

STEM SCHOOL CHATTANOOGA

Mini-PBL

Unit Plan Template

Digital Diorama Immersion

Spanish I

Standards (Learning Targets)

LT3: La Cultura de los Países Hispanohablantes - In-depth exploration of the culture of various Spanish-speaking countries
 LT5: Estar - The verb estar and its conjugations in the present tense

Grade Level	10 th	Unit Length	3 Weeks
Mini-PBL Overview	This Spanish I PBL will combine the Spanish culture with the verb estar. Students will work in pairs to create a digital diorama with a theme that is based on a previously explored Spanish culture topic (i.e. Día de los Muertos, Bullfighting, Aztecs, Quinceañera, etc.) and information about the topic. Student groups will create a diorama using Google Slides along with two assessments. They will then individually complete their peers' diorama assessments. Finally students will bring their peers' digital diorama to life by digitally rendering a unique item that symbolizes a thematic element from the cultural topic explored.		
Mini-PBL Driving Question	How can we, as historical art curators of the University of Tennessee Chattanooga, create an authentic Spanish cultural immersion experience that will give the participant a hands-on culture and grammar acquisition adventure?		
Hook Event	As an introduction to this lesson's cultural immersion experience, students will participate in a lesson led by the instructor, who will be dressed as Frida Kahlo. The lesson will be an overview of Frida Kahlo's life, including her art. Students will be shown several of Frida's self portraits and will recreate one of her self portraits via analog fabrication. As the students are creating, Spanish music from the early 20th century will play and students partake in Mexican snacks. Students will share their recreated self portraits and will then be told that they are going to digitally create a cultural immersion experience and will then be introduced to the project.		
Scaffolding Activities	<p>Class Activities</p> <ul style="list-style-type: none"> • Intro: review specifications of project and rubric, split students into pairs/groups, students select up to 3 cultural topics. • Research cultural topic: all students conduct independent research on their device to gather more information about the culture that will be represented in their diorama. They will research the historical and geographical origin and context, customs and traditions, timeline, and important people about the cultural topic that they've chosen. • Estar lesson: teacher-led introduction on the verb estar, its conjugations, uses, and translations. • Prepositions lesson: teacher-led demonstration of multiple Spanish prepositions song and lesson on the use and formation of Spanish sentences with prepositions. • Practice presentation: students will present their final products for the class. Students viewing will provide written feedback via teacher-provided Google sheets which will have students comment on teacher-assigned aspects of the rubric and will provide oral feedback via Critical Friends. • Great exchange: Students will complete their peers' digital diorama assessments. <p>Workshops</p> <ul style="list-style-type: none"> • Digital Diorama 101: teacher-led workshop which gives students a basic overview of how to create their digital diorama using Slides. Students will also be shown exemplars from former students. 		

- Equipment 101: student-led workshops for laser cutter, vinyl cutter, and CNC in Commons. Student leaders pre-selected by teacher will demonstrate how to use the tools to remaining students in class.

Focus Groups

- Estar + prepositions focus group: teacher will select students for the focus group by checking 3 questions from their previous assignment. If they incorrectly answered 2 of the 3 questions they will be placed in the focus group.
- Checkpoint focus group: teacher will work with student pairs who fail to make adequate progress according to the pacing guide provided for the project.

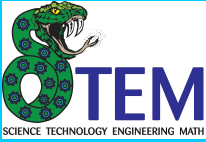
Mini-PBL Teams

- Team Time: Students will work collaboratively in pairs, or in groups of 3 (if odd number of students in class) and will create and use a contract for accountability. The first team time will focus on completing their contracts, and all team times thereafter will be spent working on their digital diorama.
 - Contract headers:
 - Group member names and contact information
 - Individual student responsibilities for project
 - Pacing guide with due dates
 - Link to Google Drive folder containing group’s work completed for project
 - Expectations
 - Interventions
 - Link to project rubric
 - Group member & teacher signatures
 - Assignments that teams will also complete in Team Time:
 - Prepositions assignment: focuses on using appropriate Spanish prepositions using a picture as a guide and will determine which students have mastered this grammatical component of the lesson.
 - Estar assignment: focuses on using the appropriate conjugations of the verb estar and will determine which students have mastered this grammatical component of the lesson.
 - Fabrication: Students will fabricate their unique cultural symbolic piece.

Calendar Overview

Monday	Tuesday	Wednesday/Thursday	Friday
	Hook Event CA: Intro CA: Research cultural topic	Team Time: Contract CA: Prepositions lesson WK: Estar lesson Team Time	CA: Research cultural topic Team Time
CA: Research cultural topic Team Time	FG: Estar + Prepositions focus group WK: Digital Diorama 101 Workshop	FG: Checkpoint Focus group Team Time	Team Time
WK: Equipment 101 Workshop Team Time	CA: Great exchange FG: Checkpoint Focus group	Team Time	Team Time
CA: Practice presentation	Culminating Event		

Culminating Event	<p>Product</p> <ul style="list-style-type: none"> Digital cultural diorama with corresponding background information, assessments, and answer sheets Digitally fabricated symbolic piece created by the laser cutter, vinyl cutter, and/or CNC machine <p>Showcase</p> <ul style="list-style-type: none"> Students will present their digitally fabricated item and will unpack their inspiration behind it, including sharing an image of the prototype and explaining what it symbolizes from the diorama that they completed. This display and demonstration will take place at the University of Tennessee Chattanooga's Fine Arts Center and at Chattanooga State's International Festival.
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Common Assessment	 <h2 style="margin: 0;">Mini-PBL Rubric</h2>	
	Advanced	Proficient
LT3 - Cultura de los Países Hispanohablantes In-depth exploration of the culture of various Spanish-speaking countries	<input type="checkbox"/> Produce a digital cultural diorama in which all of the elements included are connected to the theme <input type="checkbox"/> Fabricate a unique symbolic cultural piece using the specified equipment	<input type="checkbox"/> Produce a digital cultural diorama <input type="checkbox"/> Digitally create a unique symbolic cultural piece and explain how fabrication equipment would be used to create the piece
LT5 - Estar The verb estar and its conjugations in the present tense	<input type="checkbox"/> Create 15 sentences based on the cultural diorama utilizing the verb estar and prepositions	<input type="checkbox"/> Create two written assignments which correctly incorporate the verb estar with Spanish prepositions: <ul style="list-style-type: none"> <input type="checkbox"/> Answer sheet to two written assignments is included <input type="checkbox"/> Group members create a song with gestures which incorporates at least 10 different Spanish prepositions
Creativity	<input type="checkbox"/> Group members design gestures and body movements to interpret their song with gestures which incorporate at least 10 different Spanish prepositions	<input type="checkbox"/> Group members write a song which incorporates at least 10 different Spanish prepositions
Minimum Requirement Components: Must be included to be graded	<input type="checkbox"/> All digital dioramas and digitally fabricated pieces must be original. <input type="checkbox"/> Practice 2-3 minute final presentation	
Grades	<ul style="list-style-type: none"> If the Mini-PBL work is all advanced according to the rubric criteria above, the grade is a 100. If the work meets all the proficient criteria and not all of the advanced criteria, the grade is an 85. If the work does not meet all of the proficient criteria, the grade is a 50. If the grade does not meet the minimum requirements, the grade is a 0. 	

Vocabulary	Spanish I	<ol style="list-style-type: none"> Estar Las Preposiciones - izquierda, derecha, delante, detrás, cerca, lejos, debajo, arriba, en frente, encima, en, al lado de
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