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| **EDT 674**  **PBL Class Proposal** | |
| **Name: Barbara Jermyn PT, ATP Date: January 31, 2011** | |
| **Unit of Study:** In this PBL unit a group of general education and special education students will collaborate to construct a wooden garden frame accessible for students in wheelchairs. The special education students will then as small groups then explore / research information regarding varied garden vegetables – including scientific process of the planting cycle; nutritional information of chosen vegetables; and instructions on how to plant properly. They will then proceed to plant a vegetable garden and monitor its growth.  **Time Frame: 2 weeks** | |
| **Content Standards**: (write out the standard)  Language Arts C.4.1- Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes  Language Arts C.4.2- Listen to and comprehend oral communications  Language Arts C.4.3- Participate effectively in a discussion.  Language Arts A.4.1- Use effective reading strategies to achieve their purposes in reading  Language Arts A.4.4 Read to acquire information  Social Studies E.4.1- Increase motor skills to perform functional activities  Social Studies B.4.9. Describe examples of cooperation and interdependence among individuals, groups, and nations  Science F.4.2 Investigate how organisms, especially plants respond to both internal cues (the need for water) and external cues (changes in the environment) | **Technology Standards:**(write out the standard)  **Information and Technology Literacy**  A.4.2 Identify and use common media formats  A.4.5 Use media and technology to create and present information  B.4.7 Communicate the results of research and inquiry in an appropriate format  C.4.3 Develop competence and selectivity in reading, listening, and viewing  C.4.4 Demonstrate self-motivation and increasing responsibility for their learning  **Technology Education**  A.4.5 Determine that humans have always developed tools to communicate, build, move things, and reshape their environment to meet their wants and needs |
| **Technology you plan on using:**  •Environmental Control Unit (ECU – Power Link 4) to facilitate switch use of power tools  •Adaptive switches/adapted tool handles, etc.  •Glogster to illustrate info about chosen vegetables  •Flip pictures/videos to record activity  •WIKI page to outline activity for student and parents to follow  •Communication devices programmed with core vocabulary to be emphasized during unit  •Voice thread to be completed as activity progresses to include comments from both special education as well as general education students included in the project. | **21st Century Skills your unit will demonstrate – include 2-3 skills:**  •**Communication Skills**—Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts  • **Creativity and Intellectual Curiosity**—Developing, implementing, and communicating new ideas to others; staying open and responsive to new and diverse perspectives  • **Critical Thinking and Systems Thinking**—Exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems  • **Interpersonal and Collaborative Skills**—Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives  • **Social Responsibility**—Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts |
| **What are your essential questions?**  1. How can I, as a general education student, plan and collaborate with special education students to create an accessible garden box?  2. How do plants live and thrive in nature? How to plant an accessible indoor garden by using modern methods of horticulture?  3. How can I (as a student) seek information about a high interest topic (creating an accessible working vegetable garden), gain understanding of the natural world and how I can interact in that natural world? | |