

Wholistic Peace Institute - Educating for Peace.

PROJECT PLANNER

McDaniel High School - Peace Project 2022-23

Title : "Spanish Language For Peace : "My Well-Being Starts With Me"

SECTION 1: PROJECT FOUNDATIONS

TEACHER NAME & EMAIL	Marisol Rodriguez De Lort.
SCHOOL NAME	McDaniel High School
COURSE & GRADE LEVEL	Spanish Language and Literature - 9-12
BEGIN/END DATES (approx.)	School year 2022-23- Quarter 1 - Quarter 2 - Quarter 3 - Quarter 4

What is the unit or content theme from your course that this project will address?

(ex: "Unit 3: Polynomials" or "Unit 5: Colonialism")

"Language as a tool of communication for ourselves and others."

The how: The power of listening + empathy + understanding + healing = Joy

What do students and people in the community identify as concerns and how can these issues shape the project design?

Mental Health, Discrimination, Isolation, Equity, Poverty, Gun violence, Climate Change, War, Uncertainty, Politics, Social Media, Bullying, Drugs.

Improving communication about these issues. Giving and receiving feedback, input and ideas.

In a sentence, what is your idea for the project? What will students learn, explore, and do?

(ex: "Students will study biodiversity and create a website exploring human impacts on local urban wildlife.")

The Power of self-acceptance and the acceptance of others. (Students will explore ways to improve tolerance (theirs and others) and to better understand the world.)

Which element of the PPS Graduate Portrait could this project intentionally address?

(Select one or two elements from the list below)

- Inclusive and Collaborative Problem Solvers
- Inquisitive Critical Thinkers with Deep Core Knowledge
- Transformative Racial Equity Leaders

- __ Resilient and Adaptable Lifelong Learners
- __ Powerful and Effective Communicators
- __ Positive, Confident, and Connected Sense of Self
- __ Influential and Informed Global Stewards
- __ Reflective, Empathetic, and Empowering Graduates
- __ Optimistic, Future-Oriented Graduates

How will this happen?

SECTION 2: FIND THE FUNK – INITIAL DESIGN STEPS

How will you honor students’ cultures and unique identities through this project?

Students at center - students will design and share their perspectives from their point of view.

What are the discipline-based inquiry methods that students will use?

(Ex: Thinking like a historian by analyzing primary source material...researching like a scientist by collecting data...)

Research as a philosopher - asking themselves if what they know or experience is similar or different from others. Ex: Socrates “Only I know that I do not know and if I have doubts it is because I do not know.”

Which power standards will be mastered and what student work will serve as evidence?

STANDARD	EVIDENCE
<p>Ex: ELA 10.2.1 Students write informational texts...</p>	<p>Annotated script for documentary video</p>
<p>Three Strands</p> <p>The world languages standard includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle). The Interpretive Mode reflects communication in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice</p>	<p>★ In the Target Language or Both.</p> <p>Main Driving Question:</p> <p>★ Q1. Are we listening or just pretending?</p> <p>Sub-Questions:</p> <p>★ Q2. How empathetic are we?</p> <p>★ Q3. Do we understand each other?</p> <p>★ Q4. Are discipline and perseverance key ingredients to find Joy?</p> <p>-----</p> <p>Quarter 1 - The Self and Listening...</p> <p>→ Journal (Writing or speaking)</p>

<p>level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication: The Interpersonal Mode reflects communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail message.. The Presentational Mode reflects communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>	<p>Focus on : Self-Talk (verbal/non-verbal)</p> <ul style="list-style-type: none"> ● Listening to our body. ● Listening to our mind. ● Listening to our soul. ● Listening to others. ● Listening to the world. <p>→ Video recording - Self-affirmation message. → Audio recording - Song/Poem/Saying/Post cast (Self-affirmation - message)</p> <p>❖ Other: Student’s input. TBD.</p> <p>Quarter 2 - The Self + My Classmates/My School and Listening...</p> <p>→ Video recording with classmates or school members. → Journal (writing or speaking)</p> <p>→ Other: Student’s input. TBD.</p> <p>Focus on : Self-talk & talking to each other in our class and the school community (verbal /non-verbal)</p> <ul style="list-style-type: none"> ● Listening to our body. ● Listening to our mind. ● Listening to our soul. ● Listening to others. ● Listening to the world.
<p>*****</p> <p>Second Language Proficiency Stage 5 (Approximates ACTFL)</p>	

INTERMEDIATE-MID) Students at Proficiency Stage 5 can identify main ideas and supporting information from a wider range of sources. **Students communicate using original language, questions and strings of sentences to obtain and provide information.** This includes participating in conversations and getting needs met in the target culture. **At this stage students begin to communicate in different time frames. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.** Interpretive Mode: Listening (Corresponds to ASL Receptive Skills) Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations). SL.PS5.II.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex conversations, presentations and narratives on topics from everyday life. SL.PS5.II.02 Infer the meaning of some unfamiliar words and phrases when used in familiar contexts. Supporting Functions: Identify main ideas and some supporting details on familiar and some unfamiliar topics Identify significant ideas embedded in familiar contexts and connected to academic content Recognize and understand high-frequency idiomatic expressions Understand the use of verbal and non-verbal gestures, intonation etc., in contexts from the target culture Interpretive Mode: Reading (ASL Literary materials in video and digital formats) Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, articles, short works of fiction). SL.PS5.IR.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex written texts on topics from everyday life. SL.PS5.IR.02 Draw conclusions and make inferences, supporting them with information from the text. Supporting Functions: Read authentic texts with more abstract themes and ideas Second Language Standards Page 13 Identify main ideas and some supporting details on familiar and some unfamiliar topics Identify significant ideas

Quarter 3 - The Self + My Classmates/My School + My Family and Listening...

- Video recording with a family member.
- Journal (writing or speaking)
- **Other: Student’s input. TBD.**

Focus on : Self-Talk & to each other in our

To	mrodriguez@pps.net
Cc	
Bcc	
Subject	draft

family (verbal/non-verbal)

- Listening to our body.
- Listening to our mind.
- Listening to our soul.
- Listening to others.
- Listening to the world.

Quarter 4 - The Self + My Classmates/My School + My Family + My Community and Listening...

- Video recording with a community member or specific organization.
- Journal(writing or speaking)
- **Other: Student’s input. TBD.**

Focus on: Self-Talk & to each other in our family (verbal/non-verbal)

- Listening to our body.
- Listening to our mind.

embedded in familiar contexts and connected to core academic content Recognize and understand high-frequency idiomatic expressions

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills) Students can understand and respond to what others say/sign. SL.PS5.IS.01 Create language, questions, and strings of sentences to exchange ideas and to provide and obtain information. SL.PS5.IS.02 Participate in a more extended conversation using a variety of related questions and responses on familiar topics. SL.PS5.IS.03 Conduct a variety of transactions necessary for survival in the typical daily life of the target culture. Supporting Functions: Exchange personal feelings, thoughts, opinions and preferences Express needs and wants Ask for and give permission Request, suggest and make arrangements or plans Extend, accept or decline invitations Give multi-step directions for a simple task Describe events, things and people Generate varied questions to extend or enrich conversation Demonstrate control of present time; partial control of another timeframe (future or past time) Describe events, things and people and make simple comparisons

Presentational Mode: Writing Students can write to communicate information and ideas to an audience. SL.PS5.PW.01 Create/Compose original language using questions and strings of sentences on familiar and some unfamiliar topics. SL.PS5.PW.02 Make attempts to maintain the attention of the audience. Supporting Functions: Write short letters, descriptions, explanations and simple narrations Express needs, make requests Express opinions and preferences

Presentational Mode: Speaking Students can speak to communicate information and ideas to an audience. SL.PS5.PS.01 Present organized material in a sustained, connected manner using somewhat more complex original language. SL.PS5.PS.02 Make attempts to maintain the attention of the audience. Supporting Functions: Convey information using strings of sentences, with some connected sentence-level discourse Use vocabulary sufficient to provide information and limited explanation Make choices of phrase or content to maintain the attention of the audience Recite poems, songs, dramatic pieces from the target language/culture

- Listening to our soul.
- Listening to others.
- Listening to the world.

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- ★ **FINAL PROJECT** - Video Recording about their journey throughout this project. (findings, reflections and positive surprises.)
 - ★ **Student Input - Other ways to share it. TBD**

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Which project management skills will explicitly be taught and developed in the project?
Spanish Language Skills and International Communications Cues.

What is the essential or driving question for the project? *(And...is it funky enough?)*

★ **Driving Question:**

- ★ Are we listening or just pretending? Q1. (Quarter 1)
- ★ How empathetic are we? Q2. (Quarter 2)
- ★ Do we understand each other? Q3. (Quarter 3)
- ★ Are discipline and perseverance key ingredients to find Joy? Q4. (Quarter 4)

Who might serve as the client for student products and performances?
The self + School Community + Students Families + Students Community. (The wellbeing of the self is the Wellbeing of the community)

Potential Audience: The Wholistic Peace Institute of Oregon.

Brittney Driscoll, Lakeridge
Cilei Han, Lake Oswego & Lakeridge
Lisa Notman, NW Academy
Jessica Orellana, Centennial
Julie Pacheco-Toye, Lakeridge
Kelly Taylor, Southridge
Christine Truskowski, Jesuit
Isabel Woodward, Lakeridge
Melanie McManamon, Jesuit

PSU Faculty
Suwako Watanabe, WLL Chair
Inés Warnock.
Stéphanie Roulon
Stephen Wadley

Challenge Staff
Joy Beckett, Director
Stephanie Gustafson, Challenge Program
Coordinator
Sarah Holliday, Coordinator

What products and/or performances will students create? (Ex: Students will produce a podcast...)
 TBD. Students will choose. However, some suggestions are : a video /podcast/songs/poems/sayings/rap/etc
 * showing their process of thinking and conclusions of their findings about : Are we listening or just pretending? (pros and cons)

Over which aspects of the project will students have a choice? (Ex: partners, research topic, products...)
 On the Process and Sharing plus...

If students will work in groups, which collaboration strategies will be explicitly taught, applied, and assessed during the project?
 Language usage and cultural cues of the target language. Standards (Culture and inclusiveness)

SECTION 3: PARTNERS IN PBL

How will the project capitalize on students' personal, cultural, and family/community strengths?
 Directly and Indirectly. (* PPS Graduate Portrait)

- Resilient and Adaptable Lifelong Learners
- Powerful and Effective Communicators
- Positive, Confident, and Connected Sense of Self

Who are the potential partners, what roles might they play, and how will you connect with them?

POTENTIAL PARTNER	ROLE IN THE PROJECT	HOW TO CONNECT
Wholistic Peace Institute.	Audience	Virtual & Person
Middle School Students.	Audience	Virtual & Person
Our School Community	Audience + Partnerships	Virtual & Person
TBD + Plus ... Brittney Driscoll, Lakeridge Cilei Han, Lake Oswego & Lakeridge Lisa Notman, NW Academy Jessica Orellana, Centennial Julie Pacheco-Toye, Lakeridge Kelly Taylor, Southridge		

<p>Christine Truskowski, Jesuit Isabel Woodward, Lakeridge Melanie McManamon, Jesuit</p> <p>PSU Faculty Suwako Watanabe, WLL Chair Inés Warnock. Stéphanie Roulon Stephen Wadley</p> <p>Challenge Staff Joy Beckett, Director Stephanie Gustafson, Challenge Program Coordinator Sarah Holliday, Coordinator</p>		
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Which strategies will you use to prepare partners to work with students?

- 1. Set Clear Expectations
- 2. Script the Key Moves
- 3. Test the Waters
- 4. Develop a Prep Process
- 5. Get Students Ready

Specific Plans:

What classroom strategies will you use to prepare students to work with partners?

1. Model ideal behavior: Demonstrate behavior you want to see by holding mock conversations and interactions with another teacher in front of your students.
2. Let students help establish guidelines: Ask students what they think is and isn't acceptable behavior, encouraging them to suggest rules for the academic year.
3. Document rules: Ensure your guidelines aren't forgotten by writing them down and distributing them as a list for students to keep and reference.
4. Avoid punishing the class: Address isolated behavior issues instead of punishing the entire class, so as to avoid hurting your relationships with on-task students.
5. Encourage initiative: Promote growth mindset by allowing students to work ahead in certain units, delivering brief presentations to reinforce your lesson material.
6. Offer praise: Recognize hard work by openly congratulating students, encouraging ideal behavior and inspiring the class.
7. Use non-verbal communication.

→ When interacting or presenting to the audience (one or multiple) students will prepare and practice:

- ★ Usage of the pronoun "You " formal-Polite (**Usted**) in all their conversations.
- ★ Body language - Semi-professional
- ★ Dress Code - semi-professional
- ★ Tone and Volume/Intensity of voice.
- ★ Managing Space, Context and Time.

How can students receive feedback on their work-in-progress from teachers, partners, and peers?
Virtual and in Person.

How will students demonstrate their learning and defend their work at the end of the project?
(*Ex: Gallery walk exhibition, formal presentation, etc.*)

- ★ FINAL - Project - Video- Recording about their journey throught out this project. (Findings, Reflexions and Positive surprises)
- ★ **Student Input - Other ways to share it. TBD**

Who beyond the classroom will serve as the audience for this defense?

- ★ Wholistic Peace Institute + Our School Community + Middle School ?+ PSU (Challenge Partners - Central Catholic + TBD + Plus ...
- ★ Brittney Driscoll, Lakeridge
- ★ Cilei Han, Lake Oswego & Lakeridge
- ★ Lisa Notman, NW Academy
- ★ Jessica Orellana, Centennial
- ★ Julie Pacheco-Toye, Lakeridge
- ★ Kelly Taylor, Southridge
- ★ Christine Truszkowski, Jesuit
- ★ Isabel Woodward, Lakeridge
- ★ Melanie McManamon, Jesuit

- ★ PSU Faculty
- ★ Suwako Watanabe, WLL Chair
- ★ Inés Warnock.
- ★ Stéphanie Roulon
- ★ Stephen Wadley

- ★ Challenge Staff
- ★ Joy Beckett, Director
- ★ Stephanie Gustafson, Challenge Program
- ★ Coordinator
- ★ Sarah Holliday, Coordinator

SECTION 4: PROJECT CYCLES

How can a design or problem-solving cycle help guide students through the project?

Will you use an existing cycle? If so, which one? Will you adjust it or develop your own?

Chosen Structure in general:

- Hypothesis - Lesson/Instruction
- Experiment - Practice + play with the knowledge
- Result - Tests - Assessment of the lesson/instruction (Multiple formats from traditional “tests, etc “ to modern “Videos, etc. “
- Conclusions - Reflections (Individual - Small groups - Whole Class + Self-evaluations as well)
- Feedback from Teacher to Individual - Small groups - Whole Class
- Re-teach elements accordingly to Individual - Small groups - Whole Class

How will you collect and analyze student performance data during the project?

- Following the pattern on the chosen Structure described above.

How will you use this data to improve learning?

- Reflections + Feedback

What resources are needed for this project (things that you and/or students will need)?

SECTION 5: NINE STEPS AND SCAFFOLDING

How will your project implementation plan account for the nine steps?

#	STEP	WHAT I PLANNED	WHAT I NEED TO PLAN
1	Connect and Comprehend <i>(“Your challenge, in 6 weeks is to...”)</i>		
2	Plan and Organize <i>(Groups, calendars, documents)</i>		
3	Understand Purpose and Quality <i>(Review models, exemplars & rubrics)</i>		
4	Investigate and Research <i>(Curate learning resources, dig in)</i>		

5	Propose and Revise Solutions <i>(Do a formal proposal, get feedback)</i>		
6	Produce and Refine Products <i>(Work-and-feedback cycles)</i>		
7	Present and Exhibit <i>(Defend, audience Q&A)</i>		
8	Analyze and Reflect <i>(Reflect individually and with others)</i>		
9	Conserve and Integrate <i>(Save work in portfolios, wrap it up)</i>		

What benchmark deliverables are students expected to complete *prior to* the final product or outcome? (Ex: Students will produce a proposal, work plan, reflection paper, mini-presentation... that all lead up to the final product...)

- ❖ [ACFUL - Can do statements and WL- Proficiency](#)
- ❖ [ACFUL Logic and Guide To Levels of Proficiency](#)

- ❖ **Assessing Performance VS. Assessing Proficiency:** How are these assessments **different**?

Assessing Performance **Assessing Proficiency**

- **Based on Instruction:** Describes what the language learner can demonstrate based on what was learned
- **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts
- **Familiar Content and Context:** Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned
- **Demonstrated performance:** To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.
- **Independent of specific instruction or curriculum:** Describes what the language user can do regardless of where, when or how the language was acquired
- **Spontaneous:** Tasks are non-rehearsed situations
- **Broad Content and Context:** Context and content are those that are appropriate for the given level
- **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

How will students reflect on their learning during and at the end of the project?

- ➔ Following the pattern on the **chosen Structure** described above. (See section # 4 under Cycles)

SECTION 6: QUALITY WORK

How will your project maximize student MOTIVATION through...

#	ELEMENT	THESE THINGS ARE SOLID...	I STILL NEED TO PLAN...
1	<u>AUTHENTICITY</u> Connected to real world issues and student interests?	<ul style="list-style-type: none"> ★ Study of the Self + School + Family + Community = Be ready for the World. ★ DO I listen to the needs of my body, mind, soul. [Example: a) My body is asking for more hours of sleep. However, the video games and friends want my time and attention now. B) How do I talk to myself? c) etc. ★ Do I listen to the needs of others? ★ Positives vs. Needs improvement 	A lot :)
2	<u>PERSONALIZATION</u> Students get to make meaningful choices along the way?	Students would choose their list of priorities depending on their own needs or situations (Mindset)	
3	<u>ETHIC OF EXCELLENCE</u> Has a classroom culture that values excellent work been cultivated?	From the first day throughout the school year. No matter how small the task is. Students should internalize what is required to do their very best effort. Starting from Body Language, tone, attitude, etc. (* Managing Space, Time and Attitude at all times)	

How will you ensure that students know what quality work LOOKS LIKE through...

#	ELEMENT	THESE THINGS ARE SOLID...	I STILL NEED TO PLAN...
1	<u>EXEMPLARS</u> What examples will students review and learn from?	Feedback - Individual + Small Groups + Whole Class.	
2	<u>RUBRICS</u> Which aspects will need rubrics? Where will you get them?	ACFUL - Intermedia High. PPS -WL -Rubrics Oregon WL - Rubrics National WL - Rubrics	
3	<u>FEEDBACK</u> How and when will students receive formative feedback?	Daily - Weekly - Quarter - Semester - Year.	

How will you support students' ability to produce quality work through SCAFFOLDS like...			
#	ELEMENT	THESE THINGS ARE SOLID...	I STILL NEED TO PLAN...
1	<u>STRUCTURES AND TOOLS</u> Groups, calendars, documents, equipment...	The project will be divided as "Russian Dolls set ":) Meaning, from small to big (all projects will be part of the one final big project.) 	
2	<u>CONTENT & SKILLS</u> Specific skill building and content pieces needed...	Listening, Speaking, Writing, Reading. *Presentational	
3	<u>FEEDBACK</u> How and when students receive useful feedback		

PROJECT CALENDAR

MON	TUE	WED	THUR	FRI

PROJECT PLANNING NEXT STEPS & TO DOs

#	ACTIONS TO TAKE	DEADLINE
1		
2		
3		
4		
5		

Other planning notes, ideas, and reminders

Chosen Structure in general:

- Hypothesis - Lesson/Instruction
- Experiment - Practice + Play with the knowledge
- Result - Tests - Assessment of the lesson/Instruction
- Conclusions - Reflections (Individual - Small groups - Whole Class + Self -evaluations as well)

Possible new title name of the Project:

- Language, empathy and service to others.

Other ideas :)

- To make imagination for my structure Cycle.
Google Slides +Diagram + Select Cycles + # 5 Steps

Collaborate with other Colleagues at McDaniels H. (Students will be offer to translate their PBL Product)
Frank - Business - HR prsentation Project.
Charles (Chuck) Health - Drug prevention Project.

Note :

Make sure to allow enough time for students to reflect daily. (Make it as a habit)