



Park Hill School District

Building Successful Futures • Each Student • Every Day

Elementary Bridges Curriculum: Second and Third Grades

Scope and Sequence:

Unit	Instructional Topics
Sample Project1Based Learning Unit	Telling Our Stories • Launch Entry Event • Non-Profits • Interview • Interview Non-Profit Representative • Print Product • Storytelling • Storytelling Creation • Commercial Creation • Share Product • Showcase Preparation

Instructional Framework

Project-Based Learning

Gold Standard PBL

Seven Essential Project Design Elements



Lesson

Teachers

- **Warm-Up:** Review of previous learning, the PBL Driving Question, and the day's Essential Questions. Engage students in new vocabulary they will encounter during the lesson.
- **Teaching Points:** Each Teaching Point will provide students with new knowledge they need to meet the goals of the challenging problem or question the students are tasked with during their sustained inquiry. These teaching points will include aspects of:
 - Creativity, critical thinking, communication and collaboration
 - Social and Emotional Learning
 - Design Thinking Process
- **Closure:** Revisit the day's Essential Questions and provide an opportunity for reflection about the day's learning and work.

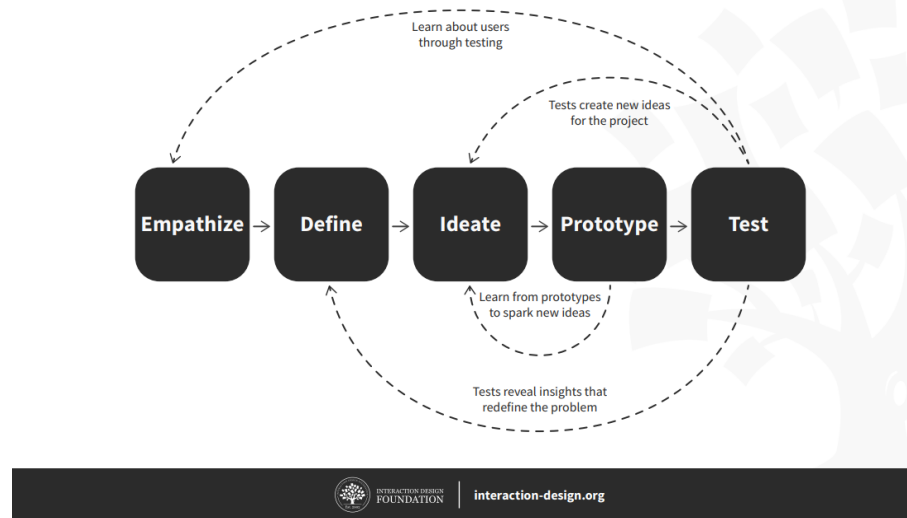
Students

- Display active listening skills.
- Take detailed notes using various note taking strategies.
- Share ideas through collaborative conversations.
- Work collaboratively with others to gain understanding of new concepts.

Application of Learning	
Students ● Utilize critical thinking, creativity, communication and collaboration skills through sustained inquiry. ● Research and take notes. ● Participate in authentic real-world applicable learning. ● Work on public products. ● Engage in the Design Thinking Process. ● Meet with Teacher. ● Collaborate with others. ● Give and receive feedback. ● Revise work based on feedback.	Teachers ● Provide opportunities for student voice and choice. ● Confer to check for understanding. ● Provide feedback and critique.
Reflection	
Students ● Through reflections, students will: ○ Summarize the work they did. ○ Describe the learning they did through the activities. ○ Summarize feedback they received and how they will use it. ○ Share their struggles and successes. ○ Provide images and uploads of artifacts that show their learning.	Teachers ● Evaluate the learning of the students. ● Confer to check for understanding and any misconceptions. ● Reteach concepts as needed for students to be successful.
Resources	
Students: ● Graphic organizers ● Curated digital resources ● Printed texts ● Online resources ○ Newsela, PebbleGo/PebbleGo Next, BrainPop Jr./BrainPop, etc	Teachers: ● Daily instructional slides ● Printable graphic organizers ● Curated digital resources ● Conferring notes ● Single Point Rubrics

Design Thinking

Design Thinking: A Non-Linear Process



Teachers

- **Warm-Up:** Introduce or revisit the steps of the Design Thinking Process. Engage students in any new vocabulary they will encounter during the lesson.
- **Teaching Points:** Each Teaching Point will provide students with new knowledge they need to meet the goals of the particular design challenge or question.
- **Closure:** Revisit the day's Essential Questions and provide a reflection opportunity about the day's learning.

Students

- Display active listening skills.
- Take detailed notes using various note taking strategies.
- Share ideas through collaborative conversations.
- Work collaboratively with others to gain understanding of new concepts.

Application of Learning

Students

- Engage in sustained inquiry.
- Empathize to gain knowledge and perspectives.
- Define to clarify the goal.
- Ideate to generate potential prototypes.
- Prototype to bring chosen idea to life.
- Test to receive feedback and plan next steps.

Teachers

- Provide inquiry-based Design Thinking questions, problems, or challenges.
- Facilitate the steps of the process.
- Provide opportunities for discussion, feedback, and reflection.
- Confer to check for understanding.

Reflection

Students

- Through reflections, students will:
 - Summarize the work they did.
 - Describe the learning they did through the activities.
 - Share their struggles and successes.
 - Provide images and uploads of artifacts that show their learning.

Teachers

- Evaluate the learning of the students.
- Confer to check for understanding and any misconceptions.
- Reteach concepts as needed for students to be successful.

Resources

Students:

- Design Thinking graphic organizer
- Makerspace materials, as need
- Curated digital resources

Teachers:

- Design Thinking instructional slides
- Printable graphic organizer
- Conferring notes
- Single Point Rubrics

Individualized Learning

Teachers

- The purpose of Individualized Learning time is to allow students the opportunity to explore topics of interest to them and to share their learning with others in a creative and meaningful way.

Students

- Apply the skills developed through Project Based Learning and the Design Thinking Process in order to learn about something new that is of interest to them.

Resources

Students:

- Note taking documents
- Printed texts
- Online resources
 - Newsela, PebbleGo/PebbleGo Next, BrainPop Jr./BrainPop, etc
- Digital creation tools
 - Canva, Google Suite, iMovie, etc.
- Makerspace materials, as need

Teachers:

- Learning Path templates to guide student work time
- Conferring notes
- Single Point Rubrics

Sample Project-Based Learning Unit: Telling Our Stories

Length of Unit: 1 semester

Overview of Unit: Second and third grade students will engage with local non-profit organizations in order to tell the story of how they came to be, what services they provide and how they positively impact our community.

Standards for Unit:

2nd Grade	3rd Grade
Grade 2: <i>Critical Thinking:</i> ● PS-I can think about what I already know to help me ask questions. ● SS-I can take notes on the organizer my teacher gives me. ● SS-I can reflect on my learning experiences. <i>Creativity:</i> ● PS-Empathize: I can wonder and explore to increase my awareness of how others might feel. ● SS-Define: I can share the information gathered during the Empathize stage to help define the problem. ● SS-Test: I can test my prototype and explain what went well. <i>Communication:</i> ● PS-I can communicate my thinking. ● SS-With support, I can listen respectfully to others and give them feedback. ● SS-With support, I can receive feedback from others in a respectful way. <i>Collaboration:</i> ● PS-With support, I can develop skills needed to work as part of a team. <i>Social & Emotional Learning:</i> ● PS-I can show concern for the feelings of others.	Grade 3: <i>Critical Thinking:</i> ● PS-I can think about what I already know to help me ask questions, instead of jumping to conclusions. ● SS-I can use a note-taking method to record key information in my own words. ● SS-I can reflect on my learning experiences to identify successes. <i>Creativity</i> ● PS-Empathize: I can wonder and explore to increase my awareness of how others might feel and what they might do. ● SS-Define: I can explain the information gathered during the Empathize stage to define the problem and establish a plan. ● SS-Test: I can test my prototype and explain the failures and successes. <i>Communication:</i> ● PS-I can purposefully communicate my thinking. ● SS-I can listen respectfully to others and give them feedback. ● SS-I can receive feedback from others in a respectful way. <i>Collaboration:</i> ● PS-I can develop skills needed to work as part of a team. <i>Social & Emotional Learning:</i> ● PS-I can recognize strengths in others.

Driving Question:

How can we, as storytellers, communicate and collaborate with non-profit organizations in our community to encourage others to help make a difference?

Essential Questions:

- How might images tell the story about non-profits in our community?

- What non-profit stories will we highlight in our end product?
- What tools and techniques can we use to craft great stories and engage our audience?
- How can we create compelling products about non-profits in our community?
- How do storytellers keep an audience's attention and engagement?
- How can we share our product with the community?

Unit Vocabulary:

- organization
- non-profit
- for profit
- community
- fundraising
- interview
- open questions
- closed questions
- storytelling
- engaging
- commercial
- brochure
- flyer

Telling Our Stories

Engaging Experience 1

Title: Launch/Entry Event

Suggested Length of Time: 1 Session

Teaching Point: Today I will introduce our PBL to you. We will look carefully at our driving question, create a list of things we need to know, and go over the project information and rubric.

Detailed Description/Instructions:

The students will:

1. Complete a gallery walk and see-think-wonder of various non-profit images from around the room.
2. Introduce the driving question and determine our need-to-knows for this unit. Need-to-knows include what we will need to learn and be able to do in order to meet the goal of the PBL.
3. Skim through project packets to find information about the project requirements and rubrics that will be used to guide learning through the PBL.
4. Reflect on their learning for the day.

Engaging Experience 2

Title: Non-Profits

Suggested Length of Time: 2 Sessions

Teaching Point: Today we will discuss what it means to make a difference in our community, and explore local non-profits.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.

2. Discuss things they know and wonder about our vocabulary words.
3. Discuss how people can make a difference in your community.
4. Explore and research about local non-profits in the Kansas City metro area.
5. Choose a non-profit organization to focus on for the project based on their interests.
6. Work with classmates in their non-profit team to research and take notes on chosen non-profit.
7. Reflect on their learning for the day.

Engaging Experience 3

Title: Interview

Suggested Length of Time: 2 Sessions

Teaching Point: Today we will generate open and closed questions and practice using an interview process.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Discuss what makes a question open and closed.
4. Brainstorm open and closed questions they would like to ask their non-profit in order to learn more about the organization.
5. Practice an interview process with a peer.
6. Reflect on their learning for the day.

Engaging Experience 4

Title: Interview Non-profit Representative

Suggested Length of Time: 2 Sessions

Teaching Point: Today we will use the non-profit's responses to our questions to take notes, generate follow-up questions, and summarize the new knowledge we have about the organization.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Watch the video or read the written responses to our questions sent to us by the non-profit organization representatives.
4. Take notes of new learning and generate follow-up questions based on the interview.
5. Summarize and create a storyboard of the interview to show understanding of new knowledge gained about the organization.
6. Reflect on their learning for the day.

Engaging Experience 5

Title: Print Product

Suggested Length of Time: 1 Sessions

Teaching Point: Today we will create a print product for our non-profit using the Design Thinking Process.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Review the Design Thinking Process.
4. Engage in the Design Thinking Process to design and create a flyer to teach others about our local non-profits.
5. Reflect on their learning for the day.

Engaging Experience 6

Title: Storytelling

Suggested Length of Time: 2 Sessions

Teaching Point: Today we will learn about storytelling (what it is, why it is used, how it is used) and become storytellers for our non-profit.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Learn what it means to be a storyteller.
4. Discuss why and how people tell stories.
5. Write a short skit about the non-profit and perform it for the class.
6. Reflect on their learning for the day.

Engaging Experience 7

Title: Storytelling Creation

Suggested Length of Time: 1 Session

Teaching Point: Today we will watch and analyze commercials in order to plan out our own commercial about a non-profit organization.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. and Discuss things they know and wonder about our vocabulary words.
3. Discuss what they already know about commercials.
4. Watch and analyze commercials to learn more about them.
5. Plan out a commercial and how they will create it.
6. Reflect on their learning for the day.

Engaging Experience 8

Title: Commercial Creation

Suggested Length of Time: 2 Sessions

Teaching Point: Today we will create our own commercial for our non-profit organization.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.

3. Review project requirements and rubric as a whole group and clarify expectations as needed.
4. Create commercials using a digital video creation tool.
5. Provide feedback to peers throughout their work time.
6. Reflect on their learning for the day.

Engaging Experience 9

Title: Share Product-Trifold Day

Suggested Length of Time: 1 Session

Teaching Point: Today we will design and complete our display boards for showcase.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Work with teams to complete a trifold display of the work they did throughout the PBL to be used at showcase night.
4. Reflect on their learning for the day.

Engaging Experience 10

Title: Showcase Prep

Suggested Length of Time: 1 Session

Teaching Point: Today we will prepare and practice sharing our learning with others.

Detailed Description/Instructions:

The students will:

1. Review the driving question and need-to-knows, making additions and revisions as needed.
2. Discuss things they know and wonder about our vocabulary words.
3. Create a storyboard for their showcase presentation.
4. Practice the showcase presentation.
5. Give and receive feedback with a peer.
6. Reflect on their learning for the day.

Public Product

Showcase Night

Teaching Point: Students present their culminating projects at a showcase night with their families and community stakeholders.

Suggested Length of Time: 1 Night

Detailed Description/Instructions:

Students will create and share a trifold display of their chosen non-profit flyers and commercials.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Telling Our Stories	Launch/Entry Event	The students will: 1. Complete a gallery walk and see-think-wonder of various non-profit images from around the room. 2. Introduce the driving question and determine our need-to-knows for this unit. Need-to-knows include what we will need to learn and be able to do in order to meet the goal of the PBL. 3. Skim through project packets to find information about the project requirements and rubrics that will be used to guide learning through the PBL. 4. Reflect on their learning for the day.	1 Session
Telling Our Stories	Non-Profits	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Discuss how people can make a difference in your community. 4. Explore and research about local non-profits in the Kansas City metro area. 5. Choose a non-profit organization to focus on for the project based on their interests. 6. Work with classmates in their non-profit team to research and take notes on chosen non-profit. 7. Reflect on their learning for the day.	2 Sessions
Telling Our Stories	Interview	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Discuss what makes a question open and closed. 4. Brainstorm open and closed questions they would like to ask their non-profit in order to learn more about the organization. 5. Practice an interview process with a peer.	2 Sessions

		6. Reflect on their learning for the day.	
Telling Our Stories	Interview Non-profit Representative	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Watch the video or read the written responses to our questions sent to us by the non-profit organization representatives. 4. Take notes of new learning and generate follow-up questions based on the interview. 5. Summarize and create a storyboard of the interview to show understanding of new knowledge gained about the organization. 6. Reflect on their learning for the day.	2 Sessions
Telling Our Stories	Print Product	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Review the Design Thinking Process. 4. Engage in the Design Thinking Process to design and create a flyer to teach others about our local non-profits. 5. Reflect on their learning for the day.	1 Session
Telling Our Stories	Storytelling	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Learn what it means to be a storyteller. 4. Discuss why and how people tell stories. 5. Write a short skit about the non-profit and perform it for the class. 6. Reflect on their learning for the day.	2 Sessions
Telling Our Stories	Storytelling Creation	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. and Discuss things they know and wonder about our vocabulary words. 3. Discuss what they already know about commercials.	1 Session

		4. Watch and analyze commercials to learn more about them. 5. Plan out a commercial and how they will create it. 6. Reflect on their learning for the day.	
Telling Our Stories	Commercial Creation	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Review project requirements and rubric as a whole group and clarify expectations as needed. 4. Create commercials using a digital video creation tool. 5. Provide feedback to peers throughout their work time. 6. Reflect on their learning for the day.	2 Sessions
Telling Our Stories	Share Product-Trifold Day	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Work with teams to complete a trifold display of the work they did throughout the PBL to be used at showcase night. 4. Reflect on their learning for the day.	1 Session
Telling Our Stories	Showcase Prep	The students will: 1. Review the driving question and need-to-knows, making additions and revisions as needed. 2. Discuss things they know and wonder about our vocabulary words. 3. Create a storyboard for their showcase presentation. 4. Practice the showcase presentation. 5. Give and receive feedback with a peer. 6. Reflect on their learning for the day.	1 Session

Unit of Study Terminology

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.