Example Instructional Planning Packet

In this packet you will find completed examples of the materials used for instructional planning throughout the training. Reference this packet throughout the training when you are in need of an example to work from.

Contents Include:

Example: Completed Curriculum Map

Unit Title	Content Addressed	Core Activities/ Instructional Strategies	Resources Currently Used (Including Technology)	New Ideas	Resources Needed	Priority (High, Medium, Low)
1.Biological Adaptations	• Science • Evolution • Genes and genetics • Mutation • Natural Selection	• Read the chapter • Answer questions • Worksheets • Fruit fly activity	• Textbook • Worksheets • Fruit flies, tubes medium	• Scenario on "Simulating Natural Selection" is perfect! I can use it almost as is.	• Resources listed in scenario • Check to see if Moodle can be locally installed	High
2. Biomes and Biotic Communities	• Science • Six types of biome • Characteristics of biomes • Conservation	• Read the chapter • Answer questions • Worksheets • Make a diorama of a biome	• Textbook • Worksheets • Shoeboxes and other construction materials	• Process and tools in the "Global Warming" scenario can be tweaked. • Also, the idea of using Glogster.edu to create biome models might work well.	• Establish ePals account • Glogster.edu subscription • Cacoo.com • Locate a polling tool for younger kids	High

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3. Plants and Their Foods	• Science • Plant structures • Cell processes • Photosynthesis • Other processes	• Read the chapter • Answer questions • Worksheets • Video on plants and food chains	• Textbook • Worksheets • DVD and player	• Biology4Kids Web site is a great resource for independent learning. • Read more about building self-directed behavior in students.	• Books or articles about self-direction. (Carol Dweck possible resource) • Biology4Kids	Medium
4. Systems of Numeration	• Mathematics • Base 10 system • Roman numerals • Other number bases	• Read chapter • Problems in text • Worksheet on Roman numerals	• Textbook • Worksheets	• Love the idea of using Google Moderator to assess student understanding on the fly.	• Google Moderator	Low
5. Ratio and Percent	• Mathematics • Interpreting ratios • Proportions	• Read chapter • Problems from text • Worksheet on	• Textbook • Worksheet	• When looking at Bio4Kids, I noticed NumberNut.com has tutorials on Ratio and	• NumberNut.com • Need to come up with a real-world	Medium

Unit Title	Content Addressed	Core Activities/ Instructional Strategies	Resources Currently Used (Including Technology)	New Ideas	Resources Needed	Priority (High, Medium, Low)
	• Percentages	interest rates		Percentages. • The scenario "Real World Ratio and Proportion" is too advanced, but I like the idea of the kids applying this in a real-world context.	problem involving ratios/ percentages appropriate for 5th graders.	

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Example: Completed Range of Use Record Keeper

Scenario Title: Real World Ratio and Proportion Interest Score: 1 2 3 4 5 6 7 **[8]** 9 10 Scenario "Fit": 1 2 3 **[4]** 5 6 7 8 9 10 Tool "Fit": 1 2 **[3]** 4 5 6 7 8 9 10 Possible uses in your classroom: Too advanced for my students. I like the idea of using real-world work with ratios and percentages though. Notes: Try to come up with a real-world problem that the kids could work on.	**Scenario Title:** Simulating Natural Selection Interest Score: 1 2 3 4 5 6 7 8 9 **[10]** Scenario "Fit": 1 2 3 4 5 6 7 8 9 **[10]** Tool "Fit": 1 2 3 4 5 6 7 **[8]** 9 10 Possible uses in your classroom: This is perfect for my "Adaptations" unit. I can use it virtually as is. Notes: Need to check to see if Moodle can be locally installed. One of my group members remembered a program called "Sim Life" that was similar and can be found online as a free download.
Scenario Title: Global Warming Interest Score: 1 2 3 4 5 6 7 **[8]** 9 10 Scenario "Fit": 1 2 3 4 5 6 7 8 **[9]** 10 Tool "Fit": 1 2 3 4 5 6 7 **[8]** 9 10 Possible uses in your classroom: The tools and process in this example could be used in my Biomes unit. If I make it apply more generally to conservation rather than just warming the approach would be a good match. Notes:	**Scenario Title:** World Cultures and Food Interest Score: 1 2 **[3]** 4 5 6 7 8 9 10 Scenario "Fit": 1 **[2]** 3 4 5 6 7 8 9 10 Tool "Fit": 1 2 3 4 5 6 **[7]** 8 9 10 Possible uses in your classroom: Not a good match for American History, our topic for the year. I like the way ePals was used, though. I may try to think of a project related to our Ratios and Percentages unit that uses ePals to survey an international group. Notes:

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Examples: Completed Activity Checklist

√			**NOTES** This activity is a rework of my "Science Biomes and Communities" unit
	Curriculum Map Component	**To which Unit or Topic is this activity related?**	
Description		**Summarize the activity**	
	Activity	What is the Essential or Unit Question?	How do the activities of man affect different biomes?
		Describe the activity.	Class will be divided into 6 teams, each assigned a biome. After researching the impact of human activity on their selected biome, each team will prepare a Cacoo.com to create a system diagram demonstrating that impact. They will also prepare a presentation of their findings for the class. Finally, they will identify at least one action that might be taken and one agency that might be responsible for taking that action and each team member will write a letter of advocacy to that agency.
		What resources are needed?	Need to create a Wiki with links to rich background sites with info regarding Conservation of biomes. Cacoo is needed. Also a presentation tool, probably Prezi.com.
		What will require higher order thinking in this activity?	Determining and defending the impacts will require analysis. Effective argumentation in advocacy letter.

		How will the activity support the development of 21st Century Skills?	I will work with the art teacher to teach the students effective visual communications with Prezi. I will discuss effective teaming practices and have students do peer evaluations on teaming. I will build global systems considerations into their analysis of biometric impacts.
		How will students have the opportunity to make choices based on their interests?	I will set up a process for assigning students to biomes based on interest. They will also have the latitude to identify the problem and solution they wish to advocate for.
		What are the prerequisite technology skills students need to participate in this activity?	Students will need strong Internet search skills. Need to learn to use Prezi.
	Interactions	How will students interact with each other? How will these student interactions be supported?	I will explicitly teach teaming skills. Peer assessment will be used as part of the final assessment. Teaming skill will contribute to the grade.
		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	In addition to class presentation, students will communicate with a person or agency that might promote the change that they identify as necessary.

	Assessment	What assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	A custom, multidimensional rubric will be created for the research and presentation component that will look at content, accuracy, quality of argument, teaming, and visual and presentation skills. This rubric will be adapted from one on the Assessing Projects site as there are excellent examples there to pick and choose criteria and indicators from. District persuasive writing rubric will be combined with content, accuracy, quality rubric from above to look at letters. Assessment will be summative, but rubrics will be given to students in advance and posted on the class Wiki so that they can refer to them throughout the unit. Formative assessment will take place with a KWL chart prior to introducing the unit to see what they know about biomes. I will also be doing a lot of individual questioning with the students as they are doing their research to make sure they are on track. They will also get a checklist that will identify all the tasks they will be completing. I will teach specific collaboration skills and will look for these as they students are working with an observational checklist.

	Technology Tool(s) and Integration	Which tool or tools will be implemented from the Range of Use Interactive?	Online research resources Primary source materials Document creation and publication tools Visualization tool
		How will the tool or tools will be integrated?	The research component will use the online and source materials. The presentation will be completed with the visualization tool and the letter of advocacy will be written with the document creation tool.
		Does the tool(s) support any of these skills? (Check all that apply) ☒Effective use of real-world tools ☒Higher order thinking ☒Creation of high quality products ☒Visual or information literacy	

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Example: Completed Activity Rubric

Curriculum Map Component	Which Unit/Topic?	Pre-laptop (0)	Novice (1)	Intermediate (2)	Exemplary (3)	Score
Activity	*Key elements of Essential Questions include: Is open-ended; Focuses on core theme in curriculum; Requires higher order thinking; Is engaging and meaningful; Helps students to understand facts and ideas in conceptual framework*					
	What is the Essential question?	No Essential question is described.	Essential Question is narrowly focused and does not address the key elements of essential questions.	Essential Question only addresses some of the key elements of essential questions.	Essential Question addresses all of the key elements.	2
	Key elements of Unit Questions include: Is open-ended; Invites exploration of ideas within a topic; Is specific to a unit of study; Supports the exploration of the Essential Question; Helps students to understand facts and ideas in a conceptual framework; Requires higher order thinking					
	What are the Unit questions?	No Unit questions are described.	Unit Questions do not address any of the key elements of unit questions.	Unit Questions only address one or more of the key elements of unit questions.	Unit Questions address all of the key elements.	3
	What resources are needed? (Resources are materials or other sources that support teaching and/or learning.)	The list of resources is either missing or erroneous.	The list of resources is present, but may be incomplete or have some elements that are inappropriate.	The list of resources is adequate and the resources described are generally appropriate.	The list of resources is completely accurate. Resources selected are creative and particularly appropriate to the topic.	2
	21st *Century skills: Inventive thinking (managing complexity, creativity, higher order reasoning); High productivity (teaming and collaboration, effective communication, personal and social responsibility); Information Literacy (basic operations and concepts, technology tools for productivity, research, problem solving, creation/production, communication, assessment, and/or individualized learning).*					
	What about the activity	The activity does not	The activity might require some higher	The activity requires significant higher order	The activity requires very high	3

	will require higher order thinking?	require higher order thinking.	order thinking, but is primarily rote or drill oriented.	thinking.	levels of thinking. It would be impossible to complete without high levels of thought and mental effort.	
	How will the activity support the development of 21st Century Skills?	Students rarely use 21st Century Skills in the Activity.	Students practice 21st Century Skills during the unit, but there is little instruction to support their development.	Students are provided instruction and modeling to help them refine and develop 21st Century Skills.	Students are provided multiple opportunities to refine and develop 21st Century Skills.	3
	Will students have the opportunity to choose questions and activities that interest them?	The activity is prescribed and directed by the teacher. Students make no choices and have no obvious role in guiding the activity.	While there is some evidence of student choice within the activity, it is primarily prescribed and directed by the teacher.	There is obvious effort to include elements of student choice and direction in this activity, though some key elements are still highly prescribed and opportunities for student-centered activity may be missed.	This activity is an excellent example of skillful design to give students choice, allow for student direction, and provide the support necessary to ensure that students take appropriate advantage of these opportunities.	3
	What are the prerequisite technology skills students need to participate in this activity?	No prerequisite technology skills have been identified, though it is obvious from the description of the activity and the	Some prerequisite skills have been identified, but are based on the description of the activity and the resources used; the list appears to be incomplete.	A good list of prerequisite skills has been identified. Any omissions would appear to be minor.	An excellent list of prerequisite skills has been identified including skills or dispositions that would not be obvious to most.	2

		necessary resources that prerequisite skills are necessary.				
Interactions	How will students interact with each other? How will these interactions be supported?	The activity only involves direct, traditional instruction. There is no opportunity for student inquiry or collaboration.	Students are involved in some pair or group work, but are not given guidance on effective collaboration, teaming or interpersonal skills. Direct instruction is central to most of the tasks or activities.	Students are involved in significant collaborative work. Some guidance and expectations are shared for effective collaboration, teaming or interpersonal skills.	Student/student and student/teacher collaboration are at the core of this activity. The teacher acts as a facilitator of the learning process as opposed to directing the learning. Explicit instructions in collaborative skills are given and those skills are assessed.	3
	Will students communicate and collaborate with a larger community? If so, how?	This activity does not include communication or collaboration outside of the classroom.	While the possibility might exist for some limited communication or collaboration with a larger community, this is not explicit and central to the activity.	There are some explicit opportunities for communication and collaboration with a larger community. These are adequately described.	Communication and collaboration with a larger community is at the core of this activity. It is evident that supports are in place to guarantee the quality of this collaboration.	2
Assessment	*Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.); Consider types of assessment (i.e. summative and formative assessment); Consider plans for assessing technology skills; Consider plans for assessment sharing and/or collaborating on products within and beyond the classroom might be assessed (i.e., students present products to outside experts via Skype, or engage in peer presentations and receive feedback on their work); Consider how technology might empower assessment.*					

	What forms of assessment will be used?	Assessments are limited to traditional quizzes and tests	Assessments are limited and may not be particularly well matched to the activity or are traditional.	Assessments are fairly well matched to the activity and provide some opportunity to authentically measure student learning.	Assessments are well matched to the activity, and are authentic measures of student learning.	3
	What types of assessment will be used?	The type of assessment is unclear, and difficult to categorize as formative or summative.	Assessment is limited to formative or summative.	The activity incorporates formative and summative assessment, however it is unclear how formative assessments will inform instruction.	The activity incorporates both formative and summative assessment. Formative assessment results inform instruction throughout the unit.	2
	How is sharing and/or collaboration assessed?	There is no assessment of sharing and/or collaboration.	The assessment of sharing and/or collaboration is mentioned but needs to be further developed.	The assessment of sharing and/or collaboration is articulated.	The assessment of sharing and/or collaboration is articulated, clearly describing expectations for students.	2
	How does technology empower assessment?	Assessment takes no advantage of available technologies.	Some effort is made to leverage available technologies.	The assessment makes use of available technologies.	Assessments include a variety of strategies that leverage available technologies.	2
Technology Tool(s)and	*Expectations for technology tools are that they should support: Effective use of real-world tools; Higher order thinking; Creation of high-quality products; Visual or information literacy*					

Integration	Which tool or tools in the Range of Use would be implemented?	No tool is identified or tool is obviously inappropriate.	Technology is an "add-on," and is of little or no connection or added value to the concept being studied. Does not support the expectations for technology tools.	The tool that is selected is useful and adds some value to the concept or topic, but either is not an integral part of the lesson or activity or does not support any of the expectations for technology tools.	The tool that is selected is an integral part of the lesson or activity. The tool supports one or more of the expectations for technology tools.	2
	Expectations for technology integration: The choice of technology is based on the needs of the lesson/unit; The integration of technology enhances student engagement; Technology is essential to the purpose of the unit/lesson; Integration of technology is meaningful and purposeful to student learning.					
	How will the tool or tools be integrated?	There is no evidence of technology integration.	The integration of technology seems irrelevant and/or unnecessary for the overall goal of the lesson/unit, and makes little to no impact on student engagement. The integration of technology appears superficial.	The integration of technology is important (but not essential) to the lesson/unit, and it may or may not enhance student engagement. As a result technology may or may not make student learning both meaningful and purposeful. The choice of technology does support the goals of the lesson.	The integration of technology is essential to the lesson/unit, and enhances student engagement. As a result, technology makes student learning both meaningful and purposeful. The choice of technology enhances the goals of the lesson.	2

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Total Score __36__