Directions:
In groups of three to four, identify a grade level and social studies topic that you would like to develop into an original, interdisciplinary unit of study. The grade level and topic must be aligned with the California State Content Standards. The unit must also integrate at least two other subject areas: language arts and visual performing arts, in addition to social studies. A grading rubric will be used to guide and evaluate your unit.

Phase I: Pre-Planning – Organize Subject Matter
Due:
1. Identify the grade level. Choose a standard to develop
2. Create one group concept map that guides the unit.
   a. Identify the main idea (generalization) that will be developed through this unit.
   b. Identify key concepts related to the main ideas.
   c. Identify related skills that children will need in order to complete activities.
3. Write a 2-3 page paper that demonstrates your content knowledge regarding this topic. Paper can be written in essay format or you can use bullet points to reference facts.
4. Make a list of terms with “kid-friendly” definitions that will be taught to the children during the unit.

Phase II: Select Instructional Resources
Due:
1. Select, annotate, and defend the following resources:
   - At least 3 Children’s Trade books
   - At least 2 Technology Sources (websites, Web Quest, Virtual Field Trip, software, etc.)
   - At least 2 A-V Sources (maps, globes, photos, etc.)
   - 1 Textbook

Annotations should include a description of the resource (title, author, URL, etc.), reason for selection, and a brief summary.

Phase III: Develop Learning Activities
Due:
1. Create a timeline for your unit. (Refer to the chart/example listed below: Unit at a Glance)
2. Develop 2 lesson plans per group member that introduce, develop, and culminate a mini-unit of study. The following is an example of one way to organize your activities.

Unit at a Glance

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
</tbody>
</table>

3. Develop an assessment tool for each lesson plan. You must include diagnostic, formative, and summative assessments in your unit.

Phase IV: Reflection
Due:
Each individual group member will write a reflective response to the process of developing the unit, giving insightful responses to the following questions:
- How does the unit reflect the social studies 6 literacies (e.g., historical, ethical, cultural, geographic, economic & socio-political)?
- What did I learn from the process of developing a unit?
- How has this unit increased my content knowledge?
- How does this unit revisit concepts and principles you have learned elsewhere in the program (e.g., major learning theories, developmentally appropriate practice, foundations of education)?
# EDEL 437- Social Studies Methods
## Unit Assessment Rubric

**Name:**
___________________________________________________________________________

**Group Members:**
___________________________________________________________________________

**Topic:**
___________________________________________________________________________

**Grade Level:**
___________________________________________________________________________

1= Unacceptable, revision required

2= Basic

3= Skilled

4= Distinguished

<table>
<thead>
<tr>
<th>1= Unacceptable, revision required</th>
<th>2= Basic</th>
<th>3= Skilled</th>
<th>4= Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not include required elements and/or meet standards as defined in the assignment.</td>
<td>Included some of the required elements and/or met some of the standards as defined in the assignment.</td>
<td>Included all of the required elements and met the standards as defined in the assignment.</td>
<td>Exceeded requirements of the assignment.</td>
</tr>
</tbody>
</table>

**Note:** Each area must receive a score of 3 or higher. Any area marked “Unacceptable” will require the student to make revisions to meet the standards.

### Social Studies Unit
With one or two colleagues, plan a standards-based unit that addresses the content and analytical thinking standards of the California content standards in History/Social Science, the Reading/Language arts, and the Visual or Performing Arts.

<table>
<thead>
<tr>
<th><strong>Social Studies Unit</strong></th>
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</tr>
</tbody>
</table>

#### A. Planning

- Includes a unit overview
- Demonstrates content knowledge of individual grade level standards
- Demonstrates developing content background knowledge (Fast Facts)
- Includes a variety of lesson plans (i.e. Inquiry Lesson, Concept Development, Reading/Writing to name a few)
- Includes a variety resources

#### B. Instructional strategies:
Integration of at least two other content areas

- Language arts
- Visual/ performing arts

- Modifications are planned and meaningful
- Meeting the needs of students with special needs
- Meeting the needs of ELL students
- Meeting the needs of GATE students
- Technology is incorporated in at least two lessons
- Web based
- Software

#### C. Multiple Perspectives
Does this unit represent multiple perspectives that exam at the topic from different angels?

#### D. Assessment
Assessment:

- Pre-assessment is evident
- Both formative and summative evaluations are present
- Authentic assessment is evident
- Self-reflection is evident and included at the end of the unit