**Project-Based Unit Planning Template**

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| **THE BASICS** | | | |
| **Project Title** | Our School Garden | | |
| **Final Product** | A school garden movie | **Class** | Employment Readiness |
| **Time Frame** | 16 sessions (1 hr. each) | **Learner Levels** | High Beg. / Low Int. ESL |
| **Theme or content area** | Employability Skills in the garden | **Developer** | Mary Zamacona |

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| **ESSENTIAL PROJECT ELEMENTS** | |
| **PROBLEM or QUESTION**  a meaningful problem or engaging open-ended question that provides the appropriate level of challenge | How can we teach others about our garden? |
| **FINAL PRODUCT**  What will students create that will demonstrate what they learn in a meaningful way? | A 2-3 minute video giving a tour of the school garden informing the audience of what grows, how to cook one food item and share why he/she thinks the garden is important. |
| **AUDIENCE**  Who will you share the final product with? Why will they care about it? | The public, other learners, stakeholders, educators |
| **AUTHENTIC PROJECT/PURPOSE**  How does this project have a real-world context, use real-world tools, or make a real impact? | The resulting product/procedure will inform other students, educators, funders and the larger community of the importance of a school garden for the school community. Students will demonstrate their knowledge of the garden using digital technology. |

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| **KEY STANDARDS** | | |
| **TYPE OF STANDARD**  (ie. TIF, CCRS, Northstar) | **CODES** | **DESCRIPTIONS** |
| CCRS Listening & Speaking | SL 4  SL 5 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  **(4B):** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  **(5D):** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| TIF | EC 3  SM 2  SM 3  CT 1  CT 2 | Utilize a variety of technologies for communication,  **3a:** Evaluate and use appropriate technology tools for clear and meaningful communication to suit the audience.   Manage information and materials for one’s own learning and goals.  Manage time effectively to complete tasks.  Organize, analyze, and illustrate relationships between components, items, and ideas,  **1a:** Sequence components, items, or ideas in a logical or structured manner  Solve Problems,  **2e:**  Identify, prioritize, and apply steps to solve problems. |
| Digital Literacy |  |  |

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| **Phase 1: PROJECT LAUNCH** | |
| **ACTIVITIES** | **OBJECTIVES** |
| 1. Introduce welcome video examples and rubric. Student groups play with video app on ipad using “welcome to \_\_\_ school” sentence frame 2. Student groups use rubric to assess welcome videos 3. Groups Re-film and refine welcome videos 4. Student groups assess example garden videos using rubric. | *students will be able to…*   * Describe important parts of an informational video * Use camera function on iPad * Offer suggestions in small groups and whole class settings * Evaluate videos for content and presentation using rubrics |

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| **Phase 2: WRITE, RESEARCH, PLAN** | |
| **ACTIVITIES** | **OBJECTIVES** |
| 1. Ss use graphic organizer in the garden to list vegetables in writing and picture form 2. Teacher introduces cooking vocabulary. Groups choose 1 veg to explain how to cook 3. Groups finish cooking explanation. In garden, groups present how to cook 1 vegetable using iPads 4. Groups evaluate their video segment on how to cook a vegetable using garden video assessment 5. Assign video production jobs. Groups write script using storyboard template. 6. Groups practice and record in the garden using storyboard as a guide. | *students will be able to…*   * Identify vegetables in the garden by their English name * Describe how to cook a vegetable * Articulate why the school is important to them * Present information on camera * Ask for and give suggestions when collaborating * Evaluate presentation based on a set of criteria |

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| **Phase 3 : REFLECT & REVISE** | |
| **ACTIVITIES** | **OBJECTIVES** |
| 1. Groups match video clips to items on the rubric. Groups determine missing pieces and continue to film 2. Teacher introduces video editing using iMovie. Groups *create projects*, *add video clips* and *edit*. 3. Groups add title and text to their videos 4. Groups continue to check sound, spelling and editing 5. Groups do video self-assessments and assess other group videos. Groups determine if video will be published/shared with the public. 6. Ss are assessed on steps to create on iMovie | *Students will be able to…*   * Evaluate presentation based on a set of criteria * Ask for specific help with video editing and problem-solve technical issues as a group * Add text and title to an iMovie * Ask for and give suggestions when collaborating * Describe in writing and illustrations the steps to make an iMovie. |

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| **Phase 4: PRESENT & CELEBRATE** | |
| **ACTIVITIES** | **OBJECTIVES** |
| 1. Hold a Movie Viewing party. Invite other classes, volunteers. Have popcorn ready! 2. Post videos on the school blog/Facebook page. Share with administrators, stakeholders, garden donors, ABE |  |

**TEMPLATE OUTLINING SESSIONS 1-16**

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| **Project Launch** | **Whole-Class Lesson** | **Small-Group, Partner, and Individual Work** | **Whole-Class Wrap-Up** | **Standards Addressed** |
| Session 1 | Tell learners they will record each other saying Welcome to \_\_\_\_school in English and their language using iPads. Go through video presentation rubric. Remind groups of sound, light and setting.  Mini video lesson:  Show the steps to using the video setting on the iPad. | Assign mixed tech ability and language groups and assign a group name. Groups take an iPad and decide where to record. Groups record videos. | Check in with groups and collect iPads.  Remind groups to delete unwanted video takes.  Option: Have groups upload the video and send to teacher’s email. | CCRS:  SL.5c  SL.6a  TIF:  EC.1e,  EC.2 a, b, c  EC. 3b |
| Session 2 | Video Presentation assessments  Give multiple copies of the **video presentation assessment** to leaners.  Go through the assessment rubric for video presentation. | Watch student videos.  Leaners complete video assessments for each group and give their feedback to the group. Group members also complete for themselves. | Review important components of a good video presentation. | CCRS:  SL.1B  TIF:  CT.3c  NS. 2d |
| Session 3 | Re-film the welcome videos | Give additional practice time to do re-takes and uploading. |  | CCRS:  SL.5c  SL.6a  TIF:  EC.1e,  EC.2 a,b, c  EC. 3b |
| Session 4  (add sessions  as needed) | Show 2 videos from Youtube of vegetable garden tours. Find a video with good garden content but presentation problems (speaks too fast or quiet) and one that is done solo.  After each video, ask what was good about the video and what was bad. Go through the video presentation rubric. | Distribute the rubric to learners.  Watch each video again with learners checking the rubric. | What makes a good video?  Show **garden video rubric** that includes presentation and content. | CCRS: SL. 2A  TIF:  CT.3a & c |

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| **Writing and Research Phase\*** | **Whole-Class Lesson** | **Small-Group, Partner, and Individual Work** | **Whole-Class Wrap-Up** | **Standards Addressed** |
| Session 6 | Introduce the garden video project, audience, content expectations and timeline. Assure learners that they will work with their groups to make a video. The first step is to know what is in our garden. Distribute **Vegetable list** graphic organizer for listing garden plants. Show how to use the graphic org. | Learners take a clipboard, graphic org and pencil out to the garden and record the plants in English and picture form. OK to also write the plant name in their language. | Learners get into their video groups and check each others plant lists for accuracy. Tell groups to choose 1 vegetable that they want to talk about in their video. They will need details about how to cook it. | CCRS:  SL.4B  W.2B  TIF:CT.1a |
| Session 7 | Pre-teach cooking vocabulary verbs (boil, chop, peel, rinse, slice, mix, grate, pour, drain). Write an easy recipe together.  Have easy recipe books available to peruse. | Distribute graphic organizer ***Explain how to cook a vegetable***  Groups decide on the veg they want to talk about and explain how to cook it. Groups write with detailed steps how to prepare a vegetable. | This may take 2 sessions depending on the multi-level nature of the class | CCRS:  W.2B  TIF:  LS.4a,c  CT.1a |
| Session 8 | Share group graphic orgs from session 7. Read recipes together.  Explain they will tell the class how to cook the vegs. First they will practice as a group. | Groups go out to the garden with graphic org and practice explaining how to cook 1 vegetable.  Model first then have groups practice. Learners can use own phones or school iPads to record. | Groups choose one person to present to the class in the garden. | CCRS:  SL.1Cb  SL.4B  TIF:  EC.1c,e  EC.2a,b,c |
| Session 9 | Review **garden video assessment form** and explain that groups will watch student videos and check yes or no for the assessment. Then give the assessment to the video group. | Post up video group names with member names. Video groups sit together. Give groups an assessment form and an iPad with a recorded video. Groups watch the video and evaluate using the assessment tool. Groups give their feedback to each video group. | Ask each group if they had any Nos checked. What can they improve next time? | CCRS:  SL.1B  TIF:  CT.3c  NS. 2d |
| Session 10 | Distribute **Video Group Jobs** form and go through the different roles. Groups choose members for each role.  Look at the **Storyboard graphic organizer** form together. | Groups work together to write the script. Give groups their ***Explain how to cook a Vegetable*** graphic organizer to use in the script.  Go out to the garden. Actors practice reading the script for their group. Camera operators practice recording. | Check in with all groups and make sure everyone is speaking, listening or recording. Review what was learned and what will be the next step. | CCRS:  SL.1Cb  SL.4B  SL.5D  SL.6B  TIF:  ALS.4a,c,d,e,f  EC.1c,e  EC.2a,b,c |
| Session 11  (add sessions  as needed) | Check in with groups on how they are doing, problems, next steps.  Based on observations during the previous session, teach additional skills that may be needed (sound quality, shooting short clips, speaking too softly. Tell groups that they can take many short videos and they can put the videos together later. This is better than lots of dead time. | Groups take this time to practice and record in the garden. Observe and facilitate. | Check in with groups to see if they need more practice time.  Schedule an additional recording session if needed. | CCRS:  SL.5D  SL.6B  TIF:  ALS.4d  EC.1c,e  EC.2a,b,c |

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| **Revising and Editing Presentation**  **Phase** | **Whole-Class Lesson** | **Small-Group, Partner, and Individual Work** | **Whole-Class Wrap-Up** | **Standards Addressed** |
| Session 12 | Review video rubric with class and ask groups if they have video clips that address presentation and content. Show clips from student videos on iPads and connect to the rubric. Direct groups to delete unneeded video clips. | Give groups their iPad and rubric. Groups review and delete video clips and determine if they need to record additional sections (welcome/closing)  Give early finishers a brief tutorial on starting an iMovie project and have them play with templates. | Check in with groups on next steps. | CCRS:  SL.1A  SL.2A  TIF:  CT.3a,b,c  EC.1c,e |
| Session 13 | Show introduction to iMovie for the iPad on Youtube. Walk groups through the initial project creation. Show on Youtube how to create a project and add video to their project or walk groups through process using a projector/ Smartboard that mirrors the iPad. | Groups create projects, add video clips and edit. Show other features like music as necessary. This may take several sessions | Check in with groups on their process. | CCRS:  SL.4c  SL.5d  TIF:  EC. 3a  LS. 2a  ALS. 4a-f  CT. 1a,c  SM. 1 a-f, 3a, d, e, f |
| Session 14 | Add a title and text to iMovie.  Have several non-fiction picture books on hand (relating to plants, fruit, vegetables etc). Hold up a book and ask students to tell you the title. Ask them what do they think they will read about. Do this with other books. Explain that their movie is like a book. It needs a title that tells about the movie. Show the groups how to tap on My Movie to change the title.  Tell groups that people will watch their videos, listen about the garden and read the names of the vegetables. Show class how to add text to video frames. | Groups decide on a title for their video and type it in.  Using their plant list, groups add text to the vegetables that are shown in the movie. Groups may also add opening and closing text. | Ask groups what they did today and if they need more time to work. | CCRS:  SL.5e  TIF:  ALS.3e, 4e  LS. 2a  CT. 1a,c  SM. 1 a-f, 3a, d, e, f |
| Session 15 | Ask the class what they will be doing today. | Check sound, spelling and finish editing. | Check-in as a class on the projects and timeline. | TIF:  SM. 1 a-f, 3a, d, e, f |
| Session 16  (add sessions  as needed) | Video self-assessments and peer assessments  Review the video assessment sections.  Tell groups that they will watch other groups videos and fill out an assessment for each video. | Give groups a garden video self-assessment.  Each group watches their own video and assesses it as a group, going through each section. Ask groups if there is anything they need to change.  Rotate iPads for groups to watch. Give each group one assessment to complete for each video. When groups have assessed a video they will give their assessment to the group that was assessed. | After self and peer assessments ask groups if their video is ready to be published/shared/go on Youtube.  Receive signed permission to make public or share.  Honor groups who do not wish to participate.  Project assessment:  Learners complete **How to make an iMovie** template. | CCRS:  SL.1b  TIF:  EC.1d  ALS.3d |

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| **Presentation  and Celebration** | **Hold a Movie Viewing party. Invite other classes, volunteers etc. Have popcorn ready!**  **Post the videos on the school blog/Facebook page. Share with administrators, stakeholders, garden donors.** |

\*A reminder that the phases are not rigid.