



# **COLLABORATIVE UNIT PLAN**

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SLM 509 Instructional Collaboration  
November 29, 2020**

# Unit Plan: Maryland Research Project

**Dates/Time Needed:** December 1, 2020-January 20, 2021

**Subject Integration:** English Language Arts

**Classroom Teacher:** Mrs. Philemon

**Grade Level:** Fifth Grade

## Unit Overview (5.2 Leadership and Collaboration)

Over the course of fourteen thirty-minute lessons from December 1, 2020 to January 20, 2021, Fifth-Grade learners will create a Maryland Research Project on any aspect of Maryland's past or present. Learners may research Maryland's diverse: cultures, geography, history, government, or important people. The school librarian and the classroom teacher will coteach lessons. Together they will model the FCPS Elementary Research Process and guide learners through the Prepare, Dig, Discover, Create, and Share research stages. The purpose of this unit is to teach learners how to conduct research on a topic. Learners will create a research topic and learning goal, select and locate digital and print resources, identify important text that relates to their research topic and learning goal by underlining, highlighting, or taking notes, organize their research in a graphic organizer, create a Works Cited page, and then create a meaningful research project through Adobe Spark or Audacity. On the last day of the unit, learners will share their learning product with the class.

## Planning for Instruction (2.1 Planning for Instruction): Coordination and Collaboration

### AASL Shared Foundation (1.1 Learner Development): IV. Curate

**AASL Domain:** B. Create

**AASL Competency:** Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme (AASL 37).

### AASL Shared Foundation (1.1 Learner Development): I. Inquire

**AASL Domain:** B. Create

**AASL Competency:** Learners engage with new knowledge by following a process that includes: 3. Generating product that illustrate learning (AASL 34).

**AASL Domain:** C. Share

**AASL Competency:** Learners adapt, communicate and exchange learning products with others in a cycle that includes: 4. Sharing products with an authentic audience (AASL 34).

## SMART Goals

### Learners Will:

- By December 15, 2020, all Fifth-Grade learners will have implemented a checklist, created a learning goal to focus their note-taking, will have selected library resources and located at least two unbiased and reputable digital resources and two unbiased and reputable print resources, will have created a Works Cited page using the correct bibliographic information, will have demonstrated highlighting, underlining, and /or taking notes to identify important information in the text, and will have accurately summarized and organized information in at least one graphic organizer.
- By January 20, 2021, the Fifth-Grade learners at Valley Elementary School will have created and shared their unbiased Maryland Research Project using learning technologies Adobe Spark or Audacity, implemented a self-evaluation rubric, and received a teacher evaluation rubric from either the school librarian or classroom teacher.

## Instruction (2.2 Instructional Strategies)

- **Coordination-** the classroom teacher teaches in the classroom and the school librarian teaches in the library.
- **Differentiation-** the classroom teacher and school librarian will support learners on rotation days by grouping them based on where they are in the research process.
- **Direct Instruction-** for lessons on developing a research topic and learning goal, lessons on note-taking, underlining, and highlighting, lessons on learning how to locate resources, and lessons demonstrating how to use Adobe Spark and Audacity.
- **FCPS Research Process K-5-** the research process outlining how to conduct the Maryland Research Project.
- **Parallel teaching-** the classroom teacher and school librarian each meet with half the class to teach lessons on note-taking, underlining and highlighting, and how to use learning technologies Adobe Spark and Audacity (Morin).
- **Project Based Learning-** learners are assigned a project- The Maryland Research Project- which requires them to use diverse skills to create a learning product (Project-Based Learning).
- **Scaffolding-** the classroom teacher and the school librarian both support learners based on their academic need during rotations and parallel teaching days.
- **Station teaching-** the classroom teacher and the school librarian each teach and support learners through station rotations (Morin).
- **Structured Inquiry-** the classroom teacher provides the initial question of asking which aspect of Maryland's diverse past or present they would they like to research, the school librarian will provide the FCPS Research Process K-5 which students are instructed to follow, and learners are expected to evaluate and analyze the data they collect in order to answer their own research questions (Lumen Learning).
- **Team teaching-** the classroom teacher and the school librarian both teach in front of the classroom together.

## Content Curriculum Standards

### Maryland State Department of Education Maryland College and Career Ready Curriculum Framework English Language Arts

#### Reading Informational Text Grades 3 through 5

RI1 CCR Anchor Standard 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 (1).

#### Speaking and Listening Grades 3 through 5

SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience (4).

SL5 CCR Anchor Standard Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (5).

#### Writing Grades 3 through 5

W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (15).

W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (16).

## Essential Questions

Essential Question 1- Why do we bother to study/examine the past and present? (TeachThought Staff)

Essential Question 2- How does conducting your own research empower you?

Essential Question 3 -How does notetaking, underlining, and paraphrasing information from reputable sources impact your thinking?

Essential Question 4- Why is it important to share your work in a meaningful way with others?

Essential Question 5- How does observing others' work help us grow as learners?

## Materials List (2.1 Planning for Instruction)

### Educators' Resources

#### School Librarian

- The Research Process- Elementary (Frederick County Public Schools)
- Note Taking & Outlining by Q. L. Pearce
- 10 Performance Based Projects for the Language Arts Classroom by Todd Stanley

#### Teacher

- Maryland Research Project Power Point

### Valley School Library Media Center Resources

#### Supplies

- Promethean Board
- Highlighters, pens, pencils
- Class set of Chromebooks with Adobe Spark and Audacity learning technologies

#### Databases

- Britannica School
- Capstone Interactive Library
- CultureGrams Online
- FactCite American History
- Gale In Context Elementary
- Learn 360 District
- PebbleGoNext
- TrueFlix

#### Print Resources

- *Life in the Thirteen Colonies* by Michael Burgan
- *Maryland* by Michael Burgan
- *Maryland Facts and Symbols* by Muriel Dubois
- *Maryland* by Dennis Fradin
- *Maryland* by Joyce Johnson
- *Maryland* by Paul Joseph
- *Maryland* by Patricia Kummer
- *Uniquely Maryland* by Jennifer Leese
- *The colony of Maryland: a primary source of history* by Melody Mis
- *Maryland* by Ed Pell
- *Everyday Life in Colonial Maryland, Delaware, Pennsylvania and Virginia* by George Schaun
- *Maryland* by Barbara Somervill

## Student Resources

### Worksheets

- Maryland Research Project Learner's Checklist (created by school librarian)
- Research Topic and Learning Goal Recording Sheet (created by school librarian)
- Bibliographic Recording Sheet (created by school librarian)
- Database Direction Sheet (created by school librarian)
- Self-evaluation Rubric (created by classroom teacher)
- Teacher-evaluation rubric (created by classroom teacher)

### National Geographic's Resource Library Collection Graphic Organizers

- Four Square
- Five Ws Chart
- Venn Diagram
- Web
- Spider

## Project Calendar (2.1 Planning for Instruction)

### Day 1: Tuesday December 1, 2020 (30 minutes)

#### Prepare

*Teacher (In the classroom)- Coordination*

- Will ask Essential Question 1
- Will introduce the Maryland Research Project by explaining to students that they will research an aspect of Maryland's past or present (1.1 Learner Development).
- Will demonstrate how to choose a research topic and create a learning goal to guide note-taking, underlining, or highlighting information. (What information does the learner need from the text?) (1.1 Learner Development).
- Will facilitate a brainstorming list of research topics and learning goals (2.2 Instructional Strategies).
- Will provide a checklist to ensure students include all the components of this project (1.1 Learner Development).

### Day 2: Wednesday December 2, 2020 (30 minutes)

#### Dig

*School Librarian (In the library)- Coordination*

- Will ask Essential Question 2
- Will demonstrate how to locate unbiased and reputable digital resources (i.e. Fact Cite-American History, Gale In Context Elementary, Trueflix, Pebble Go Next, ProQuest CultureGrams, and Britannica School) by using keywords in the search bar or selecting modules within the database (1.4 Learning Environments).
- Will demonstrate how to use LS2 Kids and LS2 PAC to find unbiased and reputable print resources in the VES library (1.4 Learning Environments).
- Will have pulled multiple Maryland books for students to browse (1.3 Learning Differences).
- Will promote Digital Citizenship by providing a bibliographic recording sheet that help students create a Works Cited page (1.4 Learning Environments).

Days 3-5: Thursday December 3, 2020, Tuesday December 8, 2020, Wednesday December 9, 2020 (30 minutes each)

**Discover**

**Team-Teach Day- Collaboration**

*Teacher*

- Will ask Essential Question 3
- Will display digital resources on the Promethean board to demonstrate how to take-notes, highlight, or underline information that match the learning goal (2.2. Instructional Strategies).

*School Librarian and Teacher*

- Will meet with half the class to reinforce how to take-notes, highlight or underline information that matches the learning goal using the resources learners selected. (1.2 Learner Diversity and 1.3 Learning Differences)
- Will observe students' use of note-taking, highlighting, or underlining text (2.4 Assessments)

Days 6-7: Thursday December 10, 2020 and Tuesday December 15, 2020 (30 minutes each day)

**Create**

**Team-Teach Day- Collaboration**

*School Librarian and Teacher*

- Will demonstrate how students are to summarize information in their own words. Will also demonstrate how to record this information in multiple graphic organizers (Four Square, Venn diagram, chart, flow chart, web, or spider) (1.1 Learner Development).
- Will implement learning stations which students can visit depending on their needs: **independent work** station--continue finding research information, **school librarian**—highlighting, underlining, note-taking station, **teacher**-- filling out a graphic organizer, **book check-out**-- select library books and check-out books on their own (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).
- Will collect student work so as to monitor progress (1.3 Learning Differences).

Day 8: Tuesday January 5, 2021 (30 minutes)

**Create**

**Team-Teach Day- Collaboration**

*School Librarian*

- Will ask Essential Question 4
- Will promote Adobe Spark (1.1 Learner Development).

*Teacher*

- Will promote Audacity (1.1 Learner Development).

**Days 9: Wednesday January 6, 2021 (30 minutes each day)**

**Create**

**Team-Teach Day- Collaboration**

*School Librarian*

- Will teach interested students how to use Adobe Spark for their Maryland Research Project (1.2 Learner Diversity and 1.4 Learning Environments).

*Teacher*

- Will teach interested students how to use Audacity to create a podcast for their Maryland Research Project (1.2 Learner Diversity and 1.4 Learning Environments).

**Days 10-12: Thursday January 7, 2021, Tuesday January 12, 2021, Wednesday January 13, 2021 (30 minutes each day)**

**Create**

**Team-Teach Day- Collaboration**

*School Librarian*

- Will support students using Adobe Spark software to create their unbiased Maryland Research Project (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).

*Teacher*

- Will support students using Audacity to create a podcast for their unbiased Maryland Research Project (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).

**Days 13-14: Tuesday January 19, 2021 and Wednesday January 20, 2021 (30 Minutes each day)**

**Share**

**Presentation Days- Collaboration**

*School Librarian and Teacher*

- Will ask Essential Question 5
- Will model expectations for student presentations of their unbiased Maryland Research Project (1.4 Learning Environments).
- Will provide students with a self-evaluation rubric by which to assess their development and implementation of using Adobe Spark or Audacity in their unbiased Maryland Research Project (1.1 Learner Development).
- Will use a teacher evaluation rubric to assess students' development and implementation of using Adobe Spark or Audacity in their unbiased Maryland Research Project (1.1 Learner Development).



### Learning & Teaching Activities

Learners Will:

- learn how to choose a research topic with a learning goal (1.1 Learner Development)
- monitor their own progress through the FCPS research process through a checklist (1.1 Learner Development).
- locate two unbiased and reputable digital resources and two unbiased and reputable print sources (1.4 Learning Environments).
- demonstrate Digital Citizenship by creating a Works Cited page using correct bibliographic information (1.4 Learning Environments).
- highlight, underline, or take notes from a text corresponding to the learning goal (1.4 Learning Environments).
- use a graphic organizer to summarize and organize research findings (1.1 Learner Development).
- will use either learning technologies Adobe Spark or Audacity on a Chromebook (1.4 Learning Environment)
- share work and offer feedback (1.3 Learning Differences and 1.4 Learning Environments).

### Assessments (2.4 Assessment)

This plan employs both formative and summative assessments that ensure students are applying the FCPS Research Process and learning the intended targets as outlined by state and AASL standards. Once a week, the school librarian and classroom teacher will meet after school hours to reflect on how these assessments should drive instruction. The school librarian and classroom teacher will also discuss anecdotal observations of students' understanding. The Maryland Project Learner's Checklist (a formative assessment) will be provided at the beginning of the unit to guide learners through the research project. The Research Topic and Learning Goal Recording Sheet (a formative assessment) will allow the school librarian, classroom teacher, and learner to assess whether the researched information fulfills the learner's original purpose. The Bibliographic Recording Sheet (another formative assessment) guides learners to create a Works Cited page and ensures learners are following Digital Citizenship and avoiding plagiarism. The graphic organizers (another formative assessment) allow the educators to know if the learners are gathering the necessary information from library resources. The final Maryland Research Project using either Adobe Spark or Audacity (a summative assessment)- will showcase students' understanding of how to conduct effective research and of how to demonstrate their knowledge through a learning product. Peers will provide one another with appropriate feedback. Learners will reflect on their work by completing a self-evaluation rubric (a summative assessment). The classroom teacher will also complete an evaluation rubric and provide the learners with a grade (a summative assessment) (2.4 Assessment).

### Reflection (5.2 Leadership and Collaboration)

Mrs. Ashley Philemon and I collaborated to create this unit plan. I approached Mrs. Philemon to be an instructional partner because I know she is passionate about student research. I asked her how library resources could best support her up-coming instruction. She informed me of the Fifth-Grade Maryland Research Project where students may research Maryland's diverse cultures, geography, history, government, or important people. She asked if I could develop a unit plan for her Maryland Research Project that incorporated the FCPS K-5 research process. She wanted a plan that included:

- creating a topic and a learning goal,
- finding resources,
- practicing note-taking, underlining, and summarizing important information,
- effectively using graphic organizers, and
- creating an engaging product to share with the class.

She requested that the plan that would fit into three thirty-minute time slots a week and not exceed thirty time slots.

After creating this plan, I shared it with Philemon. In her opinion, the plan was exactly what she wanted. She stated that I provided her with a valuable pacing guide with developmentally appropriate activities which aligned to the standards she wanted to teach. She informed me that the lessons look a lot like the FCPS SEED lessons for writing and reading. She thought this plan would be a fantastic complement to the existing resources she has from the county.

Through this collaborative experience, I learned how to use library resources to support the Maryland State Department of Education Maryland College and Career Ready Curriculum Framework English Language Arts Reading Informational Text, Speaking and Listening, and Writing standards. In addition, I gained familiarity with using library resources to support a classroom teacher's instruction. I also learned how to work with a classroom teacher to support AASL library standards. Most of all, I learned how rewarding it is for educators to work together and support one another for the benefit of their students.

It was difficult to create such a large unit plan which can be implemented in a fixed media schedule. I tried to make this plan possible through fourteen thirty-minute blocks, limiting our sessions to no more than three sessions a week, and not planning any sessions close to the winter break. Next time I create a unit plan, I will include more teacher-only lesson days, and school librarian-only lesson days. This way we do not have to always be together to put the plan into action. I would also like to split up more of the responsibilities in creating a unit plan, so I could learn more from the classroom teacher, and develop an even more useful plan. Ideally, I would learn more practical ways to incorporate planning and team-teaching with a classroom teacher in a fixed library schedule. It would be beneficial to explore more ways the school librarian can foster cooperation, coordination, and collaboration between the library and the classroom. In the future, I plan on creating smaller unit plans. This would allow me to work with more classroom teachers. A smaller plan will be more enticing for other classroom teachers in the building. I look forward to using this plan and other collaborative unit plans in the future. I am eager to team-teach with more classroom teachers to create more positive learning experiences for learners.

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