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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** September 24, 2015 and September 29, 2015 and October 1, 2015  **CU Course:** ED 331 – Social Studies Methodology  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  5th Grade **Class:** 27  **having IEP:** 4  **Students:** 0  **having ELL:** 0  **Unit Title:** Exploration to the New World  **Lesson Title:** Exploration Post-Assessment |
| **1. Learning Target (s)/Objectives (1C)**  List the lesson learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)   * 5.HT.12 – Chronological Reasoning: Causation and Continuity – Analyze and explain why individuals and groups impacted significant historical developments and events.  * [CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   [CCSS.ELA-Literacy.W.5.2.c](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) – Link ideas within and across categories of information using  words, phrases, and clauses (e.g., *in* *contrast*, *especially*).   * Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy. * Unit Objective 2: Students will complete 80% of the informative short answer task.   Informative Short Answer Task:  Choose only **ONE** of the options below to answer. You must include **THREE** key ideas and **TWO** linking  words, phrases, and/or clauses in your short answer for full credit.  Option One: Explain why and how European explorers impacted the New World.  Option Two: Compare the exploration perspective of the Europeans to the exploration perspective of the  Native Americans. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.   * The pre-assessment used to establish students’ baseline knowledge and skills for this lesson was a paper-and-pencil assessment. It included ten multiple choice questions and a self-assessment. The majority of the multiple choice questions focused on the unit’s six topics of study. Students completed the self-assessment by using the following code:   1 – I know the answers.  2 – I made a few guesses.  3 – I do not know the answers.  Students were given this pre-assessment one week prior to the teaching of the unit. The majority of the students answered three to four questions correctly. The difference between the lowest performing student and the highest performing student was 70%. After analyzing the pre-assessment, it is clear that the students possess very little knowledge on the Age of Exploration. Their skills for this unit are quite limited. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.   * No formative assessment will be given during this lesson. Students will strictly complete a summative assessment. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.   * Exploration Post-Assessments * Pencils * Online Timer * Reading Material or Homework * SMART Board |
| **5. Lesson Procedures (1E)**  Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to  engage your students and facilitate attainment of the lesson objectives (s) and promote higher order thinking.   * Exploration Test Introduction (7 minutes) – I will explain the layout of the test to the students. I will read all of the directions aloud and describe any important aspects of the exam. The short answer will be covered in detail to limit any confusion. Any student questions will be answered during this time. * Testing Preparation (3 minutes) – I will ask all students to clear their desk in preparation for the test. All notes and other materials will be stored out of sight. In addition, I will make sure each student has a pencil to use for the assessment. After each student is prepared, I will pass out the exploration post-assessment to the class. * Test-Taking (25 minutes) – Students will independently complete the exploration assessment. I will answer any questions that arise while students work on the exam. I will make sure that students work silently so others are not distracted. An online timer will be displayed using the SMART board so students are aware of how much time they have to complete the test. * Independent Reading/Homework – Once students are finished, they will be asked to raise their hand. I will then come and collect their exam. Students will then be encouraged to read silently or complete any homework. I will remind students that talking is not allowed while other students are testing. All students will have until the end of the class period to complete their assessment. * Differentiation – Students will be required to complete a short answer task on the test; however, students will be given the opportunity to choose between two short answer options. After students have finished their test, they may choose to read silently or complete homework. * Higher-Order Thinking Questions – Multiple levels of questioning are included within the exploration summative assessment (see exploration post-assessment for specific questions). * Accommodations/Modifications – In order to meet the needs of the four students with IEPs in my class, I will provide two accommodations. These students may receive a reader, a scribe, or both depending on the accommodations specified within their individualized education plan. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * There is one specific thing I would like Mrs. Melton to observe while the students complete their assessment. I would like her to determine how much time the students devote to completing the short answer. Do the students quickly write down their answer or do they take time to process the question? Do any of the students use pre-writing strategies? |