## Collaborative Unit Plan

**Forest Lake Elementary Technology Magnet School**

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Grade Level:</th>
<th>Length of Unit:</th>
</tr>
</thead>
</table>

### Standards to be addressed:

### Pre-Assessment Methods to be used: (Highlight those that are appropriate)

<table>
<thead>
<tr>
<th>Readiness</th>
<th>KWHL</th>
<th>Self-Evaluation</th>
<th>Inventories</th>
<th>Learning Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fist to Five</td>
<td>MAP-math</td>
<td>Squaring off</td>
<td>Student interest</td>
<td>Multiple intelligence survey</td>
</tr>
<tr>
<td>Graphing</td>
<td>MAP-reading</td>
<td>Thumbs up/down</td>
<td>Interest inventory</td>
<td>Other: Concept/Question Board</td>
</tr>
<tr>
<td>Pre-test</td>
<td>Yes/No card</td>
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</table>

### Essential Question:

### Focus Questions for Lessons:

### Being There Experience:

### Responsibilities of Classroom teacher:

### Responsibilities of ITS:
- Establish United Streaming Playlist.
- Establish list of websites (see attached list)

### Websites: (See attached list)

### United Streaming: (See Playlist)

### Responsibilities of LMS:

### Media Resources (Listing of all print and non-print resources):

### Resource Speakers:

### Field Studies (in and out of school)

### Strategies used within the unit: (Put topics by strategies used.)

<table>
<thead>
<tr>
<th>Acceleration</th>
<th>Independent</th>
<th>Learning contracts</th>
<th>Multiple intelligences</th>
<th>Student choice</th>
<th>Varied materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor activities</td>
<td>Jigsaw</td>
<td>Learning stations</td>
<td>Orbital studies</td>
<td>Taped material</td>
<td>Varied tasks</td>
</tr>
<tr>
<td>Compacting</td>
<td>Large group</td>
<td>Literature circles</td>
<td>Small group</td>
<td>Tiered lesson</td>
<td>Visual organizers</td>
</tr>
<tr>
<td>Webquests</td>
<td>Others:</td>
<td></td>
<td></td>
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</tbody>
</table>
### Technology Components

**Project-based components:**

**Final assessments used:** This is used at the end of the unit. It should measure standards-based content and skills in a format appropriate for the learning required. Again, please attach rubric if used. (Highlight assessment measures used)

<table>
<thead>
<tr>
<th>Chapter tests</th>
<th>Exit cards</th>
<th>Portfolio review</th>
<th>Rotation</th>
<th>Talking topics</th>
<th>Wraparounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation circles</td>
<td>Performance tasks</td>
<td>Reflection gallery</td>
<td>Rubrics</td>
<td>Unit test</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Integration into other subject areas:**

**Writing:**

**Evaluation of collaborative efforts:**

**How well were the academic standards met?** All standards were met!

**What impact did information literacy have on this unit or lesson?** Students used nonfiction books to extend knowledge regarding standards

**How well did the library resource collection support the objectives of this unit?**

Diversity of formats - books, multimedia, electronic, web-based?___5__

Currency - were the resources up-to-date?___5__

Sufficient resources?___3__

Reading/viewing/listening levels met student needs?___5__

Scale: 5=Excellent  4=above average  3=average  2=below average  1=poor

**What activities were included in this unit? Please note suggestions for improvement:**

Multimedia, technology, hands-on experiments, use of science text

Adapted from IMPACT: Teaching and Learning for the 21st Century Information Literacy and Technology Integration Guide - Martha Alewine/School Library Media Services Office of Technology, South Carolina Department of Education

"Differentiated Lesson Plan Form" Richland School District Two