21 Century Technology Teams Unit Plan Template
(Based upon ISTE & UbD models – Used with permission)

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Grade Level(s): 1st grade & 5th grade
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 kid 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 you research and 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:
H&SS1-2:3
Students design research by…
    • Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
    • Explaining what their jobs will be during an inquiry investigation (e.g., drawing pictures after a field trip).
    • Planning how to organize information so it can be shared.
Vital Results
3.10 Team Work
    • Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).

IT Standards (NETS*S, VT GEs): NETS*S 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. 3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. VT GEs **IT5-6:4 Students demonstrate the use a variety of media** **and formats to communicate information and ideas effec-** **tively to multiple audiences by…** **Multi-Media** • Creating a linear or non-linear presentation including title slide, graphics, text, voice, sound related to topic, scanned or digital photo, animation, bibliography and table of con- tents

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 all the location of each identified business, activity or public place. Students will create a informational book with detailed information about each identified item. |
| Other Evidence: Students will be given a formalized grade through the use of a scoring rubric that will be based on the listed 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, that will exhibit all of the things for kids to do while visiting or enjoying a day off. The students will also create a hard copy and digital copy of the informative 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?

| Getting to the identified locations to gather detailed information, kids will need advance teaching in map skills. |

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

| Students will work as individual classes, whole group, computer lab, field trips, and a variety of sights with in the community |

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 Visitor's Bureau and examine the information displayed and its intended audience. Students will be asked if there is information for activities for kids. Will identify that there is nothing geared toward our intended audience. Have head of Chamber and/or Visitor's Bureau come in and identify that there is a need for such information to be published.

October-November: Focus and discussion of essential question. Students broken into teams for the length of project. Teams make a plan to gather information, and decide how to organize and publish data.

January: Teams use a variety of means as they start to work on the hard copy of informational book. |

February: Continuation and completion of team work.

March: Edit hard copy of book and publish

April-May: Take information from book and create a digital presentation of information. Finalize project and prepare for presentation to Valley Chamber & Visitor Bureau. Start and complete creation of map to outline location of each identified activity or sight.

June: Formal Presentation to the Chamber and Visitors' 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: The will be a variety of tasks with in each poster that will allow 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 work together to create posters of each identified location. This 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?

The project will culminate with a presentation to the Valley Visitors' Center. My first grade students will reflect upon their work with a procedural piece of writing. They will be able to use their ongoing reflective journals as a reference.