

Healthy School, Healthy Community
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Place, Problem, Project-Based Design Overview

Grade: 4	Subject Area: Spanish/Sciences	Duration: 1 - 2 weeks						
Challenging Problem or Question								
Problem: What can we do to improve health in our school?								
Place: The school sites, staff of school and students								
Project Summary: They will first research what the elements of a healthy school are (not just the food but the environment, the water), they will conduct interviews around the school and take pictures to explain their outcomes later on.								
Key Knowledge, Understanding, and Success Skills								
Big Ideas: <ul style="list-style-type: none"> • Place • Systems • Community • Ability to Make a Difference 	EfS Essential Questions: <ul style="list-style-type: none"> • How can we help our community? • What is your responsibility to the community? • What is our community made of? • What systems are you a part of? • How does change happen in a system? • How does where we live impact how we live? • How do our choices affect our communities, the world, and ourselves? • What is your responsibility to yourself, your community, and the world? 							
Learning Expectations and/or Learning Standards: <ol style="list-style-type: none"> 1. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 		<table border="1"> <tr> <td align="center">✓</td> <td>Success Skills</td> </tr> <tr> <td align="center">✓</td> <td>Collaboration</td> </tr> <tr> <td align="center">✓</td> <td>Communication</td> </tr> </table>	✓	Success Skills	✓	Collaboration	✓	Communication
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✓	Collaboration							
✓	Communication							

<p>2. Students will present information, concepts and ideas to an audience of listeners or readers.</p> <p>3. Students reinforce and further their knowledge of other disciplines through the target language.</p>	✓	Critical-Thinking
	✓	Systems-Thinking
	✓	Creativity
	✓	Empathy

Student Products and Performance Tasks	
<p>Individual:</p> <ul style="list-style-type: none"> • Check lists • Interviews • Letters to administration 	<p>Content and Skills to be Assessed:</p> <p>Linguistic content: Use of <i>Hay/está / Hay que/ tiene(s) que</i> Asking in the 2nd and 3rd person Use of old vocabulary/structures as well as new</p> <p>Different types of texts: Informative (charts, check lists) Narrative (letter)</p> <p>Skills: oral and written skills Collaboration Critical-thinking</p>
<p>Team:</p> <ul style="list-style-type: none"> • Check lists • Interviews • Letters to administration 	<p>Content and Skills to be Assessed:</p> <p>Skills: collaboration Critical-thinking Communication</p> <p>Final product: presentation of their outcomes in the media/form they choose</p>

Learning Events	
<p>These are the major learning activities (lessons) that students will engage in throughout this project:</p> <p>Formative:</p> <ol style="list-style-type: none"> 1. Snowball share on healthy schools 2. Interviews throughout the school 3. Students creating metrics to measure school health 4. Documenting and taking pictures of sites and major problems at school 5. Scaffold the letter writing process <p>Summative:</p> <ol style="list-style-type: none"> 6. Letter to administration 7. Health report card to school 8. A plan to implement change 9. Individual reflections on process and outcomes 	
Public Audiences:	Resources:
Other classes Teachers Security Grounds and maintenance Cafeteria Manager Parent association Administration <i>Wellness in the school</i> Partner organization	<p><i>On-site people, Facilities:</i> School facilities, school staff, including security and administration</p>
	<p><i>Equipment:</i> iPads</p>
	<p><i>Materials/Supplies:</i> Notebooks, pencils, markers, paper, cardboard ...</p>
	<p><i>Community Resources:</i> Everyone in the community</p>

Student Reflections				
	Fishbowl Discussion		Small Group Peer Exchange	Survey
	Socratic Seminar		Partner Peer Exchange	Individual Process Assessment
	Journal/Learning Log		Whole-Class Discussion	Other: Science fair rubric

Adapted from: Buck Institute PBL 101 Workbook, 2014 Edition.