

<p><b>Instructional Delivery</b></p> <p>(Remember to include at least 2 Guided, 1 Student Cooperative, and 1 Learning Groups each day)</p> <p><b>Assessing Appropriately</b></p>	<ul style="list-style-type: none"> <li>Teacher will review essential question, and learning target.</li> <li>Students will complete a pretest on the Age of Exploration.</li> <li>Teacher and students will read text from the Europe, Russia, and South America textbooks about the Age of Exploration and define the vocabulary words.</li> <li>Teacher will present PowerPoint and students will complete fill-in-the-blank notes on the Age of Exploration.</li> <li>Cooperative learning: Students will work in groups by drawing a comic strip, writing a breakfast and dinner menu, a food exchange from the Old World (Afromanana) and New World (the American) and/or write a song or poem from an explorer's perspective of the New World.</li> <li>Exit Ticket: Students will complete a 3-2-1 strategy based on the day's lessons the Age of Exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will review essential question and learning target.</li> <li>Students will view image and write what they see on the picture.</li> <li>Teacher will explain the picture to the students and review the Age of Exploration PowerPoint.</li> <li>Students will complete a causes and effects thinking map on the Age of Exploration.</li> <li>Cooperative learning: Students will complete a poster on the Old World and New World food, plants, and animal exchanges, diary pretending that they were a slave on the Middle Passage, and/or a classroom pretending to be an explorer writing about his mission to convert the New World inhabitants into Christians.</li> <li>Homework: Students will answer the question, how did the Age of Exploration impact individuals from the Old World and New World?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will review essential question, learning targets, and procedures for lesson.</li> <li>Cooperative learning: Students will continue working on group assignment from the previous day.</li> <li>Students will listen to the Age of Exploration song and fill in the lyrics to it.</li> <li>Teacher and students will review the Age of Exploration song, or make sure the students have filled in the lyrics correctly.</li> </ul>
<p><b>Learning Target (L.A.1.2)</b></p>	<p><b>Thursday</b></p> <p>I can analyze the impact of the age of Exploration.</p>	<p><b>Friday</b></p> <p>I can apply and understand of the Age of Exploration.</p>	<p><b>Friday</b></p> <p><b>Materials &amp; Resources</b></p> <p>Monday: Smart Board,</p>

# Ohio Common Core Social Studies Unit Plans

**Kristen Swanson**



## Ohio Common Core Social Studies Unit Plans:

Teaching the Common Core Speaking and Listening Standards Kristen Swanson, 2013-10-08 Discover how to integrate the Common Core speaking and listening standards into any grade level or content area with the specific instructional frameworks in this user friendly guide Learn how to give your students the skills and experiences they need to become successful communicators in the 21st Century The frameworks are enhanced with a thorough easy to understand explanation of the Common Core State Standards authentic classroom examples from multiple grade levels and subjects rubrics and assessment options Speaking and listening in the digital age requires proficient use of digital tools this must have resource gives you practical ideas and directions to integrate powerful technology tools seamlessly into your instruction The Common Core, an Uncommon Opportunity Judith K. March, Karen H. Peters, 2014 Because the Common Core requires bold action Why The Common Core an Uncommon Opportunity Why now Because it tackles a largely overlooked component of implementation how to redesign your instructional delivery system K 12 And you ll have to if you don t you ll be subject to the very same failure and frustration so many other districts and schools are experiencing What s more March and Peters describe how to integrate 21st Century Skills at the very same time It will help district leaders Develop structured consistent and organized teaching and learning practices Make district wide infrastructure adjustments for sustained reform Use best practices for sustained achievement and continuous curriculum review **Text Sets** Joanne Kilgour Dowdy, Rachael Fleischaker, 2018-07-17 Text Sets Multimodal Learning for Multicultural Students integrates a multicultural approach to teaching with standards based instruction and multimodal learning opportunities in a variety of content areas This unique combination allows teachers to meet the demands of their curriculum while recognizing and honoring the diverse students in their classroom Each chapter provides an annotated text set with a specific theme curricular goals and instructional activities that suggest ways for students to interact with the texts In addition to providing ready made text sets it models a framework for teachers to build their own text sets based on the individual needs of their schools and communities **Educational Research Document Summaries** Educational Research Information Center (U.S.), 1966 Research in Education, 1974 **Resources in Education**, 2000-04 **EPA-430/1**, 1979-05 *School Life*, 1952 The American School Board Journal William George Bruce, William Conrad Bruce, 1921 Educational Media and Technology Yearbook 2003 Mary Ann Fitzgerald, Michael Orey, Robert Maribe Branch, 2003-06-30 The 28th volume of the Educational Media and Technology Yearbook describes current developments and trends in the field of instructional technology Prominent themes for this volume include e learning collaboration the standards reform movement and a critical look at the field in its historical context The audience for the Yearbook consists of media and technology professionals in schools higher education and business contexts including instructional technology faculty school library media specialists curriculum leaders business training professionals and instructional designers The Educational Media and Technology Yearbook has become a standard reference

in many libraries and professional collections      **Content Area Reading** Richard T. Vacca,1996      **Educational research document summaries** Educational Research Information Center (U.S.),      **Social Education** Erling Messer Hunt,1961

Includes section Book reviews      Listening to Learn Sharon Grover,Lizette D. Hannegan,2012 Audiobooks not only present excellent opportunities to engage the attention of young people but also advance literacy Learn how the format can support national learning standards and literacy skills in the K 12 curricula      *Informed Transitions* Kenneth J. Burhanna,2013-02-07

How can libraries and librarians across the educational continuum work together to support student transitions from high school to college utilizing free or low cost resources This book supplies the answers *Informed Transitions Libraries Supporting the High School to College Transition* identifies the ways in which libraries and librarians can work together and create valuable resources that help students transition successfully to college despite the challenges of increasing demand and diminishing resources The book is organized into three sections background expectations and skills conversations and collaborations and programs and resources Section 1 establishes a foundational understanding of the libraries role in supporting college transitions Section 2 shares model conversations that move this work forward stressing its collaborative nature The third section highlights some well established programs and resources that effectively support high school to college transitions Practical information is provided throughout pinpointing what high school students need to know to smoothly transition to college spotlighting the expectations of college professors and discussing audience specific methods of working with students at the high school and college levels      Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2020-04-01 *Teaching Secondary and Middle School Mathematics* combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of

citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511)

**The Ohio State University Bulletin** Ohio State University,1927      **School Life** ,1952-02      **Senior Scholastic** ,1956 Vols for Sept 1968 include Scholastic teacher      *The Quiet Evolution* Brent Wilson,1997 How can lasting change be made in the way art is taught in America s schools This was the challenge facing the six regional professional development consortia sponsored by the Getty Education Institute for the Arts The Quiet Evolution documents this remarkable change effort which is unique because it has affected thousands of students and teachers in hundreds of school districts This report provides a compelling history of the evolution of arts education practice and theory in the institutes including a detailed and richly anecdotal account of how each professional development institute built a coherent comprehensive approach to arts education Education policy makers educators and community members interested in school reform will find *The Quiet Evolution* an invaluable guide to the many strategies developed by the regional consortia to change the schools they serve

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