**PBL - Interdisciplinary Unit Plan Middle School**

**Team: Chuck, Jason, Raquel, Barb, Shelly, Erin, Susan, Diane**

**Unit Topic:** School Safety

**Habits of Learning Taxonomy:** Questioning and problem posing(habits of mind), applying past knowledge to current situation, flexibility and adaptability, self direction.

**Standards (1-2 per subject):**

**ELA:**

* **W 8.7-Conduct short research projects to answer a question(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration**
* **SL 8.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation**

**Science:**

**Strand 7 1.c**

**a. Use quantitative and qualitative data as support for reasonable explanations and conclusions.**

**b. Use data as support for observed patterns and relationships.**

**Math:**

**EE 3 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.**

[**CCSS.Math.Content.7.SP.B.4**](http://www.corestandards.org/Math/Content/7/SP/B/4) **Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.**

**Social Studies:**

 **3B2 - Assess rights and responsibilities of individuals**

 **7A1 - Select, investigate and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters**

**7F6 - Identify, research, and defend a point of view/position**

**Student Objectives/Learning Outcomes:**

Students will research and design a persuasive presentation appropriate for the intended audience with justification using quantitative and qualitative data.

**Curriculum-Framing Questions**

* **Essential Question: What makes people safe?**
* **Unit Question:**

 **How can we make schools safer in today’s society?**

* **Content Questions:**

 **ELA:**

 **1. What effective research skills are needed to find accurate and reliable information?**

 **2. What skills are necessary for an effective presentation?**

 **Science:**

 **1. What are the statistics for student related acts of violence in public schools**

**per 100 students?**

 **2. How do the number of charges stemming from student violence compare**

**when looking at the years 1980 and 2012?**

 **MATH:**

 **1. How do we use data in real life situations ?**

 **2. How do we draw informal comparative inferences about data?**

 **Social Studies**

 **1. What are the rights and responsibilities of Citizens in the general public?**

 **2. What are the rights and responsibilities of students and teachers in school?**

 **3. What strategies are used to persuade.**

 **4. How do primary sources affect your opinion?**

**Assessment Timeline:**

|  |  |  |
| --- | --- | --- |
| **Before project work begins**  | **Students work on projects and complete tasks**  | **After project work is completed**  |
| * KWL type chart
* Brainstorming of possible problems
 | * Teacher anecdotal notes about team progress
* Student research notes
* checklist
 | * assessment of presentation using rubric to evaluate product
* reflection on self learning
* reflection on team learning
 |

**Prerequisite Skills**:

* Elements of persuasive paper
* knowledge of working together with a team
* Knowledge of technology based presentation tools
* measures of center (mean, median, mode)
* graphing data
* how to use equations for real life situations
* Know steps to create a law

**Instructional Procedures**

* Present problem to students :

 Create a scenario where all school drills (including bully roll play-video clip) are

practiced during one class period. After all drills have been practiced, the question

will be posed to the students, “Now, do you feel safe? What do you feel could be done

to make us safer?"

* Allow students time to brainstorm together for questions they have about school safety. Have each group determine a problem they want to address. (problem will be submitted through edmodo or on notecards)
* KWL chart of student knowledge based on their individual problem
* Students will divide questions evenly they created and find answers (give students specific roles that align to their topic)
* Students will come back together and join information to come up with a combined solution to the student generated problem
* Students will design a presentation of their information and solution to the problem
* Students will share presentation with class for teacher, self, and group evaluation
* Students will complete a self and peer reflection

**Accommodations for Differentiated Instruction** (Special Needs, Non Native Speakers, Gifted)

* Grouping for students needs
* extension activities
* auditory support for struggling readers
* calculators for Math **Dyscalculia**

**Materials and Resources**

* **Print: Newspaper articles**
* **Online: Online news articles**
* **Other:**