**Unit Backwards Design Planning (UBD) Template**

**Name: Courtney Bee**

**River Civilization: Nile River Valley Civilization**

# *Step One: Identify Desired Results (Essential Question(s) National/State/Common Core Standards)*

**Unit Summary and Rationale:**

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| **Give a brief overview of the unit content, concepts, and core activities. Provide a rationale for why this unit is important for students.**  This unit will cover the sixth grade theme of Regions and People of the Eastern Hemisphere. It will include the strands of history, government, geography, and economics.  The concepts covered will include:   * World Religions * Government * Environmental Impact on Human Movement * Five Themes of Geography   Students will actively inquire about the Nile River Valley Civilization. The teacher will build upon any prior knowledge present about the civilization and will assess students about the new information. The teacher and students will work together to reflect best practices in the Social Studies classroom. The teacher will assess in multiple ways to best determine if expectations and goals were met.  The teacher will provide opportunities for students to use technology in the classroom. A wide variety of research methods and outlets will be available for students to use. Within the unit, the teacher will incorporate the five themes of geography. Students’ best method of learning (multiple intelligences) and project-based learning will be used throughout the unit on the Nile River Valley Civilization. As an end result, students will choose an area of the lifestyle of the people in the Nile River Valley civilization. Students will further research for a deeper understanding of that area and create a PowerPoint presentation for the class to view. |

**Essential Question(s):**

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| **List the essential questions that underlie this unit. You may have more than one question. Make sure they are linked to the rationale stated above.**   1. How have ideas and events from the past shaped the Eastern Hemisphere today? 2. How do we know what we know about the world today? 3. How does where you live influence how you live? 4. How does governmental authority affect citizens’ rights? |

**State Standard(s)/Common Core:**

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| **Use the ONLS for Social Studies.**  **List at least two different content strands with at least one content statement supporting each. List the skills topic from either strand, listing the content statement that supports it (there is only one for each strand).**  **Include at least 1 Common Core Literacies Standard**  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Early Civilizations  **Strand:** History  **Content Statement:** Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Places and Regions  **Strand:** Geography  **Content Statement:** Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic)  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Human Systems  **Strand:** Geography  **Content Statement**: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Human Systems  **Strand:** Geography  **Content Statement:** Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Roles and Systems of Government  **Strand:** Government  **Content Statement:** Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Historical Thinking and Skills  **Strand:** History  **Content Statement:** Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.  **CCSS.ELA-LITERACY.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  References  Council of Chief State School Offices. , & National Governors Association (2010, June  2). Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects. Retrieved from www.corestandards.org/assets/CCSSI\_ELA Standards.pdf  Ohio Department of Education. Ohio Academic Content Standards, (2012). Ohio's new  learning standards k-8 social studies. Ohio Department of Education. |

**Unit goal(s)**

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| **Unit Goal(s)** | **Clearly state the major goal(s) of this unit**   1. To engage students in in-depth inquiry about a specific ancient civilization that made contributions to the Eastern Hemisphere. 2. Make connections to how ancient civilizations still continue to have an impact in today’s society. 3. Build off of prior knowledge and successful engage students in learning about different Social Studies themes. |

**Description of Teaching Methodology**

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| **Teaching Methodology** | **Discuss the various teaching methods you will be using and why you have chosen these methods.**   1. **Graphic Organizers**   Graphic Organizers are great tools for students to use and refer back to at a later date. Prior to sixth grade, students have been exposed to graphic organizers in various subjects. It is a Common Core standard in sixth grade that students be able to use various organizers and be capable of reading them to discover information. Graphic Organizers all students to place information in one place in one thought provoking manner.   1. **Hands-on Activities**   Using Hands-on Activities in teaching and learning is important for kinesthetic learners. It allows students to learn with their strengths. These types of activities also allows for students to be engaged in learning and understand difficult concepts.   1. **Visual Analysis**   Using visual analysis in the classroom allows for the students to experience an object or event through the sense of sight. The visual object could include a picture or object for students to inquire about and evaluate. Through visual analysis, students will create questions and attempt to make connections with the object/picture and how it compliments the essential question. This is a simple method for a teacher to frequently use in the classroom in various ways.   1. **Teacher Guided Inquiry**   Teacher Guided Inquiry means that the teacher is leading students in the basic process of inquiry about a concept. In the Social Studies field, many students have not experienced the concept of event and may struggle to successfully inquiry and discover information about it. With teacher guidance, students can successfully see how the inquiry is modeled each time and eventually lead their own inquiry.   1. **Group Work**   In previous classrooms, I have discovered that working students working in groups can be challenged to not only complete the task at hand, but learn how successfully rely on others to complete a task and to help towards a common goal. Group work, when run effectively, allows students to feel like they are a part of a team in the classroom. Creating a healthy environment allows for these students to create discussions, inquiry, and projects. |

**Context for Teaching**

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| **Context for**  **Teaching** | **Discuss the circumstances in which you will teach. Type of school, class size, room arrangement, schedule, available resources including technology, hard copy etc.**  Glenwood Intermediate School houses the fifth and sixth grade students of the Plain Local School district in Canton, Ohio. The school is in the suburbs of Canton with the downtown urban life within distance. The building contains over 700 students in which it used to be the old high school building for the district. There are several fully serviced computer labs for student use. The school has its own “Bring your own device” policy in the building. Sixth grade students are also a part of a technology one to one program where they are permitted to lease an iPad for a small fee.  I teach in a team with three other teachers. Throughout the school day, I teach for different classes of Social Studies. Each class is similar in size with the number of students ranging from 25-30 total. Students do attend class on a bell schedule and I have students for a set 70 minutes each day. The classroom contains desks arranged in rows. Some days having the desks set up in groups will allow for better discussion between groups of students.  Students’ abilities range within my classes. I have eight students who are currently on IEPS’s for accommodations during testing situations. There are three students on the gifted and talented spectrum. About three-fourths of my students could be considered dedicated to their work in and out of the classroom. As I plan instruction, I must keep in mind of the diverse classes I teach. I must be sure to differentiate when needed and when possible. |

# *Step Two: Determine Acceptable Evidence*

How will you know if students have answered the essential questions, reached the desired results and met the standards? What will you accept as evidence of student understanding and proficiency? List pre-, formative, and summative assessments here. Be sure to include a range of appropriate activities along the continuum, including informal checks for understanding, observation/dialogue, quizzes/tests, academic prompts, and performance tasks/projects.

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| Pre- | Formative | Summative |
| * Entrance Slips * Personal Goal Sheet | * Answering questions after reading a passage or research. Being able to put their knowledge into their own words is important. * Observing how students are completing work individually and together. * Fist to Five check of the understanding of a concept. * Exit slips to check for understanding. | * Student presentation regarding the information they research. * Self-reflection and peer reflection regarding presentation. * Participation in activities and group settings. |

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| **Using the chart above, explain why you chose these assessments to meet your unit standards and essential question(s). Describe the assessments themselves and what content or concepts they will measure. Discuss ways in which you might use formative assessments to inform your instruction. This description should be in narrative form.**  I chose the specific pre-assessment forms of entrance slips and personal goal sheets because they are both tools a teacher can use in the classroom to determine a student’s prior knowledge. Entrance slips allow for the teacher to ask the students a question and observe their response. The entrance slips also allow for a teacher to compare and contrast the information before the lesson to what the students learns after being a part of the lesson. All students in the classroom can use personal goal sheets. These allow for students to set their own goals and track their progress. It can be observed as a timeline for what information students need to know or even see their progress throughout the unit. Entrance slips and personal goal sheets fit all standards and essential questions in this unit.  I chose having students answering questions after a reading after a passage as a formative assessment because I need to be able to check that my students have understood what they just read. If I do not check and move on, students may struggle with the task they must complete. I also chose observing how the students are working in the classroom. Being able to do this allows me to catch ant misconceptions or confusion a student might have about the concept or task. As a teacher, body language tells me a lot about how a students feels confidence wise when trying to complete a task. Using my Fist to Five Check method, allows for a simple, quick, confidential check of how the students actually feel about a concept or task. The check can be recorded if needed. This method allows for me to explain an issue or concept to those who are struggling. Exit slips can also be used as a formative assessment. Exit slips inform me what the student took away from the lesson.  These several forms of formative assessment inform me how to change my instruction. Each formative assessment is unique in the information that I am provided with, but can be effective in the sense that as a teacher I can quickly assess how inquiry is progressing. The formative assessments can be applied to all standards and essential questions. I chose these formative assessments because of this reason.  I also chose various summative assessments. Overall, students will be assessed on their final presentation. Having a teach assessment allows students to see what the expectations for the presentation were. It also helps to inform me of any teaching that may need to be done to review a missed concept. I feel that self-reflection is important because it informs the student about how they felt about their presentation. It is a constructive form of evaluation the students use in the long run. Information regarding how they talked, stood, presented, and researched can help the student on a future project or assessment. Observing how the student work individually and in group settings are also important because it keeps the student accountable for their work. I believe that by sixth grade students need to continue to take responsibility for the quality and final product they are presenting to the class. |