

Beginning Secondary Social Studies Methods Mini-Unit Scoring Guide Dr. Thieman

STUDENT: _____ UNIT TITLE: _____

Unit includes a description of students for whom this unit is designed and context of the course.

| | | |
|---------------------------|--|---|
| (0) Context is missing | (1) One or two dimensions of context are included | (2) All dimensions of context are included in detail |
|---------------------------|--|---|

Lessons within the unit are well developed and clearly lay out objectives, implementation plans, (procedures and materials), activities, and assessment.

| | | |
|--|--|--|
| (2) Many of the criteria are missing | (4) Some elements are missing or need more detail | (6) All criteria are fully present. |
|--|--|--|

The relationship of essential question, curriculum standards, and unit goals and objectives is clear in this unit

| | | |
|--|---|--|
| (1) | (2) | (3) |
| Relationship of essential question, standards, unit goals, objectives is unclear | Relationship of essential question, standards, unit goals, objectives needs clarification | Explicit and connected relationship of essential question, standards, unit goals, objectives |

Lessons within the unit demonstrate construction of knowledge and higher order thinking

| | | |
|---|---|--|
| (0) | (1-2) | (3) |
| No evidence of higher order thinking. Students do not compare/contrast/predict/make hypotheses, set goals, plan, evaluate, or reflect on learning | There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding that is new for them | Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment,, evaluate and reflect on learning |

Lessons within the unit demonstrate deep knowledge and disciplinary process

| | | |
|--|---|---|
| (0) | (1-2) | (3) |
| Emphasis is on coverage rather than in-depth understanding. Students do not use tools or processes of the discipline | Students are beginning to use tools and processes of subject matter. Some topics are studied in depth | Students use tools and processes of social scientists and lessons focus on in-depth understanding of core content |

Lessons within the unit demonstrate substantive oral and /or written discourse

| | | |
|---|---|--|
| (0) | (1-2) | (3) |
| Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing | Class discussions are teacher led. Some group work. Few writing assignments | Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication |

Lessons within the unit demonstrate connections to world and/or students' lives

| (0) | (1-2) | (3) |
|--|--|--|
| No connection of subject or activities to real world problems or students' lives | Some connection of the subject matter to real world. | Students work on real world tasks, problem solve, share with an audience |

One of the lessons effectively incorporates technology

| (0) | (1) | (2) |
|-------------|--|--|
| No evidence | Teacher uses technology to enhance instruction | Students use technology as a tool for learning |

Unit Assessment seeks evidence of student understanding of the essential question and includes directions and scoring criteria.

| | | |
|---|--|--|
| (0) Assessment is not related to the essential question | (1-2) Assessment relates to the EQ, directions or scoring criteria need specificity or clarification | (3) Assessment relates to the EQ, directions and scoring criteria are clear |
| (0) Bibliography is missing | (1) Bibliography has less than 4 references or no Internet, or incorrect citation | (2) Bibliography has 4 references, at least 1 internet with correct citation |

COMMENTS