

Build Global Education Resources into the Core Curriculum

Unit Organizers

It starts with an idea.

That idea starts with the standards.

Illinois Learning Goals	CORE CONCEPTS
Goal 16 HISTORY <i>16D: Can give example and explain patterns of social history</i>	ERA CONTEXT PERSPECTIVE TRADITION
Goal 17 GEOGRAPHY 17A: Can locate, describe and explain places, regions and features on Earth. 17C: Can give examples of and explain relationships between geographic factors and society.	LOCATION PLACE CHARACTERISTICS MOVEMENT REGION
Goal 18 SOCIAL SYSTEMS <i>18B Can identify and explain the roles and interactions of individuals and groups in society.</i>	VALUES RELATIONSHIPS DIVERSITY DECISIONS INTERDEPENDENCE

What's the idea you want to develop?

Re-state it as a big question.

The following pages are ways to “map” and assess the students’ learning journey.

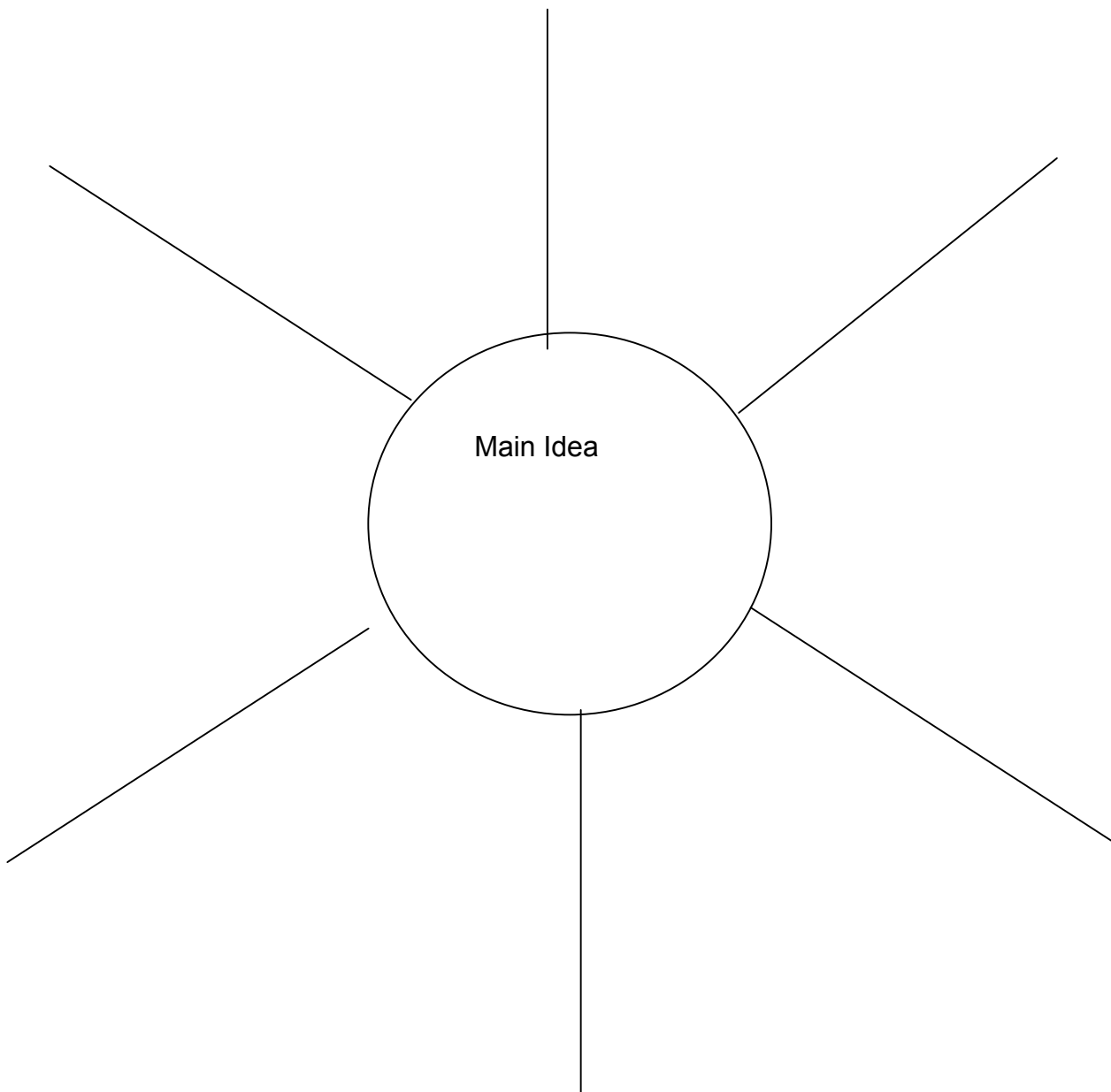
Locate and Collect Important Information

Big Question: _____

Learning Resource: _____

Use words and/or pictures to collect information.

Organize and Analyze



Summary:

Students Chart Their Learning Journey

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

Focus: _____

Each day, use words or pictures to show what you have learned.

	M	T	W	T	F
<p>This week's topic</p> <p>Vocabulary</p>					
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<p>This week's topic</p> <p>Vocabulary</p>					

Unit Assessment—Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide

Learning Calendar

- 16D: understand social history—focus standard
 1A, develop vocabulary in context; 1B, read to learn; 5A: synthesize knowledge

Topic: Values and Ways of Living in _____

List what you learn.

Focus of the Week	M	T	W	T	F
Where they live and why they chose to live there.					
Food, clothing, shelter.					
Traditions and Value					
How Life Has Changed					

Write your own book about this culture.

The chart also can be a teacher’s public lesson plan.

Content Standard:

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

Focus: _____

	M	T	W	T	F
This week’s topic Vocabulary	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week’s words to write about topic.
This week’s topic Vocabulary	Read aloud, students listen and illustrate.	Students collect information	Students classify information	Students make up questions, exchange.	Students write and illustrate what they learned.
This week’s topic Vocabulary	Preview Museum Learning Guide; Model visual learning	Museum field trip.	Organize information	Write about what you learned.	Illustrate key points.
This week’s Topic Vocabulary	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into “Big Book”

Unit Assessment—Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide

Example: Culture Unit Plan

Content Standard: 16 A analyze historical development of communities

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;

5A: **read to learn**; 3B: **write to communicate**

FOCUS: How did the culture of _____ change?

	M	T	W	T	F
<p><i>The natural environment</i></p> <p>Vocabulary <i>environment</i> <i>climate resource</i></p>	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week's words to write about topic.
<p>Meeting Needs</p> <p>Vocabulary <i>technology</i> <i>shelter</i> <i>cooperation</i> <i>Subsistence</i></p>	Read aloud, students listen and illustrate.	Students collect information	Students classify information --chart ways needs are met	Students make up questions, exchange.	Students write and illustrate what they learned.
<p>Values</p> <p>Vocabulary <i>tradition heritage</i> <i>belief value</i></p>	Preview museum learning guide; model visual learning. Listen to and illustrate folktale.	Museum field trip. Collect information about needs, ways of living.	Organize information --expand chart. Infer the values of the culture.	Write about what you learned.	Illustrate key points.
<p>Change</p> <p>Vocabulary</p>	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment

Make a presentation Write a booklet Make an exhibit
 Write and illustrate a guide _____

Think by the Week

This week students develop competencies for:

Goals 5, (research) 1, (read with fluency), 3 (write clearly to communicate important knowledge) and

_____ (content standard)

TOPIC _____

Vocabulary

What will students read to learn about the topic?

Monday <i>Get It Clear.</i>	Tuesday <i>Take it, use It.</i>	Wednesday <i>Work with It.</i>	Thursday: ASSESS and Expand	Friday <i>Finish Fluently</i>
<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities VOCABULARY T: Read aloud</p> <hr/> <p>S: Draw what you hear</p> <p>S: Start a glossary of this week's words. (Option: Make it a picture glossary.)</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Read and Collect Facts</p> <hr/> <p>__ list facts __ picture facts __ classify facts</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make a "top ten" list of your favorite facts.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Use graphic organizer—make a to show</p> <hr/> <p>Make up questions for other students to answer.</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make up more questions.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Active Assessments Take quiz—use the Wednesday questions.</p> <p>WRITING Write about this week's topic: __ paragraph __ poem __ letter __ essay __ booklet</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Write more about this topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities FLUENCY Complete your writing. Present to the class or another class</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Take your writing home and share it with your family.</p>

USE THEMES OF GEOGRAPHY TO THINK MORE ABOUT A CULTURE
This activity can be a part of a unit or an assessment.

I can analyze relationships. (ILS17AB)

Theme: Place

Illustrate the place—based on what you know and what you hear/read.

Theme: Location

Describe exactly where the place is in terms of another place. Then explain why that relative location was important.

Theme: Relationships within places

Tell about the relationships within the place.
Make a diagram showing the relationships.

Theme: Movement

Describe how movement within or to this place affects it.