

Integrative Social Studies Mini-Unit Plan

30% of the total course grade

(2 points for timely submission of the proposal, 83 points for written unit plan, 15 points for presentation)

Explanation

Each student is expected to develop an elementary grade level (4th grade and above for this unit plan) integrative social studies mini-unit of at least five connected lessons. The unit must be planned with a focus on at least ONE of the Ten NCSS Social Studies Themes. The unit must use at least 4 different strategies (at least one strategy for each lesson in this unit) recommended by the textbook known as *50 Social Studies Strategies for K-8 Classrooms, written by Obenchain and Morris*. The quality of the unit will be judged on factors such as unit rationale, objectives, assessment, its use of appropriate and engaging instructional strategies, and clarity of procedures. Each student will present his or her lesson plan in that unit.

Integrative Social Studies Mini-Unit Plan should be uploaded on TaskStream at the end of the semester.

Please follow the format provided for the unit plan using appropriate headings and subheadings to identify each section. It is not necessary to turn in copies of published resources. Please turn in copies of handouts that you have created yourself. Please label and attach each handout as you refer to each of them in your unit plan. If you create transparencies, turn these in on regular paper and label each “transparency”. List published materials or Internet sites in your materials section in an APA style in your reference section. Without a reference list, the unit plan will not be complete.

Your integrative social studies mini-unit plan must be planned centering on at least ONE of the Ten Social Studies Themes stated by NCSS. The Unit must address at least ONE of the five New York State Social Studies Learning Standards and **must have all** of the following components. Your rationale must describe how each of the following components is integrated into your unit plan. Here are the required components:

Teaching for social justice and multicultural education	Each of the components will have 3 points in the Rationale section of your unit plan. Altogether they will have 24 points in your Rationale.
Teaching for students’ social studies knowledge, skills, and dispositions using at least 5 strategies from our textbook: <i>50 Strategies for K-8 Classrooms</i>	
Bloom’s Taxonomy (with a majority as higher order learning objectives)	
Howard Gardner’s Multiple Intelligences	
Integration of Technology (For example: Social Studies Webquest)	
Use of Primary Sources	
Use of Children’s Literature	
Integration of Civic Engagement/Service Learning	

Evaluation

The Integrative Social Studies Mini-Unit Plan will be evaluated for the following components:

A one-page proposal submitted at the beginning of the semester. 2 points

PART: I. Unit Plan Introduction

<i>Headings and Subheadings</i>	<i>Required Components In Highest Quality</i>	<i>Points</i>
1. <u>Title Page</u>	Clearly tells the reader what this unit plan is about, grade level, name of the student designing this unit	1
2. <u>Rationale</u> WHAT? SO WHAT? HOW ?	a. What you know about the topic for the unit? Please share specific social studies <u>content knowledge</u> you know about this topic. b. Your rationale is written using APA style.	10
	c. Why is it important for elementary students to learn the content that are included in this unit and how does this unit address the goals of social studies education (citizenship ed., global awareness, history/social sciences ed., and critical thinking)?	3
	d. This part should also address how the theme you select for this unit teaches about social studies or multicultural education	3
	What teaching strategies will be used and why these strategies are appropriate and why is the instructional time divided as it is? Does your unit integrate 1. Bloom's Taxonomy to design higher order thinking objectives and student outcomes? How? 2. Howard Gardner's Multiple Intelligences? How? 3. At least one Children's book?	3 3

	<p>What? How?</p> <p>4. Technology? What? How?</p> <p>5. Primary sources? What? How?</p> <p>6. Civic engagement and/or service learning? What? How?</p> <p>At least five strategies you learn from <i>50 Strategies for K-8 Classrooms</i> should be identified in this unit. At least one strategy for each lesson within the unit is required.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>
3. One or more of the NCSS' Ten Social Studies Themes and New York State Learning Standards	<p>Specify how this unit addresses a specific social studies theme or themes stated by NCSS</p> <p>List the NEW YORK STATE social studies learning standards that your unit addresses. You must list the title of that standard, the explanation of the standard, the key ideas, and students' performance indicators. Please consider the connections of your unit with these standards, key ideas, and performance indicators.</p>	<p>1</p> <p>1</p>
4. Learning Objectives/Student Outcomes	<p>List all the learning objectives for the whole unit in the order they will be taught. Objectives can't get 2 point if most of the objectives are NOT higher order thinking objectives. All objectives from each lesson must be consistent in format.</p>	<p>2</p>
5. Unit Assessment	<p>If the final product is a project, provide a handout that will be given to students that explains the project in detail and a detailed rubric or checklist is provided that explains how students will be assessed. The rubric assesses both knowledge and skills that should have been gained through the unit.</p> <p>If the final assessment is an exam, provide a copy of the exam and key. The exam must assess all objectives contained in the unit using a variety of question formats.</p>	<p>4</p>
	Total	43 points

Part II: Five Connected Lesson Plans

The Unit should have at least 5 connected lesson plans. Please use the lesson plan template provided on WebCt or other lesson plan templates that have the required components. Please be consistent with the lesson plan template. Within each lesson plan, please include the following components:

Rationale	Why this lesson is planned within this unit and how it connects with other lessons	1
Learning Standards	List the standards (including the title of the standard, with explanation), key ideas, and performance indicators	1
Learning Objectives	Specific objectives that you are going to achieve in this lesson. Must have at least two higher order thinking questions/objectives. Each listed objective must have a matching assessment method (Remember <i>Less is more.</i>)	3
Evaluation/Assessment	Evaluation tools match each of the objectives	1
Procedures Procedures should be detailed enough for a last-minute substitute teacher to conduct the lesson. All handouts must be attached and labeled clearly and accurately.	At least one strategy from <i>50 Strategies for K-8 Classrooms</i> should be used in each of the four lessons within this unit. Have an estimate of the instruction time for each activity.	1
	Must have introductory /motivational activity	1
	Must have a major activity or activities that help children achieve the objectives of the lesson	1
	Must have a concluding activity or statement that highlights the key concepts of this lesson	1
Total 10 points		
4 lessons x 10 points = 40 points		

Part III. Resources. All references must use APA style.

Without this section, your unit plan is not complete. (4 points)

Part IV: Presentation (15 points)

The purpose of the presentation (using poster, PPT, Photo-Story, etc.) is to share with your classmates lesson plan designing you have learned this semester. Please make sure you highlight the following components in your presentation

Requirements	Points for Performance		
Demonstrating one specific activity in your unit plan as if we are all your elementary school students (3 points)	Target 3	Acceptable 2	Unacceptable 1-0
	Effectively demonstrated an engaging learning activity in one of the five lessons in your unit.	Demonstrated a lesson activity, but does not use any of the effective strategies learned in this class.	Did not demonstrate a learning activity.
Presenting two specific higher order thinking objectives your specific activity addresses (3 points)	Two higher order thinking objectives are clearly specified during your presentation. The demonstrated activity meets the two specified objectives.	Presented two higher order thinking objectives, but only one of them matched the demonstrated activity.	Did not present two higher order thinking objectives. The demonstrated activity did not match any objectives.
Evaluating your teaching (3 points)	The presenter used multiple ways to evaluate learners' learning experience. The evaluation tools clearly match the learning objectives of the demonstrated activity.	The evaluation method meets one of the learning objectives.	The presenter does not evaluate learner's learning. The evaluation does not match the objectives.
Using effective visuals . (3 points)	The presenter uses a variety of thoughtful visual aids to enhance the presentation. Photos, pictures, diagrams, tables, or newspaper clips are included during the presentation.	The presenter uses visual aids to support the presentation.	The presentation does not use any visuals.
Presenting as confident teachers in a professional manner (3 points)	<p>The presenter makes conscious efforts to reach out towards audience from the slides or notes.</p> <p>The Presenter always maintains eye contacts with the audience, encourages audience interaction by asking thought-provoking questions and sharing their views.</p> <p>The presenter obviously memorizes the notes and speaks with clarity, adequate volume, and fluency.</p> <p>The presenter dresses up for professional presentations.</p>	<p>The presenter makes conscious efforts to reach out towards audience from the slides or notes.</p> <p>The Presenter most of the time maintains eye contacts with the audience, encourages audience interaction.</p> <p>The presenter sometimes has to rely on notes during speaking.</p> <p>The presenter dresses up for professional presentations.</p>	<p>The presenter makes no effort to reach out to the audience.</p> <p>The presenter relies totally on notes and does not maintain eye-contact with audience.</p> <p>The presenter does not dress up for professional presentations.</p>
Total 15 points			