

Title
Names of Adult Coaches
Think Model(s) used

Old method: brief descriptive paragraph of the old way this unit has been or might have been taught. Usually a bird unit model.

Overview: brief description of the entire learning experience.

Goals and objectives:

- **Content Objectives:** Objectives associated with the topic of the learning experience.
- **Process Objectives:** Include here information literacy, 21st Century Skills or other learning how to learn skills and technology skills needed to master the content of the learning experience

Note: Use both your local standards documents and items from the U.S. Common Core Standards. You could also draw upon any other standards documents such as AASL, ISTE NETS, or other important documents.

Essential Questions: translate the goals and objectives into the questions students are to consider. students may help in the construction of these questions. The essential question can be an umbrella question that is a broad question under which students can create their own sub-questions to investigate.

Assessment:

- **Content Assessment:** List here formative and summative assessments and rubrics that match the content knowledge goals and objectives. How will students exhibit their deep understanding of the topic?
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- **Process Assessment:** List here formative and summative assessments and rubrics that match the process goals and objectives. How will students exhibit their information literacy skills, 21st Century Skills, or learning how to learn skills that have been used to achieve the topical content of this learning experience?

Graphical chart/flow chart: Create a drawing of the unit from beginning to end; something like the drawings of the think models.

Learning Activities: Describe the co-teaching of both content and process; something like a daily plan, although you don't need to get extremely detailed. Be sure that the adult coaches are co-teaching rather than turn teaching. Utilize various Web 2.0 technologies that will enhance both content knowledge and enhance the process of learning how to learn.

Culminating Activity: Describe an activity that will end the learning experience with a bang and that exhibits both personal expertise developed by individuals and collaborative intelligence developed by the group. An event that has individuals or small groups present one after another is not an acceptable culminating event. It is a passive activity what most will ignore and learn little from.

Assessment: Describe how adult coaches will award grades or recognition for both personal expertise and contribution to collaborative intelligence.

The Big Think: (comes after all the grades are in - a reflection by adults and students about the entire learning experience.

- Content Big Think: A reflection about what I know and what we know about the topic of the learning experience. How could we learn more next time?
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- Process Big Think: A reflection about how I learned and how we learned during this learning experience. How could we become better learners next time?

Note: use the Big Think strategies from Loertscher, Koechlin and Zwaan's book: *The Big Think*:

1. Active Discussion
2. Create New Questions
3. Higher Order Thinking
4. Interact with an Expert
5. New Problem or Challenge
6. Thoughtful Writing
7. Construct Visuals
8. Re-Create
9. Sandbox

Defense: Why is this learning experience more constructivist than behaviorist? How did technology help boost both teaching and learning?