**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.1**  **Unit Guidelines** |
| **Name:** Abby Harnack **Date:** September 27, 2015 **CU Course:** ED 331 – Social Studies Methodology |
| ***The unit format supports KTS 2 (designs and plans instruction) and Domain 1.*** |
| # of Students: 27 Age/Grade Level: 5th Grade School/School District: Taylor County School District |
| Unit Title: Exploration to the New World Unit Duration: Five Lessons/Days (235 minutes)  **Respond to the following items:** |
| * Kentucky Core Academic Standards to be addressed. Identify the significant standards that will be the focus of instruction for your unit. * 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*). |
| * Identify **measurable** unit objectives. Show the connection of the objectives to the above standards. * Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy. * This unit objective connects to the above historical thinking standard because students are required to consider the impacts individual explorers made on the historical development of the New World. * 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.   * This unit objective connects to both the historical thinking standard and the literacy standard. Students are required to analyze the impact of exploration on the development of the New World or analyze the perspectives on the exploration impact to the New World. In addition, students are required to convey and link ideas when writing their informative short answer. * Write at least one (1) essential question for each unit objective. * Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy. * Analyze why certain backgrounds led to a desire to explore (noblemen, sailor, solider, merchant). * Compare the various motives of the early European New World explorers (to spread Christianity, to find a route to Asia, to find gold and silver). * Determine which impact you believe made the greatest difference in the New World (provided new information for maps, mistreated or killed American Indians, established a settlement). Develop a logical argument. * 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.   * What pre-writing strategies would you use before developing an informative/explanatory text? * What makes an idea a key idea? * Compare the function of different linking words, phrases, and/or clauses. * **Write a minimum of one paragraph explaining the rationale for teaching this unit.** * There are many different reasons to teach this unit. History is a unified story. The pieces fit together. Before students can appreciate the country of America, they first must know how our nation was established. It is illogical to think that students will value and know the significance of such holidays as July 4th if they are unaware of early exploration. Students cannot make the connection to the Revolutionary War and Colonial America without first understanding the motives and impacts of early exploration to the New World. History follows a sequence. Students must learn about the beginnings of our nation before they can fully appreciate our country today. |
| * Describe the characteristics of your students identified in the class who will require differentiated instruction to meet their diverse needs. * Since there are no gifted students or English Language Learners in my class, I will not have to differentiate instruction to meet such needs. However, four of my students have Individualized Education Plans. The accommodations provided in these IEPs include a reader, a scribe, and prompting. I talked with Mrs. Melton about the individual needs of these students. She informed me that these students require very little differentiation. She does not modify any materials. Mrs. Melton meets these students’ needs by including more whole-class discussions and activities. She’s always sure to have texts read aloud. Mrs. Melton also includes many visuals. She rarely has the students work individually or with partners. She believes the entire class benefits from whole-class instruction. In addition to whole-group instruction, students will divide into small groups to complete a jigsaw activity during one of my lessons. Students will also participate in a mock debate during one of the final unit lessons. Both of these instructional strategies serve as differentiation. |
| * Provide an overview of technology that will be integrated to enhance instruction and demonstrate **student use of technology**. * Various forms of technology will be used to enhance instruction. An introductory video will be shown at the beginning of the unit to build excitement. Presentations, directions, and timers will be displayed using the SMART board. In addition, the document camera will be used to reveal read-aloud pictures and provide different examples. Students will have the opportunity to utilize their I-pad to access their online textbook. Also, students will use their I-pad to research information to prepare for a class debate. |
| * Identify people who will be assisting with instruction and identify the specific instructional responsibilities they will have. * There will only be two people assisting with instruction. Dr. Fulks will be guiding me throughout the planning process of instruction. She will offer suggestions and provide feedback. The other person who will be assisting me with instruction is Mrs. Melton. She has already provided me with an abundance of resources. Mrs. Melton’s specific instructional responsibilities include the following: helping me gather materials, access various forms of technology, manage the classroom, meet the needs of students with IEPs, and analyze student assessment results. * Critical Resources. On a separate page, in APA format, identify resources that support the material presented in the unit. List a **minimum of 10** resources. Resources can be a combination of print and electronic. * Exploration Unit Guidelines References Document |