



## **SREB/*High Schools That Work***

### ***Enhanced CT***

## **Project Unit Template**

**Project Title:** Teacher! Teacher! How can I learn?

**Essential Question:** How do you design a unit that will meet all types of learners' needs?

### **Technical Content Standards:**

#### **Education & Training Career Cluster™ (ED)**

2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.

#### **Professional Support Services Career Pathway (ED-PS)**

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.
2. Implement methods to enhance learner success.
3. Identify resources and support services to meet learners' needs.
4. Identify resources and support services available in the learning organization to enhance the learning environment.

## **The Project Description**

### **Step One**

**Project Description Outline:** Students will work in teams to develop a unit plan that uses the concepts necessary to differentiate instruction for a group of 5<sup>th</sup> grade students and present two of the planned lessons to the class and representatives from the ELL and Special Education department, and completing the project with a written self-evaluation of what they learned and accomplished.

**You** are a part of a 5<sup>th</sup> Grade math, science, and ELA teaching team.

**You are faced with** a class made up of 5 students from Mexico, 4 students from Croatia, 1 student with dyslexia modifications, 2 students with ADHD modifications, 2 with gifted modifications, and 8 regular education students.

**You must** design a unit plan on the American Southwest that includes lessons on reading, writing, science and math and will meet the needs of ALL of the students in your class.

**Technical:**

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.
2. Implement methods to enhance learner success.
3. Identify resources and support services to meet learners' needs.
4. Identify resources and support services available in the learning organization to enhance the learning environment.

**Research, Read and Write:**

**ELACC11-12RST7:** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

**ELACC11-12RST9:** Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**ELACC11-12WST4:** Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Science:** Refer to Grade 5 Common Core Science Standards

**Math:** Refer to Grade 5 Common Core Math Standards

**Once you have decided upon a course of action, you will** present two of the planned lessons to our class and members of our ELL and Special Education department. You will prepare two of your lessons from the unit by filming and evaluating yourselves prior to presenting them. You will conclude the project with a written self-evaluation of what you have learned and accomplished.

**We will celebrate the end of the project by playing “Are You Smarter Than a Fifth Grader”!**

**Step Two: Project Description**

As teachers we are asked to make sure that we adapt our instruction to meet the needs of all of our students. This project is designed to help our Teacher Cadets understand the complexities of teaching diverse learners. Typically a classroom will include students who are still learning English, students who have special modifications to meet their needs for learning, and what we regularly describe as “average or normal” students. The classroom requirements for this project reflect this reality.

Before launching students to work on the project itself, we will read and discuss the sections in our textbooks about teaching the diverse learner. In addition we will have representatives of the ELL and Special Education as guest presenters, modeling lessons for the class. Students will also review Learning Style information, Bloom’s Taxonomy, and the lesson and unit plan processes. The students will take Cornell notes, respond to surveys, construct journal entries, and read and mark the text on background material. Students will also have to examine the 5<sup>th</sup> Grade Common Core Standards as a basis for their project. They will in their assigned team choose standards for math, science and ELA and write justification responses for their unit choices showing how they will use these standards in the unit assignment. Once these are approved, they may begin work on their unit plan.

Students will first make an overall unit plan outlining objectives and activities, matching them to the content standards for 5<sup>th</sup> grade. They will then construct lesson plans for math, science, and ELA that teach their chosen information, following our lesson plan format.

In the lesson plan they will identify how and what types of interventions they will use to address the needs of each of their students. The lesson plan will include details of their planned activities, assignments, and assessments.

When the unit plans are complete, team members will decide which two lessons they will present to the class and representatives of the ELL and Special Education department. Students will practice their lesson presentations, filming themselves so they can evaluate and improve their presentations. Students will present their lessons and receive feedback on their accomplishments. They will conclude the project with a written self-evaluation of what they have learned and accomplished.

We will celebrate the end of the project by playing the game “Are You Smarter Than a Fifth Grader?”

## **Identify CCSS Reading and Writing Standards:**

### **Key Ideas and Details**

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### **Integration of Knowledge and Ideas**

[CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

[CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

### **Text Types and Purposes<sup>1</sup>**

[CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

## **Production and Distribution of Writing**

[CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **Research to Build and Present Knowledge**

[CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Identification of Mathematical Skills and Content:**

- 1 Make sense of problems and persevere in solving them.
- 3 Construct viable arguments and critique the reasoning of others.
- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

## **Identification of Other Content Standards:**

5<sup>th</sup> Grade standards in Math, Science, and ELA- specifics depend on student choices of topics for unit.

## **Workforce Readiness Standards:**

2. Apply appropriate academic and technical skills.

*Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.*

4. Communicate clearly, effectively and with reason.

*Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.*

5. Consider the environmental, social and economic impacts of decisions.

*Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.*

6. Demonstrate creativity and innovation.

*Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.*

7. Employ valid and reliable research strategies.

*Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.*

8. Utilize critical thinking to make sense of problems and persevere in solving them.

*Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.*

11. Use technology to enhance productivity.

*Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.*

12. Work productively in teams while using cultural/global competence.

*Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.*