Name: Cassie Ripley Grade Level: 5

Essential Questions for this **Unit: Complex Societies and Civilization**

* What determines the strength and success of a society economically, politically and socially?

1. **Planning for Instruction and Assessment:**
2. **What should students understand, know, and be able to do by the end of this lesson? What formal and informal assessments (formative and/or summative) will be utilized to measure the learning?**

Students will understand the different aspects of Aztec religion including; human sacrifice and Gods worshipped. Students should be able to compare different sources relating to the topic of Aztec religion to reinforce their ideas. Students will also be participating in pair and large group discussions.

Students will complete a graphic organizer and to assist in completing interactive notebook assignments. Students will also be graded on their presentations through a checklist they will be handed prior to the assignment.

1. **With what common core learning standards and IEP goals are these lesson objectives aligned?**

RL.5. 11 – Students are asked to analyze an image and then read a specific text that relates to the concepts shown in the image. Students are asked to make connections between the image and text.

SL. 5. 1c. – Students will be participating in a group discussion about the images and text they viewed.

RI. 5. 9 – Students are analyzing two different sources that discuss the same concept. Students will be able to speak knowledgably about the concepts discuss.

IEP accommodations: Extra time on activities and assessments; and directions simplified.

1. **What knowledge of the students is necessary to support and challenge the learners?**

At the beginning of the unit, students will complete a pre-assessment to measure their previous knowledge on the Aztec civilization. You will need to know your students’ processing skills to have the ability to comprehend text and begin higher level thinking. Knowing how your students process information, you will be able to give every student the support they need while challenging them at their specific level.

1. **What research or theory supports your pedagogical decision-making?**

Bloom’s Taxonomy and Gardner’s theory of multiple intelligences drives differentiated instruction in the classroom. Using these models, educators can design a variety of challenging lesson plans that call on different skills amongst students. The activities included in the lesson plan ask students to use multiple thinking skills.

1. **What teacher and students instructional resources and materials are utilized in this lesson?**

Provided are the images needed to complete the visual discovery activities, an example of an interactive notebook page, and websites used for student to research information based on Aztec religion.

1. **Assessment**
2. **How will assessments be used so you know when the students are successful in meeting today’s lesson objectives?**

The lesson is completed in a three day period. Students will be reflecting on their new information in their interactive notebook, which will be collected after reflection to monitor student’s learning. Observing pair or group discussions will also provide information on students’ comprehension of the Aztec religion. A checklist is provided for students to use when creating their God or Goddess. Students will also be graded using the checklist.

1. **Beyond today’s lesson, how else will you assess student learning related to these objectives/standards? (for example: unit test, completed writing piece, portfolio assessment, universal screening, performance task)**

At the end of the Aztec unit, students will complete a unit test. The test consists of 5 multiple choice questions, 8 constructive response questions, a map section, and a short essay. The unit test calls on students to use higher level thinking skills. Students may also use the test to reflect on their knowledge of the Aztecs and give the teacher feedback on the created test.

**III.**

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| Teacher Name:  Mr. Watts |
| Date/Time:11/21/14 |
| Grade Level: 5 |

**Instructing and Engaging Learners**

1. **Describe how you create a positive environment for learning toward the lesson objectives. Consider elements of student motivation.**

To create a positive learning environment to engage all students, include a variety of lessons that involve student’s interests. Knowing your students allows you to create or modify activities to students’ interest. Students will be motivated when they are interested in the work or unit, resulting in higher achievement.

1. **Describe the sequence of learning experiences in which students will participate to promote their critical thinking and understanding of social studies. Make sure to consider literature and technology experiences. What will an observer in your classroom see the students doing? What will an observer see you doing? What will an observer see other adults in your classroom doing?**

Students will be partaking in a variety of learning experiences throughout the Aztec unit. Sources such as; books, educational websites, iPad applications will be manipulated in multiple activities. Students will also be participating in collaborative work with other students to research and complete assignments. Teachers and other adults will be used as a source to maximize student’s learning. Students are very active in their learning, by researching and exploring information on the Aztecs in multiple activities. There are not activities provided that requires a note-taking lecture.

1. **What questions will be presented to stimulate student thinking at multiple higher order levels?**

Journal Stem statements:

* My favorite foods the Aztecs grew/ate are . . .
* If I were an Aztec, I would be because . . .
* Hernán Cortés reminds me of because . . .
* I wouldn't want to be an enemy of the Aztecs because . . .
* My favorite game the Aztecs would play for fun is . . .
* If I were an Aztec God, my influence/powers would be . . .
* I would/wouldn't want to be an Aztec leader because . . .

1. **How do you actively engage students in learning related to your objectives and how will you know if the students are truly engaged?**

Through student interactive notebooks, it will be easy to determine students’ knowledge and engagement. Within the 3 day lesson plan, students are participating in a variety of activities that calls on different skills and abilities. Differentiation drives motivation because students are partaking in multiple activities that allow them to use their strengths and improve their weaknesses. Constructing activities in a lesson based off of students’ interest, their motivation will increase, as well as their achievement.

1. **How do you provide opportunity for students to generalize, maintain, and/or self-direct the use of the new learning?**

Students will be doing both collaborative work and individual work. Students can document their own thoughts and questions in their interactive notebook. This lets students reflect back on their new knowledge and apply it to themselves. Collaborative discussions create opportunity for students to verbalize their thoughts on the information but also acknowledge their peers thoughts. Discussions allow students to partake in educational interaction between their peers and teacher. This can trigger students’ ability to compare their knowledge to their own lives, which is a valuable skill in and outside of the classroom.

1. **How have the learning experiences been designed or organized to meet the 5 major areas of development needs of various learners (i.e., social, emotional, cognitive, physical, linguistic) in your classroom (include modifications and accommodations to meet individual needs-could include the learning environment, group composition, assistive technology, universal design strategies)?**

*Social* – Collaborative work and discussions gives students the opportunity to practice working and talking with peers

*Emotional* – Students are asked to write in their interactive notebooks after 2/3 of the activities. Within their assignments, students reflect on their learning and have the opportunity to ask questions about the topic or their learning.

*Cognitive* – Students practice their thinking skills by using their previous knowledge to read the image in the first visual discovery activity. Students also conduct their own research on Gods and Goddesses in the Aztec culture to assist with creating their own.

*Physical* – Students work on their fine motor skills when coming up the image projected to circle the details they identify. This activity requires movement, rather than students sitting at their desks while taking notes.

*Linguistic* – Students are constantly using literacy when reading text or writing in their notebooks. Reading and writing enhances language development, as well as communicating with others.

Students with IEP’s are present; accommodations are set in place such as, extended time and directions simplified on assignments and activities. For students who use computer/laptops in the classroom as assisted technology, Google Docs is used in place of an interactive notebook because the teacher can give immediate feedback on the student’s work.

**Reflection**

1. **How does your evidence help you plan for your next instructional steps?**

Creating lessons and activities based upon students’ interest requires differentiating. All students do not process information the same way, have the same interest or home life. Educators need to be support and challenge every student to their own needs. As in other aspects of life, not all size fits all in education either. Observing and gathering information on every student in the classroom, it is easier to design activities that include every student’s interest, instead of a few. Knowing your students allows a teacher to accommodate to all needs. Activities with in a lesson must be designed to enable higher level thinking in students to assist in creating meaningful connections and experiences. Students will take away more from a lesson if they are participating in activities that facilitate high level thinking because they are able to make connections to themselves or others. Knowing that the students in the class enjoy large motor activities, I would design more activities that require students to move around the space we are currently in. Instruction and student interest work together to create significant experiences for the students.