

2. Portfolio Assignment

Unit Map

Overview

Your goal is to map out an entire unit for your designated History subject area. You must consider the following: your “in-progress” curriculum map, the NC Standards (NCS) for your subject area (both the Inquiry strand and the various discipline strands), and the Unpacked Document and other supporting documents. It is best to tackle this assignment using the “backward design” approach.

Goal(s)

The purpose behind designing a unit map is to get a sense of how lesson plans will connect to each other (sequentially and thematically) under an over-arching umbrella. You begin by establishing clear learning objectives (Know, Do, Understand) using the NC Standards for content and skills and then developing a unit essential question. You will also identify in each lesson an essential question, key vocabulary, and a prioritized list of key people, events, places, documents, and other historical elements.

A final, but critical, goal of designing a unit map is to explain how you will assess student’s unit mastery for the established objectives. Overall, an effective unit map focuses on **content acquisition, skills mastery**, and identifies **cognitive development** (i.e. historical thinking, understanding broad themes, asking “big” questions)

Your World/US History Curriculum Map ...

- Follows all directions on the template (completes all fields)
- Neat, organized, and “job interview”-ready
- Demonstrates understand of the NC Standards for the course
- Prioritizes lessons and/or key vocabulary and key people/events/documents/places/etc.
- Explains how the end-of-unit assessment shows how students “*got it*”
- Uses the NCS standards for both skills (Inquiry) and content (discipline-based objectives). Get these elements to “talk to each other.”

Due Dates: Posted on the course calendar, which will be located at:
<http://i2hisSSed.rwanysibaja.com>

Directions (use as a checklist)

1. Open the “Unit Map – up to FIVE (5) Lessons” Google Doc from the HEP Materials Page of the History Ed website (also linked on our course website’s Resources page), and save it to your computer by adding your last name in front of the file name. (Ex: SIBAJA Unit Map-Yearlong Snapshot)
2. Change share settings to Anyone at Appalachian State University with the link can view.
3. Consult your Curriculum Map and decide which unit you will work on this semester. It is recommended that you choose a unit that covers 5-8 days.
 1. If you need a different template - select the “Unit Map - up to TEN (10) Lessons” Google Doc
 2. Select a unit topic you are both interested in AND pushes you to do some research to go deeper with content knowledge.
4. Gather the critical reference documents: the NCS for your subject area (also refer to the “unpacked” versions)
 1. You will be cross-referencing the standards and supporting documents.
 2. [Links will be on the course website]
5. Fill out the “Unit Map” template available on the course website.
 1. Replace fields in (____) at the top. Enter the name of your unit (with # of days), list your course, list your name as your students will call you, and estimate the actual date range this unit will cover.
 - Remember: if you are on the 90-day block schedule, your class period runs about 90 minutes. If you are on the 180 yearlong schedule your class period will run about 50 minutes.
 2. Explain the three main **Objectives** for your unit.
 - [By the end of the unit] Students will be able to ...
 - ⇒ KNOW - content-focused objective
 - ⇒ DO - skill-focused objective
 - ⇒ UNDERSTAND – “big picture” objective, easily transferrable and develops lifelong skills
 - a. These can be moral, ethical, intellectual, practical, civic-minded, or other skills
 3. **Standards**
 - The Essential Question for the unit (one target, student-friendly language, somewhat broad in nature)
 - CONTENT: List the primary NCS objective for each particular unit, as well as other NCS objectives that apply to each unit. Write out the full code (but not the full text)
 - SKILLS: Choose 1-2 objectives from NCS Inquiry for the skills that make sense for each unit
 - The themes and/or concepts critical to your unit
 4. **Lessons**
 - Name of lesson + number of day(s)
 - Lesson Essential Question (one target, student-friendly language, ties back to the UEQ)
 - List of vocabulary terms specific to the lesson
 - List of key people, events, documents, places, events, etc. specific to the lesson
 5. **Assessment**
 - Explain in a few sentences the nature and basis approach to the end-of-unit assessment, which should be able to measure if students “got it” in terms of the three unit objectives, the UEQ, and the NC Standards.
6. When finished, post on your website - clearly labeled as UNIT MAP
7. On your website, the best approach is to edit your page for curriculum materials and label with a link to your Unit Map Google Doc (ex: “Unit Map-Age of Exploration”)
8. Post by the due date on your syllabus & Assignment Schedule page.

Email sibajaro@appstate.edu at any point if you have questions. Good luck!