

FIELD GUIDE CHALLENGE UNIT

Grade: 6th

Performance Task # 1 ACTION PLAN

Description

Before you begin working on any other part of the project, your group must write an action plan describing how you intend to complete the project before the deadline. It should show how you plan to divide the tasks, who is responsible for each task, and when each task will be completed.

Standards/Skills to be Assessed

Life Long Learning

- Uses action plan to determine subtasks and organize time and resources
- Revises action plans as needed (self-regulates)
- Communicates with all group members
- Performs a variety of roles in the group
- Demonstrates commitment to group

Instructional Plan

Beginning the Task	<ul style="list-style-type: none">▪ Introduce Challenge Unit and review components and rubrics▪ Discuss need for Action Plans▪ Explain objectives/learning goals – review rubric
Introducing Knowledge	<ul style="list-style-type: none">▪ Describe three types of plans that will be used, and format for learning goals▪ Model and discuss process of developing group action plans▪ Model use of matrix for action planning
Applying Knowledge	<ul style="list-style-type: none">▪ Class breaks down tasks to create task list and list of resources▪ Students work in groups to develop group action plans▪ Group action plans checked by teacher▪ Students develop individual action plans using calendar
Monitoring Student Progress	<ul style="list-style-type: none">▪ Teacher checks action plans during check points and provides feedback▪ Group action plans revised regularly▪ Individual action plans revised regularly▪ Students turn daily action plan in to teacher each day before working
Ending the Task/Assessment	<ul style="list-style-type: none">▪ Students given feedback about use of action plans using rubric▪ Students self-evaluate progress using Rubric▪ Students evaluate group progress using Rubric and Reflection sheet

Materials/Resources

- Sample of group action plan
- Calendars for individual action plan
- Daily action plan sheet
- Check point sheets
- Rubric for Assessment of Life Long Learning Standards
- Challenge Unit Reflection Sheet

Student Documents Attached:

- Group Action Plan Matrix
- Sample completed Action Plan
- Daily Action Plan sheet
- Check Point sheet
- Challenge Unit Reflection Sheet

Group #3 Action Plan

Name	Task	Materials Needed	Due Date
Karen	M.P-Park Services, park rules, and regulations.	Computer and books	January 30, 1998
	Maps- Art Inf. Pamphlet Writing	Art Supplies Computer	2-10-99 2-25-99
	Timeline- Art Web Site	Art Supplies Computer	2-24-99 3-5-99
	Natural Resources Final Assessment	Computer & Books Computer	2-24-99 3-5-99
Kendra	M.P-Human Resources, park rules, and regulations.	Computer and books	January 30, 1998
	Maps- Art Inf. Pamphlet Writing	Art Supplies Computer	2-10-99 2-25-99
	Timeline- Research Web Site	Computer Computer	2-24-99 3-5-99
	Natural Resources Final Assessment	Computer & Books Computer	2-24-99 3-5-99
Justin	M.P-Edu. Programs, park rules, and regulations.	Computer and books	January 30, 1998
	Maps- Research Inf. Pamphlet Research	Computer Computer	2-10-99 2-25-99
	Timeline- Art Web Site	Art Supplies Computer	2-24-99 3-5-99
	Natural Resources Final Assessment	Computer Computer	2-24-99 3-5-99
Gloria	M.P-land allo./env. con, park rules, and regulations	Computer and books	January 30, 1998
	Maps- Writing Inf. Pamphlet Art	Computer Art Supplies	2-10-99 2-25-99
	Timeline- Art Web Site	Art Supplies Computer	2-24-99 3-5-99
	Natural Resources Final Assessment	Computer Computer	2-24-99 3-5-99

Daily Action Plan

Group

Date

Name	Tasks	Materials	Location

Field Guide Check Point

Date: _____

Name _____

	Researched	Written	Formatted	Revised	References
Plant					
Mammal					
Fish					
Reptile					
Amphibian					
Bird					
Invertebrate					
Introductions					

On schedule with Action Plan: Yes No

Checkpoint Score: 1 2 3 4

Next Steps:

Student Signature: _____

Parent Signature: _____

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Challenge Unit Reflection

Name: _____ Date: _____

How do you feel about *your group's* work on this unit?

1. Do you feel that the work was shared?
2. How well did your group use the Action Plan to plan for and complete your work?
3. What went well?
4. What would you do differently next time?
5. What lessons did you learn about collaboration by completing this project?
6. Did you meet the learning goals that were outlined by your teacher at the beginning of the unit? Explain.

How do you feel about *your* work on this unit?

1. Did you meet your individual learning goals? Why or why not?
2. Did you use your Action Plans effectively? Explain.
3. What was the best part of this unit for you?
4. What would you change about this unit for the future?
5. What were the most important things you learned while completing this unit?

Use the rubrics attached to complete your Self-assessment for this unit.