**Learning Space Design Challenge**

**OVERVIEW**

| **Title:** Learning Space Design Challenge | |
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| **Grade Level(s):** 3rd | **Duration:** Approximately 5 hours |
| **Discipline(s):** English Language Arts | **Authors:** Adapted from a task designed by the EdLeader21 Common 4Cs Performance Assessment Design Team. (Resource: Classroom Design Specialist, Defined Stem) |
| **Challenge:** Design a 3rd grade learning space where students can practice the North Carolina Portrait of a Graduate Durable Skills.  In this challenge, students play the role of interior designers who specialize in classroom design. They have been asked by the school Principal and 3rd grade teachers at John Dewey Elementary School to submit a proposal to redesign a 3rd grade learning space where students can practice the North Carolina Portrait of a Graduate Durable Skills. After reviewing articles and pictures about durable skills and classroom design, students create a written Learning Space Design Proposal (up to 1 page). | |

**FOUNDATION (LEARNING GOALS)**

| **Disciplinary Content/Standards**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.    Write opinion pieces on topics or texts, supporting a point of view with reasons.   * Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. * Provide reasons that support the opinion. * Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. * Provide a concluding statement or section. |
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| **Durable Skills:**  **Critical Thinking**   * Information, Discovery, and Research:   + Clearly documents learning. Organizes information (For example: Sorts notes into provided categories, etc.). * Solution Finding (When Problem Solving)   + Creates solution ideas that are clearly connected to the specific problem. Explains why each idea makes sense.   + Evaluates ideas using provided criteria. Selects a solution that meets criteria. Clearly explains why the solution makes sense. * Justification   + States an opinion about the problem or issue.   + Provides opinion with reasons that are supported by relevant facts and details. |

**Frame:** What meaningful, authentic product will students create to show evidence of the targeted disciplinary content and competencies?

**Product:** Design Proposal and Drawing

**Student Prompt:**

*Dear Interior Designer:*

*We need your help to solve a problem. Besides learning math, science, and other subjects, our students need other skills. We want them to be able to practice the North Carolina Portrait of a Graduate Durable Skills to be successful in the future.*

*The North Carolina Portrait of a Graduate Durable Skills are:*

* *Adaptability*
* *Collaboration*
* *Communication*
* *Critical Thinking*
* *Empathy*
* *Learner’s Mindset*
* *Personal Responsibility*

*We need to create a learning space that will help students learn and practice durable skills. Your job is to design a proposal for a learning space in which 26 third grade students can be active and learn durable skills. We have money to pay for this project, but we need your creative ideas. We look forward to seeing the proposals for your design.*

*Sincerely,*

*John Dewey Elementary School Principal and 3rd Grade Teachers*

**Success Criteria:**

* Clearly describe their proposed design for the learning space.
  + Describe at least two features that make the learning space effective.
  + For each feature:
    - Identify which of the durable skills the feature supports.
    - Explain why the feature will help students learn and practice that durable skill.
  + Include some ideas that are surprising/unique.
* Convince John Dewey Elementary School Principal and teachers to adopt their design.
* Include a labeled drawing that shows the features.

**Deeper Learning Reflection/Feedback:**

* What tools are needed to evaluate student work? (e.g., rubrics, checklist, etc.)
  + Critical Thinking I Can Statements
  + Critical Thinking Rubric
* Who will evaluate student work? (self-, peer-, teacher, experts?)
  + This task includes opportunities for self, peer, and teacher assessment.

**DESIGNING & FACILITATING LEARNING EXPERIENCES**

| **1 - Launch**  How will you launch the unit?  Introduce the task. Read the letter to the students. Ask the students to follow along and highlight key words and phrases. Review the success criteria with students. Direct students to the entry document/prompt when responding to any questions that surface. |
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| **2 - Middle**  How will students build understanding and skills necessary to create high-quality products?  Students identify skills that make up each of the durable skills.  Students begin to generate ideas for the learning space.   * Explain that you’re going to watch the video Above And Beyond, a story about what is possible when students demonstrate durable skills. As they watch the video, ask students to think about the following question, “How did Rafael and Maya demonstrate the durable skills?” (Option: Facilitate as a Jigsaw. Create 7 groups and assign each group to focus on one durable skill.) * Play the video: Above And Beyond. * Ask students to collaborate with partners to record notes on Post-it notes in response to the question, “How did Rafael and Maya demonstrate the durable skills?” Challenge students to think of examples for each of the durable skills. * Display chart paper divided into 7 sections, each of which is labeled with one of the durable skills as a header. Ask students to share examples of ways in which Rafael and Maya demonstrated each of the durable skills in the video. (Review one skill at a time.) When sharing, have students place their Post-it note in the appropriate box on the chart paper. After students finish sharing, summarize the key skills associated with the durable skill. * Remind the students that the Principal of John Dewey Elementary has asked them for help in designing a learning space where students can practice these skills. * The following is a sample activity that can be facilitated to activate thinking about spaces that are designed to help students practice the durable skills:   + Display the following image: <http://innovation.umd.edu/wp-content/uploads/2014/10/Garage-1.jpg> * Ask students to discuss with a partner: Which of the durable skills do you think students are demonstrating in this picture? What features in the space help students practice these skills? Facilitate a whole group share out in response to the questions.   \*\*\*   * Students expand their list of learning space design ideas in response to:   + Analyzing pictures   + Reading informational text   Distribute/display images of learning spaces and furniture. Have students review the images, analyze whether the spaces have features/characteristics that meet the challenge, and generate ideas for their own designs. Explain that they should not copy the examples because the features that they incorporate into their designs should be original.  Have students begin to complete section #1 in the Learning Space Design Ideas organizer. Emphasize the importance of clearly describing why each feature helps students learn and practice durable skills.  Next, guide students through the process of reading at least one informational article to generate learning space design ideas.   * Sample articles: <https://docs.google.com/document/d/198iDEvxwQQ2NZFGMEAsxfLZ-UyYMaRK8kdSXG-njcgs/edit>   Then, instruct students to add additional detail to section #1 in the Learning Space Design Ideas organizer.  \*\*\*   * Students prioritize their list of learning space design ideas. * Students explain their ideas to a partner. * Students revise their ideas based on feedback.   In this section of the task, students prioritize their list of learning space design ideas. They begin by reviewing their list of ideas for features and thinking critically about which ideas best meet the challenge.  Have students review their list of ideas listed in section #1 in the Learning Space Design Ideas organizer (Pg. 4) and consider which ideas most effectively meeting the challenge because they:   * Help students learn and practice the durable skills. * Are original/surprising/unique.   Instruct students to rank the top 3 ideas listed in section #1. (Ask students to write “1, 2, and 3” next to their top 3 design ideas in the left column.)  Form pairs and have students take turns presenting their top three ideas and receiving feedback. Teachers can use any strategy for facilitating critique. One sample strategy is a Listening Dyad Protocol:   * Review the norms for the protocol:   + Each person is given equal time to talk. (Up to 2 minutes.)   + The listener does not interrupt.   + When giving feedback, be kind and specific. Say what you like and what you wonder about your partner’s ideas. * Form pairs. * The first person presents their top 3 Learning Space Design Features. (I recommend \_\_\_\_as a feature. This addresses (communication/collaboration/critical thinking/creativity). This will help students learn and practice the 4Cs because \_\_\_\_.) * When the first person is finished sharing, partners say what they like and what they wonder about their partner’s ideas. (I like\_\_\_because\_\_\_. I wonder\_\_\_ because\_\_\_.) * Repeat the process. * Students silently reflect on the feedback that they received and make revisions if necessary.   \*\*\*   * Students create 21st Century Learning Space Design Proposals (up to 1 page) and Drawings. Proposals and drawings should convince John Dewey Elementary School Principal and teachers to adopt their designs.   In this part of the process, students create draft proposals and drawings.  Students can use a Writing Frame to complete their drafts. Or, have students begin drafting using an alternate organizer or word processor. Guide students through the process of:   * Drafting, * Revising, * Publishing a final copy using any strategies that seem appropriate. |
| **3 - End**  Provide an opportunity for students to share and reflect about their learning and application of the targeted Critical Thinking skills at the culmination. |

**SCAFFOLDING AND ACCESSIBILITY**

What resources will provide access to learning for all students?

**Learning Space Design Ideas Organizer**

| ***I might include this in my design…*** | ***This supports:*** | ***This feature will help students learn and practice the durable skill because…*** |
| --- | --- | --- |
|  | Adaptability  Collaboration  Communication  Critical Thinking  Empathy  Learner’s Mindset  Personal Responsibility |  |
|  | Adaptability  Collaboration  Communication  Critical Thinking  Empathy  Learner’s Mindset  Personal Responsibility |  |
|  | Adaptability  Collaboration  Communication  Critical Thinking  Empathy  Learner’s Mindset  Personal Responsibility |  |
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|  | Adaptability  Collaboration  Communication  Critical Thinking  Empathy  Learner’s Mindset  Personal Responsibility |  |

What supports will be implemented to provide access to learning for all students?

This ***optional*** frame is provided as a language scaffold for students to use as they write:

| Principal and 3rd Grade Teachers at John Dewey Elementary School:  Our goal is to design an active learning space where students can practice the North Carolina Portrait of a Graduate Durable Skills.  To support this goal, I recommend the following features for the design of the classroom:  To begin with, we can include this design feature:  This feature supports:   * Adaptability * Collaboration * Communication * Critical Thinking * Empathy * Learner’s Mindset * Personal Responsibility   This feature will help because:  We can also include this design feature:  This feature supports:   * Adaptability * Collaboration * Communication * Critical Thinking * Empathy * Learner’s Mindset * Personal Responsibility   This feature will help because:  Finally, we can include this design feature:  This feature supports:   * Adaptability * Collaboration * Communication * Critical Thinking * Empathy * Learner’s Mindset * Personal Responsibility   This feature will help because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Thank you for reviewing my proposal. You should adopt my proposal because: |
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