**Unit Plan/Electronic Portfolio**

The Unit Plan/ Electronic Portfolio is the culminating activity for our course. Below is the Unit Plan assignment description from your Syllabus:

Unit Plan: Electronic Portfolio 50 points total

(Overview (5 pts), 5 lessons (25 pts), 3 technology (10 pts), 3 assessments (5 pts), differentiation (5 pts)

Direct Instruction Lesson Plan

Concept Lesson Plan

Cooperative Learning Lesson Plan

Multimedia Inquiry Lesson/ Plan

Choice Lesson Plan

So what does that mean? Basically, you can use all the lessons, assessments, and technology you already have created for the course, but now they all have to go together in a cohesive unit. Please read the unit case studies in our textbook. The high school example is very good in Chapter 16 but also look over the middle school example in Chapter 15 since it is interdisciplinary. The following are the specifics on how the unit will be graded.

1. **Overview** includes (5 points):

a. **Timeline** (2 points)

Make a weekly chart where you tell me which lesson goes first, second, third, etc. Not all lessons have to be covered in one day. You can make your week with block classes or traditional 50 minute classes. *Make sure to identify the title of the lesson and what kind of lesson it is.* Please put it in a table like below (which may need more than one week). Write a short summary of your unit plan. Include the rationale\* for your ordering of the lessons and how the lessons lead to each other to accomplish the goals and objectives. (\* This is new)

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| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Introduction of Bill of Rights – Direct Instruction | Bill of Rights in Your Own Words - Concept | Connect 4 Bill of Rights Review - Multimedia Inquiry | Bill of Rights Socratic Seminar - Choice | Goodbye, Bill of Rights! Skits – Cooperative learning |

My class will be on a block schedule with 75-minute classes. In this unit, students will analyze the original text of the first 10 amendments, known as “The Bill of Rights.” Through careful reading, they will study the language of the amendments in order to understand not only the intent of the Founding Fathers, but also the way these words have been interpreted over time. By the end of the unit, students will demonstrate this knowledge by writing summaries of selections, answering questions in an argumentative writing style, engaging in a Socratic Seminar and acting out a skit to show how the Bill of Rights affects their daily lives.

I chose to begin this unit with an introduction to the Bill of Rights, in which the students examine their rights and limitations in the classroom to relate this topic to their everyday life. On Tuesday, we begin to delve into the Bill of Rights on a basic level by having the students examine each amendment as they read and re-write the amendments in their own words. They will finish this lesson with a quiz to gauge their understanding before moving on to more complex ideas. On Wednesday, the students will play an interactive review with the Bill of Rights on the SmartBoard. For the remainder of class and homework Wednesday night, students will choose either to become familiar with the *Tinker v. Des Moines Independent School District* or *Hazelwood School District v. Kuhlmeier* court cases.They will complete a handout of questions specifically for their court case, as well as develop 2 questions to prepare for the Socratic Seminar on Thursday. On Thursday, the students will engage in a Socratic Seminar. On Friday, the students will work in their groups to develop a skit for a specific amendment that they have been given to present to the class on Monday.

b. **Unit Standards, Unit Goals, Unit Objectives, Unit Assessments** (3 points)

Here you need to list the Content Standards covered by the whole unit. It may contain most of the standards already indentified in your lessons, but these may be a bit broader. Then write your goals and objectives for the unit. There should be 1 -3 goals, and between 3-8 major objectives that all have a specific behavior, condition and criteria. These do not necessary match exactly to the objectives you already wrote in your lessons. The criteria in the unit objectives should match your unit assessments. *You can include the Technology standards and Unit assessment here but they will be graded under other sections.*

Please use the chart below:

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| Standards (content area) |
| AH1.H.1.2 Use historical comprehension to: 1) Reconstruct the literal meaning of a historical passage and 2) Differentiate between historical facts and historical interpretations.AH1.H.1.3 Use historical analysis and interpretation to: 1) Identify issues and problems in the past, 2) Consider multiple perspectives of various peoples in the past, 4) Evaluate competing historical narratives and debates among historians and 5) Evaluate the influence of the past on contemporary issues.AH1.H.1.4 Use historical research to: 1) Formulate historical questions, 3) Support interpretations with historical evidence and 4) Construct analytical essays using historical evidence to support arguments.AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their last impact.AH1.H.4.1 Analyze the political issues and conflicts that have impacted the United States through Reconstruction and the compromises that resulted.AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction. |
| Standards (technology) |
| HS.TT.1 Use technology and other resources for assigned tasks.HS.TT.1.1 Use appropriate technology tools and other resources to access information.HS.TT.1.2 Use appropriate technology tools and other resources to organize information.HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others.HS.SI.1. Evaluate sources needed to solve a given problem.HS.SI.1.1 Evaluate resources for reliability.HS.SI.1.2 Evaluate resources for point of view, bias, values or intent of information.HS.SI.1.3 Evaluate content for relevance to the assigned task. |
| Unit Goals (1-3) |
| 1. Students will learn the first 10 amendments, known as the “Bill of Rights.”
2. Students will analyze primary source documents.
3. Students will write an argumentative essay.
4. Students will engage in a Socratic Seminar.
5. Students will perform a skit.
6. Students will write a blog post.
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| Unit Objectives (3-8) | Unit Assessments |
| 1. The learner will be able to complete a Venn Diagram comparing and contrasting the rights and limitations of students and teachers.
2. The learner will write the Bill of Rights in his or her own words.
3. The learner will critically analyze a court case to produce an argumentative essay and open-ended questions for a Socratic Seminar.
4. The learner will engage in a Socratic Seminar by articulating their personal opinions effectively and participate constructively in a group discussion.
5. The learner will actively research information to creatively depict an amendment in a skit performance.
6. The learner will create a blog post defending current or possible future amendments and their importance to our lives as citizens.
 | 1. The teacher will give a pre-assessment to gauge any prior knowledge about the Bill of Rights.
2. The teacher will give the students a quiz on the Bill of Rights.
3. The teacher will review the Bill of Rights through a Connect Four SmartBoard lesson.
4. The teacher will use a grading rubric for the Socratic Seminar and accompanying activities.
5. The teacher will use a rubric to grade the skits.
6. The teacher will use blog posts by the students as a post assessment.
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2. **Technology Section:** (10 points)

You need to include at least 3 technology standards (1 point)

Three uses of Instructional Technology (2 point each, 6 points total)

Explanation of how technology was used to enhance the learning of your unit (3 points)

You also may have many more than 3 technology examples throughout your unit. We would like to see a variety of technology use. There should probably be one example of students using technology, one example of you using it and several supporting websites used throughout the unit. You may have other examples as well like your SMARTBoard lesson. We will need these described in Technology section for grading purposes.

“Bill of Rights” YouTube video, SmartBoard lesson, Student use of technology to develop skit

The YouTube video is just a fun way to engage the students in the new topic. The SmartBoard lesson is used as an interactive way to review the material. The students can use technology in developing their skit to learn more information about the amendment, ways that it has been challenged in the past through court cases, etc.

3. **Differentiation** (5 points)

1) Add in how you would accommodate for Lee or Sandra in your unit plan.

2) Please identify which of the lessons 4/5 have differentiation and state what type of differentiation you use.

Types:

* Tiered Assignments and Products
* Compacting
* Independent Study
* Interest Centers /Groups
* Flexible Grouping (roles in groups)
* Multiple Levels of Questions
* Learning Contracts
* Choice Boards

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| --- | --- |
| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction |  |
| Concept Development or Attainment | Flexible grouping – I would like to break the students outside of their comfort zone by assigning heterogeneous groups. I want the students that normally would be labeled as “struggling” to become comfortable working with other students. They will continue to work with these same groups throughout the remainder of the unit. |
| Inquiry | Choice boards – Students will choose which case study that would like to read and become an expert on for the Socratic Seminar in class tomorrow. |
| Cooperative Learning | Tiered assignments/products – Students will write a blog post as a final assessment. The type of blog post will vary depending on the ability level of the student. |
| Choice (model of your choice) | Multiple levels of questions – The students will develop questions for the Socratic Seminar. The teacher will have knowledge as to which level of questioning each student should feel comfortable preparing and answering in terms of Bloom’s taxonomy. This will be taken into account when grading their participation in the Socratic Seminar.  |

4. **Assessment Section:** (5 points)

Three Assessments (1 point each, 3 point total)

Now you may have many more than 3 assessments, but I want to see examples of different kinds of assessment throughout your unit. Make sure you have one example of a project with a rubric, one example of an essay/or word problem (and how you grade it) and one example of a multiple choice test. (May even be a short exit slip or key to an in class assignment). You may have other examples as well. Make sure to have all answer keys available for all assessments in order to get full credit. I will need these described in the Assessment section for grading purposes.

Pre and Post Assessments(1 point each, 2 points total)

You can make a traditional paper-pencil pre and posttest. Or you can have a project as your postest and use a rubric for grading. We just need some record on how you measure students' knowledge at the beginning and assess it at the end. It can even be an analysis of student work over the week. But you need to figure out how you would actually grade the assessments*. Make sure the entire Pre and Post assessment is included with answer sheets and complete grading criteria or rubrics.*

*Question: Can the pre and posttest assessment count as 2 of your 3 assessments? Yes- but the need to be very good then! Remember you had assessments for each lesson so you really have more than enough.*

Pre Assessment – I will have the students write anything they know about the Bill of Rights on a sticky note at the beginning of class on the first day of the unit.

Bill of Rights Multiple Choice Quiz on Day 2

Socratic Seminar Grading Rubric

Skit Grading Rubric

Post Assessment – The students will write a blog post. The type of blog post will vary depending on the ability level of the student in which they will defend current or future amendments and their importance to our lives as citizens.

5. **Five Lessons** (5 points each, 25 points total) \* There may be specific requirements for each lesson.

You need an example of each of the following: Direct Instruction, Concept development or attainment, Inquiry, Cooperative Learning, and Choice. Each lesson will be graded as follows:

a. The content and technology standards needs to match the objectives (behavior/conditions/criteria) and be measurable by the assessments. (Very important!)

b All supporting handouts, graphic organizers, accommodations, and materials need to be a part of the unit plan. This includes answers to worksheets, activities, and quizzes. All examples you are giving to students need to be included as well.

6. **Format for Unit Plan:**

Please use the following headings:

Title of Unit

Overview (give a brief paragraph summary of entire unit)

Timeline (use chart and give rationale)

Unit Standards, Goals, and Objectives (use chart)

Differentiation (use chart)

Assessment Section

Technology Section

Lessons Plans (with all handouts/assessments/graphic organizers/accommodations/technology)

Most of these unit plans can be handed in electronically on Blackboard in our Electronic Portfolios. But if you have some sections that you have hard copies of and do not want to scan and submit, please turn them in during class by the due date. It is best to can them though when possible so your online unit plan is complete.