**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.1**  **Unit Guidelines** |
| **Name:** Abby Harnack **Date:** January 5, 2017 **CU Course:** ED 450 – Student Teaching |
| ***The unit format supports KTS 2 (designs and plans instruction) and Domain 1.*** |
| # of Students: 19 Age/Grade Level: 1st Grade School/School District: Kentucky Christian Academy |
| Unit Title: Space Unit Duration: 8 Lessons (4 hours)  **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.   Science Standard:  1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.  Language Standard:  Writing Standards K-5 – Grade 1 Students – Text Types and Purposes – 2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| * Identify **measurable** unit objectives. Show the connection of the objectives to the above standards. * Science Unit Objectives:  1. Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system. 2. Students will be able to earn 10 points by using observations to describe patterns related to the moon. 3. Students will be able to earn 10 points by using observations to describe patterns related to stars.  * These three objectives clearly connect to the above earth science standard. I have decided to dissect the standard into three separate objectives. Each objective requires students to make observations and describe patterns. * Language Unit Objective:  1. Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric.  * This objective clearly aligns with the above writing standard. The rubric’s criteria includes naming a topic, supplying facts, and providing closure at the end of the piece. * Write at least one (1) essential question for each unit objective. * Science Unit Objectives:  1. How do shadows connect to the time of day?   How can it be daytime for us in America and nighttime for others in a foreign country?  What observations/predictions can you make about this planet?   1. Why are there nights when we can’t see the moon?   What are the phases of the moon?   1. What pattern does this group of stars create?  * Language Unit Objective:  1. What is the purpose of an informative text? 2. What are the key components of an informative text?  * **Write a minimum of one paragraph explaining the rationale for teaching this unit.** * It is important for students to be taught this unit so that they can begin to understand how vast this world is that we call home. This space unit will teach students why a day is 24 hours and why a year is 365 days. Students will strengthen their observation skills and practice making predictions. Students will be challenged to find patterns and make comparisons. Observations, predictions, patterns, and comparisons are critical to many other content areas outside of science. * Things that occur every day can be explained by space. Students need to know that Americans have learned a lot from exploring space and that there is still much left that is unknown. As these students advance their educational career, they will begin to learn the historical connections that align with space science. |
| * Describe the characteristics of your students identified in the class who will require differentiated instruction to meet their diverse needs. * Although the majority of my students do not require differentiated instruction, there are a few students with diverse needs. Two of my students require a greater amount of time to complete work compared to the rest of the class. I will need to differentiate my instruction in a way that allows these two students to have enough time to complete their work. Also, two of my students often have difficulty keeping focused throughout the entirety of a lesson. Therefore, my instruction will need to be differentiated so that these two students always have something to be working on during the lesson. These students struggle to listen long periods of time without using their hands. My instruction will be differentiated to best meet the needs of these four students. I will also differentiate to meet the needs of kinesthetic, visual, auditory, logical-mathematical, interpersonal, and intrapersonal learners. |
| * Provide an overview of technology that will be integrated to enhance instruction and demonstrate **student use of technology**. * Technology will be integrated in a variety of ways in order to enhance instruction and demonstrate student use of technology. Several YouTube videos will be shown to meet the needs of both auditory and visual learners. Some formative assessments will require the use of the Smart Board. Both the pre-assessment and post-assessment include a PowerPoint presentation. Students will be given the opportunity to interact with the Smart Board on three separate occasions. Students will complete a shadow drawing activity, a constellation mapping activity, and a review activity on the Smart Board. The Smart Board will be the main source of technology since Kentucky Christian Academy has limited available technology. |
| * Identify people who will be assisting with instruction and identify the specific instructional responsibilities they will have. * Mrs. Ward will be assisting me with instruction. She will serve as my co-teacher for unit lessons that include co-teaching strategies. She will help me access technology most effectively and address student misbehavior. In addition, she will help organize lesson materials and distribute supplies. Dr. Garrison, my student teaching university supervisor, may also provide suggestions for different instructional strategies to include in my unit. Dr. Garrison’s expertise is in the area of reading. Therefore, she may provide ideas for the best ways to implement language arts elements in this unit. * 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. * See Unit Critical Resources |