

SAMPLE



Focus of Unit: “Our Neighborhood, Planet Earth”

Grade & Learner Profile: 5th grade/class, 20 students. Two students receiving special education assistance (IEPs for reading and math). One student receives Title 1 assistance.

Standards & Benchmarks:

MT.WR.K-12.1.R	<p>RATIONALE: The goal of writing instruction at all grade levels is to enable all students to write clearly and effectively. While final drafts should be mechanically correct, good writing includes much more: organization, development of ideas with supporting detail, sentence fluency, word choice, and voice. Writers need many opportunities to write and revise their writing. As writers gain control of language, they discover the power of writing to communicate.</p>
MT.WR.K-12.2	<p>STANDARD: Students apply a range of skills and strategies in the writing process.</p>
MT.WR.K-4.2.1	<p>> plan writing by generating and organizing ideas and by considering purpose and audience.</p>
MT.WR.K-4.2.3	<p>> revise writing at the word, sentence, and paragraph levels using feedback and guidance from others.</p>
MT.WR.K-4.3.1	<p>> set goals and become aware of successes in their own and others’ writing.</p>
MT.WR.K-4.3.2	<p>> share writing with others, listen to responses, ask questions, and offer positive comments to others.</p>
MT.SS.K-12.3.R	<p>RATIONALE: Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.</p>
MT.SS.K-4.3.1	<p>> identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).</p>
MT.SS.K-4.3.2	<p>> locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).</p>

- MT.SS.K-4.3.4 > describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.
- MT.ARTS.K-4.5.2 > identify and describe specific works of art belonging to particular cultures, times and places.

Resources:

GoogleEarth/Internet access
Computer lab with at least 10 computers connected to the Internet
Microsoft Word with Internet access (for image inclusion)
paper/pencils/pens/markers/colored pencils
SmartBoard and accompanying software
A large, clear, and detailed World map or globe
Color printer connected to at least one computer
Grocery / kitchen access, for at least one student if they choose the recipe project

Rationale & Background:

The focus of this lesson will be teaching students about the relationship between where they live and the rest of the world, both physically, as in geographically, as well as culturally. As is often the case growing up in smaller towns, many students may feel isolated from the rest of the planet, and this unit is a way for them to see the big picture and learn a little about the rest of the countries and people around the globe. In order to teach this lesson, the teacher must have a firm grasp of basic geography, must know some landmarks around the world and where they are located, as well as how to use GoogleEarth, a Smartboard, and the Internet. She/he must be able to describe accurately different cultures around the world when introducing countries or landmarks to the children—for example, Stonehenge could be one, and the teacher would have to know basic history and information regarding that. Some resources for teachers wishing to teach this lesson would be various National Geographic magazines, various historical texts, and websites describing cultural traditions of different ethnic groups around the world. None of these resources would need to be extremely detailed, but would be necessary to give the teacher accurate information for describing things to their students. Before students are ready for these lessons, they must know their own personal addresses, have acquired basic writing skills appropriate for approximately their grade level, and know how to use the Internet and computers well.

Instructional Objectives:

Technology Objectives:

- 1) SWBAT access and demonstrate proficiency in the use of Google Earth to locate a minimum of 3 distinct places of interest.

Geography/SS Objectives:

- 2) SWBAT locate, on a map or a globe, where they live, as well as other continents on the planet and various cultural landmarks around the world.
- 3) SWBAT give general descriptions of the cultures that inhabit various places around the globe, some of their traditions, and their artwork as well as any cultural landmarks that are associated with that culture, such as recipes, history, language, etc.

Language Arts Objectives:

- 4) SWBAT incorporate the above knowledge into written works describing the lives of people inhabiting various places around the planet other than their own.
- 5) SWBAT present their projects for their peers using oral and media skills
- 6) SWBAT evaluate the presentations of their peers using a rubric.

Differentiation: In order to adapt this lesson plan for diverse learners, I will utilize the more advanced learners in the classroom to assist the more challenged students. This will be done through predetermined grouping of the students into diverse learning collaborations. There will be multimedia facets to the unit in order to reach various learning styles. Each student within the group will be given a role related to something they show interest in or excel at, and will be encouraged to utilize the help of their parents and family members when researching their topic. A blind student would have access to materials on cultures and geography provided in Braille, and there would be plenty of read-alouds by the teacher throughout the unit to describe diverse cultures and scenery around the world. Other issues related to this unit with regard to learners with distinct learning needs would be addressed using special education staff as co-facilitators.

Instructional Sequence:

Day 1: As an introduction to the Unit, I will present the students with a world map and GoogleEarth on the Smartboard. I will ask the students to gather around in front of the SmartBoard, and I will start the lesson by showing them my own house on GoogleEarth. Next, I will ask if any of them know their addresses, and we will find their homes. Next I will ask them if they know where the Statue of Liberty is located. We will locate it on GoogleEarth, as well as the map. I will give a brief history of the Statue of Liberty (how it was a gift from France, etc.) and we will move on to various other landmarks around the globe. Some of these could include Stonehenge, the Vatican, the Great Barrier Reef, the Great Wall of China, etc. We would spend roughly 20 minutes to half an hour using GoogleEarth and the World map in tandem with each other to explore various places around the world. We would visit each continent at least once, and I would ask them what they knew about this continent. Who are the people that live there? What are some famous places located there? What do they know about traditions in that area? I would finish the lesson by assigning the students their 4 person groups, giving them 10 minutes to meet, and giving them the task of choosing three countries to research for their final project. The three countries should be listed in order of choice (i.e. 1 is first choice, 2 is second choice). At the end of the 10 minutes, each group will present me with a piece of paper with their names and their three choices. I will then mix the pieces of paper up in a bowl/hat, draw them out, and write on the board the groups and what countries they will be researching. If a subsequent group chooses a country which has already been chosen, they will get their second choice, and so on.

Day 2: We will quickly review the expectations we went over the day before: each group has selected their country, and they will be researching that country in order to present a final project for the class. I will write on the board 3 choices students can select for their final project. The 3 choices will be as follows:

- 1) Write a brief description of their country; its climate, scenery, history, and the people who inhabited it in the past and today. Find some photos from this country. Next, choose a recipe which is unique to this country and one of the cultures that live there. As a group,

- make the recipe and have it ready for the final presentation along with a typed copy of the recipe for every other student in the class. Give a bit of information about the recipe itself with this; when was it eaten, how is it unique to that culture?
- 2) As a group, develop a character that lives in their country. Concoct a complete biography of this character and write a 3-5 page story detailing his/her life and what he/she does on a daily basis. Include some of his/her native language, likes/dislikes, family history and information, etc. Have one student illustrate the story on posterboard, and present the story and illustrations for the rest of the class. All information must be accurate and show the group has researched thoroughly!
 - 3) As a group, come up with a name for a travel agency. Next, research their country in order to create a trip touring their country. Specific information, such as what routes taken and what hotels and restaurants visited along the way, will be necessary. Accurate monetary amounts and details will be expected. Finally, create a travel brochure using Microsoft Word (or Publisher/other Desktop Publishing software) and the Internet to describe their trip from beginning to end, with colorful photos included.

I will advise the students to get back into their groups, choose one of the three final projects, develop an outline of how they will complete this project, and list the specific duties of each group member to complete the project. I will give the students 20 minutes to complete this task and present me with a page detailing this information. The rest of day two will be spent in the computer lab researching their project. Each student will be advised to research a different facet of the country; for instance, its people, its food, its scenery, its climate, its animals, its history, traditions, etc.

Day 3: Students will get into their groups and review what information they gathered the previous day working on their research of their country. They will be required to determine if they have enough information to work with. If not, they will be given further time in the computer lab to complete their research. If they have enough information, they will begin their “jobs” necessary to complete their project. This day will be spent largely in the computer lab, again, writing, composing the written part of their projects. At the end of the class period students will be expected to provide for me what they have done so far, so that I have a clear picture of what they have accomplished and whether or not groups are moving at the pace required to be finished by Day 5.

Day 4: Students will get into their groups, again, and review what they have done so far. Next, they will split up and work on their individual responsibilities. Some of the students will be editing their written drafts from the previous day, and putting them together into a final draft. Some will be finding photos and images on the Internet to be used for their brochures, stories, or recipe presentations. Some will be drawing illustrations for their stories. Some will be listing ingredients for recipes and setting up a time that evening to get together and make the recipe for the following day. During this process, I will be available for advice on their final presentations, and when groups have come reasonably close to completion, I will be their audience for a practice run of their presentation, which will occur the following day. At the end of the class period, I will bring the students together as a class, and review what is expected of them for the final day of the Unit. I will introduce the rubric they will be using when they evaluate the presentations of their peers, a large portion of my own assessment process. It will look like this:

Group Name Here:	Poor (1)	Fair (2)	Good (3)	Excellent(4)
Research	I'm not so sure they did their research.	They did their research but didn't review it enough to know their country.	They did their research adequately and seemed to know their country pretty well.	They did their research and reviewed it well; this group really knows their country!
Images/Illustrations/Photos	None, very few, doesn't give you an idea of what the country and its people are like.	Some, but could be more.	Quite a few, adequate to show what the country and its people look like.	Lots, well-done and colorful! I practically lived here.
Group Presentation/Text, Written or Read-Aloud	Disorganized, not well-prepared, only one person presented, etc.	More than one person presented, but not as organized and prepared as they could have been.	Everyone participated, good organization, well-prepared.	WOW! Now <i>I</i> really know this group's country!
Overall	Could have been better.	Pretty Good.	I liked it!	WOW! These guys did an awesome job.

Day 5: Groups will each choose a number from a hat/bowl, etc. which will determine the order in which they will present. Each student will be handed out an assessment rubric peer evaluation form (like the one under Day 4 above) and will be given clear instructions on how

to complete their assessments. Assessments will be anonymous and should be taken very seriously. For each presentation, GoogleEarth will be available on the SmartBoard and the World map should be utilized as well. Groups will now present their projects, and each member of the group will be expected to play a part in this. As groups are presenting, there should be utter respect and complete silence by the rest of the class as they are listening and watching. After each presentation, students will be given 5 minutes to complete the rubric for the group, and turn them in to me, facedown. Applause will be given at the end of every presentation. The time expectation for each presentation will be roughly 5-10 minutes.

Assessment: I will assess students through daily observation of their group work using anecdotal records and student feedback. I will also use the peer evaluation rubrics to assess the quality and efficiency of the group work.

Technology Objectives:

- 1) Anecdotal record / checklist

Geography/SS Objectives:

- 2) Checklist showing cultural landmarks
- 3) Checklist showing cultural landmarks

Language Arts Objectives:

- 4) Group poster presentation to class
- 5) Peer evaluation rubric
- 6) Peer evaluation rubric

Reflection: I have not yet taught this unit.

Unit Plan Scoring Rubric

SKC Teacher Education Program

Component	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
Unit Focus	Topic is not evident, or is inappropriate for grade / developmental level of students. Substantial revision required.	Topics in unit are somewhat unclear or are inconsistent throughout the lessons. Topic of unit may not be clearly appropriate for grade level.	Focus of unit is clear, but may not be evident or consistent throughout unit sequence. Lesson topics are appropriate to grade/age level.	Focus of unit is appropriate and especially well-articulated. Individual lessons are well-placed for age/developmental level.	<input type="text"/>
Unit Goals and Objectives	Objectives are not evident, or are poorly expressed. Objectives are not tied to other aspects of the unit plan.	Objectives are evident, but may not be measurable. Objectives are adequate, but may not be clearly expressed. Objectives may require revision.	Objectives are clearly stated and connected to other aspects of the unit. They are well expressed and measurable.	Objectives are unusually comprehensive, clear, and relevant to the lessons and unit. They demonstrate rigorous yet appropriate behavioral and academic expectations.	<input type="text"/>
Instructional Sequence	Instructional strategies are not evident, or are unclear and disorganized. Instructional methods may be inappropriate.	Some instructional strategies are appropriate for learning outcomes. Instructional sequence is inconsistent and may require revision.	Most instructional strategies are appropriate for learning outcomes. Learning experiences are well-paced, appropriate, and well articulated.	Learning sequence and choice of instructional methods are excellent in scope and sequence. Teaching methods reflect a keen awareness of students' learning needs.	<input type="text"/>
Assessment	Assessment strategies or tools are not evident or are inappropriate for learning outcomes.	Assessment methods are evident, but may not be tied clearly to learning objectives. Assessment methods may be weak and may require revision.	Unit assessment is clearly stated and has been connected in meaningful ways to learning objectives. Assessment is varied yet consistent across lessons.	Assessment strategies are comprehensive, well articulated, and directly tied to objectives. Quantity and quality of assessment strategies are exemplary.	<input type="text"/>
Organization and Presentation	Unit plan is disorganized or poorly presented. No logical sequence of learning activities is evident. One or more required elements missing.	Unit design contains all required elements, but may need revising for aspects of organization or presentation.	Unit is appropriately organized and well expressed. All elements evident and in proper sequence. UP is easy to understand and follow.	Unit plan is unusually well organized, includes supplementary materials, and is rich in detail with logical descriptions and all required elements.	<input type="text"/>
Writing	Many (more than 10) spelling, grammatical, or organizational writing errors evident. Substantial revision necessary.	Some (1 - 10) spelling, grammatical, or other writing errors are evident, but otherwise writing is adequate and clear.	No errors evident in writing. Written conventions are followed, and writing is appropriate for an upper level college course.	No errors in writing conventions evident. Writing reflects exemplary and appropriate use of vocabulary. Writing is unusually professional in form and substance.	<input type="text"/>

Total: