|  |  |  |
| --- | --- | --- |
| **Subject:** Social Studies | **Unit Title:**  **Domain Skill:** Sequencing  **MS:** Explore American History, “A Nation Divided”  **HS:** Explore World History, “Early Civilizations”  **Transition and CBLP:** Attainment’s Read for Content, “The Idea of Democracy” | **Dates of Instruction:** January 2019 |
| **Unit Overview:** Students will explore and learn about events that occurred in history and apply this month’s focus domain skill of *sequencing*. The teacher will use the assigned Attainment text for their grade level(s) and utilize this planning tool to create a pacing calendar that best reflects the specific needs of their class, while embedding the practice of SANDI skills.  Teachers can utilize and incorporate the use of timelines and graphic organizers to create a visual representation of the area of study to determine the series of sequential steps in key historical events. The teacher will incorporate higher order thinking questions (HOTQ) to increase peer-to-peer dialogue and overall communications throughout instruction.  Teachers can focus and emphasize on one element or key detail of the assigned text and expand upon it, making it accessible to the specific needs of their class.  Teachers can present this unit through the arts...using various art mediums to create visual representations, (collage, diorama, shadowbox, oak tag timeline) to display within the classroom, accompanied with photographs of small and/or whole group instruction to either display or send home to share with parents.  **Attainment Resources:**  **MS:** Explore American History, “A Nation Divided”: pg. 73-85  **HS:** Explore World History, “Early Civilizations”: Pg. 65-84  **Transition/CBLP:** Attainment’s Read for Content, “The Idea of Democracy”: pg. 215-224 | | |
| **Standards: NYS Social Studies Standards:**  MS-Standard 1: history of the United States and New York  HS-Standard 2: World History  Transition/CBLP-Standard 5: Civics, Citizenship, and Government | | |
| **Vocabulary: All: Sequence**  **MS:** Union Army, Confederate Army, secede, slaves, Emancipation Proclamation  **HS:** government, social class, city-state, civilization, bronze, iron, fertile, pyramid  **Transition/CBLP:** government,influence, democracy, franchise, incorporate, philosopher, intolerable, retaliate, fines, tranquility, posterity, ordain, ratified, unanimously, autocratic, redress, constituent, amendment, fact, opinion | | |
| **H.O.T.Q:** | | |
| *1- Remembering*  -What is this the main idea of this unit?  -Can you locate on a map/globe where the unit topic takes place?  -What is the definition of.... (vocabulary words)  -What is one fact about the text? | *2 – Understanding*  -What is the main idea of the unit?  -Tell me in your own words about the key details or main idea of the text.  -What facts tell us about the main idea? | *3 – Applying*  -What would you do if you were living in the times of the unit?  -What would happen if you were faced with the situations/scenarios/events that are presented in the text?  -How does it relate to your life? Today’s times? (text-to-self, text-to-world) |
| *4 – Analyzing*  -Why do you think it is important for us to learn about this topic/unit?  -What is the important message the text is trying to tell us?  -What are the ways we can learn from history? | *5 – Evaluating*  -How would you feel if you were living in that time period?  -Imagine if you were living in that time period...what would you have done?  -What would you change to make it better? | *6 – Creating*  -What is your opinion of the events that occurred in the text?  -How would you feel if you were faced with the challenges in the text?  -What would you choose or do when faced in the scenario of the text? |
| **Learning Targets – I can...** | **Suggested Instructional Activities:** | **Suggested Assessments:** |
| 1. Define the vocabulary words. 2. Identify the symbols (flags, maps, images) relevant to the text. 3. Collect or display images related to the text. 4. Engage/participate in reading the assigned text. 5. Engage in peer-to-peer conversations about the text. 6. State the main idea. 7. Identify/name an important person or persons in the text. 8. Recall key details in the text. 9. Organize key details in the text. 10. Predict what might happen next. 11. Summarize what I read. 12. Sequence the events that occurred in the text. 13. Illustrate images presented in the text. 14. Create a timeline to represent the events that have taken place. 15. Compare/contrast events in the text to present day events. 16. Formulate an opinion about the text. 17. Make text-to self-connections. 18. Make text-to-world connections. 19. Draw conclusions based on the events in the text. 20. Create a project based on the unit topic. 21. Present a project based on the unit topic. | * Students can participate in matching vocabulary words to their definition activity. (can be modified with color-coding the words to the definition); word scramble to promote letter identification and literacy. * Students can create/recreate images of the facts that they have learned about and have seen in the assigned Attainment text for that day, (small group), and create a collective timeline (whole group) at the end of the unit as a culminating project to display in class. * Students can sort relevant and irrelevant facts, words, or images pertaining to the assigned text. * Focus on one element of assigned text and expand the study of it. * Sequencing activities; either small or whole group.   **MS:**   * Students can create a map that illustrates the divide between the North and the South (flags, color code the different states, include the railroad).   **HS:**   * Create a graphic organizer that compares/contrasts early civilizations and today’s culture/society; use of color, images, and text to enhance presentation (Chart paper).   **Transition/CBLP:**   * Mock debate or argument of pros and cons of text, with students communicating their opinions in a peer-to-peer setting. * Supporting concepts of Democracy: rules, structure; why they are so important and essential. How can we generalize and apply them to the workplace? | **Whole group:** Paraprofessional(s) can complete a teacher-generated checklist that is targeting the skill(s) that are being worked on for instruction (SANDI skill(s)).  \*Pre/Post Assessment: 5 relevant questions to the unit to gage and check student’s prior knowledge and newly acquired skills/knowledge.  **Small group:** Peer-to-peer assessment check list. (Modify through images to support text, and bingo markers for emerging writers).  **Individual:** Student self-assessment (4 questions: Did I follow directions? Did I participate? Did I complete my work? Can I recall one thing I learned today?) Content specific.  (Modify through images to support text, and bingo markers for emerging writers)  \*Exit Slip: What the student learned for the instructional period (Next steps?) |
| **SANDI/Focus Skill:** | | |
| *Level One:*  Looks at or turns toward a familiar person (Re. 1)  Visually follows a familiar person for 5 seconds (Re. 7)  Visually follows object for 5 seconds (Re. 8)  Shows interest in an object for 1 min (Re. 10)  Connects objects with familiar events (Re. 14)  Responds to environmental cues (Re. 15)  Connects spoken words with familiar events (Re. 16)  Turns pages of a book one at a time (Re. 24)  Completes an ABAB puzzle (Re. 28)  Holds and explores an object (Wr. 3)  Picks up small objects (Wr. 6)  Uses hand/eye coordination to place items in a container (Wr. 10)  Follows left to right sequence when writing (Wr. 13)  Recognizes and reacts to familiar sounds (CD. 7)  Responds to simple requests (CD. 16)  Follows 5 one-step directions (SE. 27)  Gives items to people in a group (Ma. 10)  Makes sets of items (Ma. 11)  Orders items according to characteristic (Ma. 13)  Writes numbers in proper sequence (Ma. 21) | *Level Two:*  Matches symbols/pictures to activities (Re. 29) Follows a daily schedule (Re. 30, 78) Re-tells a story (Re. 36) Recites the alphabet (Re. 48. 49) Names letters (Re. 50, 51) Follows instructions to perform actions (Re. 66) Completes/Extends an ABC puzzle (Wr. 28) Sequences picture cards left to right (Wr. 36) Writes/dictates events about things that happened (Wr. 38, 45-47) Performs actions to comply with directions (CD. 38) Takes turns during structured group activity (SE. 35) Completes a set of activities independently using visual cues (SE. 43) Shows 1:1 correspondence using 5 identical sets of real objects (TE.4) Completes a multi-step classroom job (TE. 6) Follows picture/word schedule to complete tasks in a work system (TE. 8) Follows safety rules (TC. 18) Identifies today, yesterday, and tomorrow (Ma. 71) | *Level Three:*  Describes sequence of a text (Re. 79) Sequences pictures to show events of a story including beginning, middle, end Assembles a model with directions (Re. 87) Writes based off story starter (Wr. 48) Writes an opinion piece (Wr. 57) Writes 3 paragraph letter (Wr. 60) Performs actions to comply with directions (CD. 56) Participates in conversations with peers (CD. 57) Recounts events to a peer (CD. 65) Uses if/then to support an argument (CD. 68) Gives multi-step directions to get around location (CD. 75) Gives sequential steps for a task (CD. 80) Identifies personal goal with steps/describes progress made toward a personal goal (SE. 73, 74) Completes a multi-step assembly/packaging routine (TE. 15) Identifies start times of events (Ma. 84) Extends ABAB pattern using symbols (Ma. 86) |