



## Collaborative 21<sup>st</sup> Century Skills Unit Plan Template

How to use this template:

1. Plan a meeting with the Collaborative Teaching Team (classroom teacher, special education teacher, library media specialist, reading specialist, ELL teacher are examples of team members).
2. Discuss the various questions for each of the 7 steps in the unit plan template.
3. Designate one person as a recorder using the electronic form.
4. Go to the electronic version and fill in the sections. Save in your respective folders or on a designated place on the server.
5. Save a copy of the plan on the 21<sup>st</sup> Century Skills Google Site
6. The final step (#8- Reflections) should be completed by teachers, students, and parents after the unit has been taught.

### Critical Information –

Date: 10/27/2010

Teachers' names: Cheryl Williams, Rita Gipp, Jody Murphy, Gee Gee Jannene, Susi Pakes, Kerith Hintz, LaShell Rothfelder-Bunker

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Unit Title: Disasters

Subject/s: Health, Art, Global Communications,

Special Ed., Tech Ed

Does the **title** of the unit express the curriculum concepts? Will the title signal to the students the focus of the problems that need to be solved?

Grade or target audience: Middle School

Date unit introduced: 12/8/2010 Expected completion date: 4/30/2010

### Step 1: UDL Environment

*Universal Design for Learning Environment* can be defined as a well designed space and climate where the interaction of all students, the teaching team and materials merge. The learning environment consists of both cognitive and social elements that vary in degrees of development, experience, structure, conformity to social norms, independence and interpersonal relations. Another aspect of the learning environment addresses the various systems of feedback that are designed to communicate to the student and parents the achievement levels along the learning path.

Describe in no more than 5-7 sentences the UDL environment you plan to achieve during this particular unit. Which instructional practices will be more structured and which activities will be more student-centered? Will the students learn independently or in collaborative groups? How will you provide for assistance to students with special needs? How will you provide for Response to Intervention? Where will learning take place?

Click here to enter text.

## Step 2: Focus – Goals and Objectives

Write 2 or 3 goals and under each goal list the objectives necessary to accomplish the goals.

Do your **goals** include broad statements that emphasize the concepts of the unit along with 21<sup>st</sup> Century Skills <http://www.21stcenturyskills.org/> and Universal Design Principles <http://www.cast.org/about/index.html> ? Do your goals indicate how all your students will achieve higher order thinking and become active members of your learning community? What knowledge, skills, strategies, and attitudes do you expect students to gain from this unit?

Are you **objectives** measurable, authentic, challenging, and multidisciplinary? Are they realistic in the amount of time designated for the unit?

Does the unit address competencies identified in the **Wisconsin Academic Standards** for your content area and does the unit integrate the Wisconsin Information & Technology Literacy Standards?

**Goal 1** Students will determine and evaluate the significant impact of disasters.

**Objective 1.a** Students will brainstorm what they presently know about disasters.

Standards: [Click here to enter text.](#)

**Objective 1.b** Students will develop research questions related to the disaster using one of the techniques.

Standards: [Click here to enter text.](#)

**Objective 1.c** Students will brainstorm what they presently know about disasters.

Standards: [Click here to enter text.](#)

**Goal 2** Retrieve factual information in a systematic

**Objective 2.a** Students will use the Big Six Problem Solving Model to structure their research.

Standards: [Click here to enter text.](#)

**Objective 2.b** Students will develop skills in deciphering fact from fiction

Standards: [Click here to enter text.](#)

**Objective 2.c** Students will develop research questions related to the disaster using one of the techniques.

Standards: [Click here to enter text.](#)

**Goal 3** Develop empathy for those impacted by the disaster

**Objective 3.a** Students will reenact a component of the disaster.

Standards: [Click here to enter text.](#)

**Objective 3.b** Students will communicate personal responses to the disaster and those affected.

Standards: [Click here to enter text.](#)

## Step 3: Planning Process

Describe in 2 or 3 sentences the planning process of the Collaborative Teaching Team

Describe in specific terms the **roles of each team member**. What, when and how will teaching strategies be delivered?

Describe the **student activities, roles** and **expectations** during the process of learning. How will you determine their needs, interests and prior knowledge?  
Include a suggested **timeline** that would include each segment of the learning process plus an expected completion date.

Roles of **Teacher/s**: [Click here to enter text.](#)

Roles of **Library Media Specialist**: [Click here to enter text.](#)

Roles of other staff [Click here to enter text.](#)

**Learning Activities: student** roles and expectations: [Click here to enter text.](#)

**File Management**, Saving and Finding files in their computer folders.

**Time Management Calendar and Project Folders**

**Big 6 Timeline:**

Step 1 **Task Definition**: Define the problem and the questions [Click here to enter a date.](#)

Step 2 **Information Seeking Strategies**: What are the resources? Include a map of the LMC  
[Click here to enter a date.](#)

Step 3 **Location and Access**: Where are the resources and how do you find the information?  
[Click here to enter a date.](#)

Step 4 **Use of Information**: Trash and Treasure or Skim and Scan, Locating the Main idea, Summarizing, Into the Book for elementary <http://reading.ecb.org/> , Note taking strategies, Citations, Bibliography format, Locating media, Saving in Folders [Click here to enter a date.](#)

Step 5 **Synthesize Information**: Outline, Graphic Organizer (Inspiration or Kidspiration), Rough Draft, Storyboard, Paper, Photo Story, Movie, Brochure, Newsletter, Play, Authentic project such as construct a prairie restoration [Click here to enter a date.](#)

Step 6 **Evaluation**: Reflect on process and results [Click here to enter a date.](#)

#### **Step 4: Inquiry Questions or Problem Scenario**

Write a scenario that will engage the students in an active, inquiry-based pursuit of knowledge or real-world problem. Would this scenario motivate students to a deeper understanding of the key concepts in the unit? Will the students connect with the problems to be solved and as a result will they be able to create or produce a product that has personal or social value?

OR

Write several “starter” inquiry questions that focus on the theme and extend beyond fact-finding.

Scenario: Student will have brainstormed all possible questions addressing disasters. Each student will in turn be assigned a specific disaster to research, and apply to the essential question. Students will acquire and organize their information on Google Docs to collaborate with fellow students

Sample Inquiry Questions (students will be encouraged to develop more): [Click here to enter text.](#)

### Step 5: Assessment Strategies

How will you and your students know they have achieved the objectives of the unit? What assessment tools will be created or revised? How will the students be involved in the assessment process? If the projects are designed for a “real-world” audience, how will the audience be involved in the assessment process? How will the standards that were identified in Step 3 be assessed? Are the students’ creative solutions to real-world-problems realistic in terms of the financial capacities and cultural norms of the school or community?

Write 2 or 3 sentences as an introduction. Students will be given a rubric indicating what components need to be included in their final presentation. They will be encouraged to expound on and interpret their research findings to answer the essential question. A rubric, observation, student samples of information will be taken into account for a final grade.

Include Assessment tools (Rubrics, Checklists, Journal or Reflection questions, Conference questions, Portfolio template) as an addendum.

### Step 6: Tools and Resources –

What tools and resources will the students need during the process? How will they determine which tools or resources will be the most valuable in order to address and resolve the unit problem/s? How will they access the tools and resources? What “experts” from either the group of students in your class, from within the school or from outside the school are available to help your students with this unit? What assistive technologies will be available for students with special needs?

Enter Library Media Center and Internet Resources, Technology Applications, “Experts names”: (This list of resources will expand as students locate additional materials or “experts.” Their additional resources could be placed on their webpage.)

Library Media Specialist, Online databases (Nettrekker, SIRS, Worldbook Online, Teen Health & Wellness, Search Engine Tools (Google Wheel, Google Timeline) Note: All sources are accessible via Marshall Library homepage.

### Step 7: Reflections –

How and when will the Collaborative Teaching Team students, parents, and other interested parties reflect on the learning process, knowledge gained, student products/performances as a result of this unit? Were the students able to go beyond a deeper understanding of the concepts and create an original position or product? What would teachers and students do differently with the next project?

Enter Reflection Questions: Students will interpret their findings to answer the essential questions 1. How can disasters impact health? 2. How does or might art reflect disaster? 3. What technology has or can result from disasters?