

Unit Design Template

Subject: 6th Grade Social Studies

Unit: Chapter 2 – Fertile Crescent

Olmsted Falls Middle School

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

- I can explain the location, government, religion, agriculture, and cultural and scientific contributions of the Tigris and Euphrates (Mesopotamia) civilization before 1000 B.C.E. (conceptual, understand)
- I can place countries, cities, deserts, mountain ranges and bodies of water on the correct continents. (factual, remember)
- I can explain how environmental factors (like bodies of water, landforms, climates, and vegetation) affect human settlement and activities. (conceptual, analyze)

What are the Big Ideas that go with this unit?

Ancient civilizations set the precedent for modern societies in location, government, religion, agriculture and cultural and scientific contributions.

What are the Essential Questions that go with this unit?

How do ancient civilizations affect the development of modern societies?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Post and discuss Essential Questions and Learning Targets in the classroom

Put the learning target on handouts, quizzes, and tests

Use strong examples of student work (stars and steps) Better, as good, worse = Thumbs up, down

Having students form question from the learning targets. These questions become the purpose for reading questions.

Strategies for making learning targets clearer for students

- ✓ At the beginning of a unit, share the Big Idea or Essential Question with the students. Once you have taught a lesson, refer to the Big Idea or Essential Question and have the students make connections between the lesson and the Big Idea or Essential Question.
- ✓ Pose the Essential Question throughout or at the end of the unit. Have the students answer the Essential Question in their own words. The goal in this case is for the students to be able to respond to the Essential Question with the Big Idea stated in their own words.

- ✓ Share the grade level indicator with the students before, during, and after the lesson. Make connections between the grade level indicator and the Big Idea/Essential Question.
- ✓ Have the students summarize what they have learned in an exit slip.
- ✓ Introduce the language of a rubric to students by asking them what they already know and then linking their thoughts to the main concepts in the rubric.
- ✓ Create rubrics that are in student friendly language.
- ✓ Teach students how to use the rubric to evaluate models of strong and weak work samples.

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

Self-Assessment sheet for the chapter – The students stop and self-assess their level of understanding periodically throughout the unit. (Complete after each section)

Section 1:

Label the map on the place mat

Purpose for reading questions – section 1 worksheet

Section 2:

Exit slip –check for understanding –Need to create

Section 2 practice quiz

Section 3:

Section 4:

Letter with rubric

Section 5:

Entrance slip – what do you know about Judaism so far? Add to the exit slip after you read the section.

Chapter review sheet

What summative assessments will we use? (Graded, evaluative assessments)

Section 1:

Map activity with book – completion grade

Map quiz

Section 2 and 3:

Quiz – Look at

Section 4 and 5:

Quiz – Create

Unit Test

Vocabulary

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Section 1:

Label the map - book

Vocabulary

Section 2:

Timeline worksheet

Vocabulary

Section 3:

Hammurabi's compare activity (Aladdin clip)

Mesopotamia math

Cuneiform activity

Hammurabi crossword

Vocabulary

Section 4:

Sailing activity

Cloze notes

Vocabulary

Section 5:

Read

Smartboard

Vocabulary