

21 Century Technology Teams Unit Plan Template

(Based upon ISTE & UbD models – Used with permission)

Teachers' Names: Ann Beattie and Tom Young

Grade Level(s): 5th and 1st

Content Area(s): Social Studies/ Service Learning

Stage 1: Desired Results

Essential Question(s) – What essential question(s) or learning are you addressing?

Is there a student oriented guide/resource of activities to do in the Mad River Valley?
Would the valley's visitor center benefit from one being published? How can we research, evaluate to inform the people and visitors of the Mad River Valley about the options kids have for entertainment and enjoyment?

Standards – What do you want students to know and be able to do?

Content Standards:

Vermont Standard 3.10 Teamwork: Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions.

History and S.S. GEs

H&SS5-6:4 Students conduct research by referring to and following a plan of inquiry, locating relevant materials, applying criteria from plan to analyze quality and quantity of information gathered, recording observations using videotapes, tape recorders, journals etc., and citing sources.

IT Standards (NETS*S, VT GEs): NET*S

- 1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**
 - a. Students apply existing knowledge to generate new ideas, products, or processes.**
- 2. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - b. Students plan strategies to guide inquiry.**

VT GEs

IT5-6:4 Students demonstrate the use of a variety of media and formats to communicate information and ideas effectively to multiple audiences by creating a linear or non-linear presentation including title slide, graphics, text, voice, sound, and scanned or digital photo, animation, bibliography, and table of contents.

Stage 2: Assessment Evidence

Assessment – What will students do or produce to illustrate their learning? How will you assess what they do or produce?

Performance Task(s): Students will create a map displaying the locations of each identified business, activity, or public places. Students will create an informational book with detailed information about each identified item.

Other Evidence: Students will be assessed with a rubric based on the listed VT Standards, GEs, and Vital Results.

Stage 3: Learning Plan

Overview – This is a short summary of the lesson or unit including assignments or possible products.

Students will create a map of the Mad River Valley displaying all the things kids can do while visiting or enjoying a day off in the valley. The students will also create a hard copy and digital copy of this booklet.

Resources – What resources will you use in your project (e.g., digital tools, web pages, print resources, etc.)?

Digital video cameras, digital still cameras, scanner, Voice Thread, Chamber of Commerce, human resources to interview, internet, word processing program.

Preparation – What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?

Students will need to know about the sites they will document. They will need preteaching in map skills and creation.

Management – How and where will your students work (classroom, lab, groups, etc.)?

Students will work as individual classes, a whole group, in the computer lab, field trips to a variety of sights.

Outline and Timeline for Instruction and Activities – List the learning activities you will use and provide a timeline that indicates what students must complete and by when.

September-Visit the Valley Visitor Bureau and look at information displayed and its intended audience. Students will be asked if there is information about activities for kids and identify the need for something geared to our intended audience. Invite head of Visitor Bureau to come in and talk to kids about Visitor Center and identify the need for such a document.

October/November- Focus on discussion of essential question. Students will be broken into teams for the length of the project. Teams will make a plan to gather

information and decide how to organize and publish it.
January- Teams begin working on hard copy of informational book.

February – Continuation and completion of teamwork to finish hard copy.

March –Edit hard copy of book and publish.

April/May- Use information from hard copy to create a digital presentation.

Finalize project and prepare presentation for the Valley Visitor Bureau. Post information on Valley Visitor Bureau’s web page. Start and complete creation of a map to show location of each identified activity or site.

June- Formal presentation to the Visitor Center.

Instructional Strategies – Describe how you will use any of the strategies listed below in your unit. NOTE: You don’t have to use them all!

Project-Based Learning:

Differentiated Instruction: There will be a variety of tasks within each poster that will allow students of varying abilities to participate.

Inquiry-Based Learning: Students will identify a community need and work on creating a document to fulfill that need.

Constructivism:

Learning Centers:

Collaborative Groups: Students will be working in collaborative groups on to create posters of each identified location. These will be a mix of first and fifth graders.

Other:

Closure and Reflection – How will you wrap up the unit? How will students reflect upon their work?

We will wrap up the unit with a presentation to the Valley Visitors Center. Students will be asked to keep a written journal throughout the year reflecting on the process in addition to a final written reflection describing the process, things they may do differently, things that went well etc.

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