rubric</h2> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Advanced</th> <th style="width: 35%; text-align: center;">Proficient</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00b0f0; color: white;">LT3 RL KID - Theme, Characterization, Development</td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation shows the development of a complex character in the novel.</li> <li><input type="checkbox"/> The visual representation portrays the deeper meaning of the theme of the novel and its importance to readers.</li> <li><input type="checkbox"/> The chosen text evidence supports the connections made between the characters and theme in the representation.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation design has a clear connection to the characters, events, and/or theme of the novel.</li> <li><input type="checkbox"/> The text evidence identifies the theme/characters and must be a part of the visual representation.</li> <li><input type="checkbox"/> The dig fabrication elements are an essential part of the representation, not just the decoration of the piece.</li> </ul> </td> </tr> <tr> <td style="background-color: #00b0f0; color: white;">LT16 PKI - Present Info Clearly</td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation skills work to engage the audience, such as inflection and gesturing.</li> <li><input type="checkbox"/> Students explain the figurative meaning of the representation in the presentation - how it represents the focus of the novel, characters, and theme.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use effective presentation skills, such as eye contact, volume, and body language.</li> <li><input type="checkbox"/> The presentation combines the visual representation and the summary to explain how the characters relate to the theme in the plot events.</li> </ul> </td> </tr> <tr> <td style="background-color: #00b0f0; color: white;">Process Skill: Innovation - 9th Grade: Originality</td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students design and create unique elements in the representation that portray the dynamic nature of the characters and theme of the novel.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students develop an original digitally fabricated design rather than adapting elements from the novel cover and images.</li> </ul> </td> </tr> <tr> <td style="background-color: #00b0f0; color: white;">Minimum Requirement Components:</td> <td colspan="2"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Each step of the Pacing Guide must be approved by Mrs. Bolus before advancing to the next step.</li> <li><input type="checkbox"/> Must use at least 2 elements of digital fabrication in the visual representation - 2 different elements (different Dig. Fab. process) for AD.</li> <li><input type="checkbox"/> Students must have a completed digital fabrication representation before presenting to the class.</li> </ul> </td> </tr> <tr> <td style="background-color: #00b0f0; color: white;">Grades</td> <td colspan="2">           AD - 100 (Meets all Minimum, Proficient, and Advanced Requirements)            PR - 85 (Meets all Minimum and Proficient Requirements)            BB - 50 (Meets Minimum Requirements but does not meet Proficient)            M/I - 0 (Has not been completed or submitted; does not meet the minimum requirements)         </td> </tr> </tbody> </table> </div> </div>				Advanced	Proficient	LT3 RL KID - Theme, Characterization, Development	<ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation shows the development of a complex character in the novel.</li> <li><input type="checkbox"/> The visual representation portrays the deeper meaning of the theme of the novel and its importance to readers.</li> <li><input type="checkbox"/> The chosen text evidence supports the connections made between the characters and theme in the representation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation design has a clear connection to the characters, events, and/or theme of the novel.</li> <li><input type="checkbox"/> The text evidence identifies the theme/characters and must be a part of the visual representation.</li> <li><input type="checkbox"/> The dig fabrication elements are an essential part of the representation, not just the decoration of the piece.</li> </ul>	LT16 PKI - Present Info Clearly	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation skills work to engage the audience, such as inflection and gesturing.</li> <li><input type="checkbox"/> Students explain the figurative meaning of the representation in the presentation - how it represents the focus of the novel, characters, and theme.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students use effective presentation skills, such as eye contact, volume, and body language.</li> <li><input type="checkbox"/> The presentation combines the visual representation and the summary to explain how the characters relate to the theme in the plot events.</li> </ul>	Process Skill: Innovation - 9th Grade: Originality	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students design and create unique elements in the representation that portray the dynamic nature of the characters and theme of the novel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students develop an original digitally fabricated design rather than adapting elements from the novel cover and images.</li> </ul>	Minimum Requirement Components:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each step of the Pacing Guide must be approved by Mrs. Bolus before advancing to the next step.</li> <li><input type="checkbox"/> Must use at least 2 elements of digital fabrication in the visual representation - 2 different elements (different Dig. Fab. process) for AD.</li> <li><input type="checkbox"/> Students must have a completed digital fabrication representation before presenting to the class.</li> </ul>		Grades	AD - 100 (Meets all Minimum, Proficient, and Advanced Requirements) PR - 85 (Meets all Minimum and Proficient Requirements) BB - 50 (Meets Minimum Requirements but does not meet Proficient) M/I - 0 (Has not been completed or submitted; does not meet the minimum requirements)	
	Advanced	Proficient																			
LT3 RL KID - Theme, Characterization, Development	<ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation shows the development of a complex character in the novel.</li> <li><input type="checkbox"/> The visual representation portrays the deeper meaning of the theme of the novel and its importance to readers.</li> <li><input type="checkbox"/> The chosen text evidence supports the connections made between the characters and theme in the representation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The visual representation design has a clear connection to the characters, events, and/or theme of the novel.</li> <li><input type="checkbox"/> The text evidence identifies the theme/characters and must be a part of the visual representation.</li> <li><input type="checkbox"/> The dig fabrication elements are an essential part of the representation, not just the decoration of the piece.</li> </ul>																			
LT16 PKI - Present Info Clearly	<ul style="list-style-type: none"> <li><input type="checkbox"/> The presentation skills work to engage the audience, such as inflection and gesturing.</li> <li><input type="checkbox"/> Students explain the figurative meaning of the representation in the presentation - how it represents the focus of the novel, characters, and theme.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students use effective presentation skills, such as eye contact, volume, and body language.</li> <li><input type="checkbox"/> The presentation combines the visual representation and the summary to explain how the characters relate to the theme in the plot events.</li> </ul>																			
Process Skill: Innovation - 9th Grade: Originality	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students design and create unique elements in the representation that portray the dynamic nature of the characters and theme of the novel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students develop an original digitally fabricated design rather than adapting elements from the novel cover and images.</li> </ul>																			
Minimum Requirement Components:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each step of the Pacing Guide must be approved by Mrs. Bolus before advancing to the next step.</li> <li><input type="checkbox"/> Must use at least 2 elements of digital fabrication in the visual representation - 2 different elements (different Dig. Fab. process) for AD.</li> <li><input type="checkbox"/> Students must have a completed digital fabrication representation before presenting to the class.</li> </ul>																				
Grades	AD - 100 (Meets all Minimum, Proficient, and Advanced Requirements) PR - 85 (Meets all Minimum and Proficient Requirements) BB - 50 (Meets Minimum Requirements but does not meet Proficient) M/I - 0 (Has not been completed or submitted; does not meet the minimum requirements)																				

Vocabulary	English I	<ol style="list-style-type: none"><li>1. Visual Representation</li><li>2. Characterization</li><li>3. Dynamic and Static Character</li><li>4. Theme Development</li><li>5. Objective Summary</li></ol>
------------	-----------	--