

WJHS Media Center / Teacher Collaboration Form

Timestamp	Teacher's Name	Department/PLC	Blocks	Course Title	Unit Topic?	Number of Students Per Block	Project Due Date?	Please, briefly describe the project. What is the end product?	Unit Overview/Course Objectives	What is the expected product?	How will the product be assessed?	Grade[s]	Level of Media Specialist's Involvement (Check what you would like us to do.)	Research/inquiry activities you would like students to complete in the media center	Research Tools you would like students to utilize	Production Tools you would like students to utilize	Dates you would like to implement activities
1/24/2012 14:04:04	Coccaro	English IV PLC	2nd Block, 3rd Block, 4th Block	English IV	Grad Project	24-33	4/26/2012	The end product is that each student in English IV will have completed a Yolosite for their Graduation Project.	TSWBAT complete the Yolosite for their Graduation Project.		By number of students who pass the Grad Project.	12	plan with teacher, gather resources, prepare materials, integrate technology into existing lesson, teach lesson, assist students	Create/communicate new knowledge	Web--Selected Sites only	Word, PowerPoint, Yola E-Portfolio	1/31-2/2/2012
1/30/2012 15:13:04	Catherine Truitt	English III	1st Block, 2nd Block	American Literature (h)	The Puritans	apx 27	1/8/2012	Having studied the Puritans and the Salem Witch Trials, students will choose a famous trial from history about which they will create an Animoto presentation. The end product is the student's Animoto video which will serve as a tool to educate classmates about the student's particular trial. Students will be selecting a controversial topic and taking a stance on it. For example, a student may choose the topic of college athletes getting paid and then take the stance "College athletes should not get paid for playing sports." They will be required to make their argument based on statistical and/or researched evidence, not simply personal beliefs. Students will research to find this information, as well as conduct surveys, when that is applicable. In the end, students will have an essay that is about three pages in length that argues their position and is backed by at least three pieces of researched evidence.	1. Students will research and analyze events related to US culture by organizing facts and detail to create a structure for a particular context 2. Students will demonstrate the ability to read and view print AND non-print material by selecting and modifying as necessary for their specific structure 3. Students will demonstrate comprehension of main ideas and their supporting details in order to summarize key points for their specific structure 4. Students will synthesize information from print AND non-print sources in order to create a cohesive presentation for a particular audience		rubric	11	plan with teacher, gather resources, prepare materials	Create/communicate new knowledge	Web--Selected Sites only	Animoto	1-2- 12 thru 1-7-12
1/31/2012 14:38:12	Hayes/Miller	English I	1st Block, 3rd Block, 4th Block	English I	Persuasive Essay	28	Monday, Feb 27	Students will research to find this information, as well as conduct surveys, when that is applicable. In the end, students will have an essay that is about three pages in length that argues their position and is backed by at least three pieces of researched evidence.	Work on learning the basics of a persuasive essay, including backing up your thesis/point of view with researched evidence.		Persuasive Essay	9th	integrate technology into existing lesson, teach lesson, assist students	Search (locate info), Interpret/Process Info (assess source usefulness), Create/communicate new knowledge, Works Cited and MLA format, Lesson on how to use specific research tools (NCWiseowl, EBSCO & Gale)	Gale Virtual Reference (e-books), NC Wiseowl (Includes EBSCO & Gale)	Word	Monday, Feb 20

WJHS Media Center / Teacher Collaboration Form

Timestamp	Teacher's Name	Department/PLC	Blocks	Course Title	Unit Topic?	Number of Students Per Block	Project Due Date?	Please, briefly describe the project. What is the end product?	Unit Overview/Course Objectives	What is the expected product?	How will the product be assessed?	Grade[s]	Level of Media Specialist's Involvement (Check what you would like us to do.)	Research/inquiry activities you would like students to complete in the media center	Research Tools you would like students to utilize	Production Tools you would like students to utilize	Dates you would like to implement activities
2/5/2012 19:02:10	Truitt, Nenni, Orr	English III	1st Block, 2nd Block, 3rd Block	English III	Junior Research Paper	30	3/19/2012	The students will conduct research on a topic of their choice. They will pose an essential question and do research to find the answer to the query. The final product is a 5-page research paper correctly cited in MLA format.	<p>Competency Goal 2 The learner will inform an audience by using a variety of media to research and explain insights into language and culture.</p> <p>2.01 Research and analyze ideas, events, and/or movements related to United States culture by:</p> <ul style="list-style-type: none"> • locating facts and details for purposeful elaboration. • organizing information to create a structure for purpose, audience, and context. • excluding extraneous information. • providing accurate documentation. <p>2.02</p> <ul style="list-style-type: none"> • demonstrate proficiency in accessing and sending information electronically, using conventions appropriate to the audience. 		required county rubric	11	prepare materials, integrate technology into existing lesson, teach lesson, assist students	Pre-search (define info need), Lesson on how to use specific research tools (NCWiseowl, E-books, etc.)	Destiny, Gale Virtual Reference (e-books), NC Wiseowl (includes EBSCO & Gale), Web Search Engines		02/06; 02/07; 02/08