

# Living in a global society rubric

[Society](#)



## Living in a Global Society Integrated Unit Assignment and Rubric/Feedback

Sheet Description: Teacher candidates will develop an instructional unit based on a realistic fiction trade book. Additional information: 1. The selected trade book will have part or all of its setting in a country other than the United States of America. 2. The unit will display integration of language arts (English usage, writing/composition, and spelling), reading (comprehension and fluency), math, science, social studies, the arts, physical education, and student use of technology. . The arts, physical education, and technology will need to be integrated into only one lesson each somewhere within your unit. These do not need to be done on a daily basis. b. Language arts, reading, math, science, social studies will need to be integrated into each day's instructional planning. 3. Learning activities need to incorporate at least three of the five following items: a. Culture and cultural diversity b. Time, continuity, and change c. Economic, scientific, and technological development d. Individuals, groups, and institutions . Civic ideals and practice of the country that is the setting of the book 4. The integrated unit will cover three complete days' instruction. Local pacing guides are not to be taken into account. The three days of instruction will be done on Plan Book Sheets. Please indicate content areas that are being integrated. 5. All appropriate standards for each integrated lesson are to be listed. 6. Template for submitting on following page. 7. One full day's instruction will also be developed using the Blueprint Lesson Plan format.

Candidates will pick any one of the three days developed on Plan Book Sheets as the day that also gets Lesson Plans. 8. Candidates will have an individual checkpoint meeting with their instructor to ensure appropriate

progress is being made towards completion of this assignment. 9. Candidates will bring a copy of their Rubric/Response Sheet for Individual Unit Meetings to their unit meeting with starred items completed before meeting 10. Completed unit assignments will be submitted in a zip bag on a flash drive with rubric.

After any editing, the candidate will upload finalized version to Task Stream.

11. Please email questions to me at emily.[email protected]edu ELE 4030: Living in a Global Society Plan Book Sheet for Unit Assignment Trade book used and grade level of instruction: SnowTreasure by Marie McSwigan - Grade 4 Instructional day: (Circle appropriate one) Day 1 Day 2 Day 3 Focus for this day: Introduction of Story - Vocabulary, Geography, Science and Math Content area (s) addressed in this lesson: Reading, Writing , Geography, Social Studies , Science and Math

Reado ELE 4030: Living in a Global Society Plan Book Sheet for Unit Assignment Trade book used and grade level of instruction: Snow Treasure by Marie McSwigan - Grade 4 Instructional day: (Circle appropriate one) Day 1 Day 2 Day 3 Focus for this day: Continuation of Story - Comprehension, Geography, Science and Math Content area (s) addressed in this lesson: Reading, Writing , Geography, Social Studies , Science and Math Reado ELE 4030: Living in a Global Society Plan Book Sheet for Unit Assignment

Trade book used and grade level of instruction: Snow Treasure by Marie McSwigan - Grade 4 Instructional day: (Circle appropriate one) Day 1 Day 2 Day 3 Focus for this day: Conclusion of Story - Comprehension, Geography, Science and Math Content area (s) addressed in this lesson: Reading, Writing , Geography, Social Studies , Science and Math Reado The University of <https://assignbuster.com/living-in-a-global-society-rubric/>

North Carolina at Pembroke School of Education - Teacher Education ELE 4030: Living in a Global Society Integrated Unit Assignment and Rubric/Feedback Sheet Candidate: | | Aspect of Assignment | Possible points | | Cover sheet (Candidate's name, course, semester & year, Integrated Unit based on ... (name of trade book), level of |-10 if missing or | | instruction | incomplete | | Plan book sheet completeness & clarity | 10 | | Lesson plans in Elementary Lesson Plan Format, completeness, and clarity | 10 | | Curriculum integration | 10 | | Language arts strategies | 10 | | Reading strategies | 10 | | Math strategies | 10 | | Science strategies | 10 | Social studies strategies | 10 | | Arts strategies | 5 | | Physical education strategies | 5 | | Student use of technology | 5 | | Developmental appropriateness | 5 | | Total points earned out of 100 & Instructor comments | | | /100 | | | University of North Carolina at Pembroke School of Education - Elementary Education Department Rubric/Response Sheet for Individual Unit Meetings \*\*Candidate: Cristy Prince | | \*\*Book used & author: Snow Treasure by Marie McSwigan | | \*\*Appointment day & time: Tuesday, October 11, 2011 at 4: 00 p. m. | | Aspect of Assignment | Possible Points | | On time for appointment | 10 | | One day's Plan Book Sheets | 20 | | Three Lesson Plans in Elementary Lesson Plan Format | 20 | | Curriculum Integration 20 | | Meshing of activities with appropriate standards | 20 | | Clarity/precise language | 10 | | | 100 | | Subtotal | | | Rubric not provided by candidate |-15 | | Rubric provided but starred items not completed |-15 | | | | Total | | Comments: ----- Standards/Competencies: English Language Arts - Goal 1: The learner will apply enabling strategies and skills to read and write. Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and

viewed. Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.

Goal 4: The learner will apply strategies and skills to create oral, visual and written texts. Goal 5: The learner will apply grammar and language conventions to communicate effectively. Social Studies - Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina. Science - Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation. Math - Goal 1: Number and Operations - The learner will read, write, model, and compute with non-negative rational numbers. Activities/Strategies: We will begin the day with the reading of Snow Treasure by Marie McSwigan.

The teacher will read aloud the first 10 chapters, stopping along the way to introduce vocabulary (Norway, Norse, kroner, Nazi, etc. ) and geography (Norway, the Arctic Circle, Poland, Germany, Britain, and France). The day's activities will also include a summary written by the students on what has been read to them thus far. They will be asked to begin to think what role the Norse have played in the development of our country and what, if any, they have played in our state. We will also discuss how both humans and animals adapt to such a cold, harsh climate. During math, we will continue talking about Norway and their system of currency. We will work on currency conversions, starting with a basic lesson and then moving on to using the web site [www. xe. om](http://www.xe.com) to practice further. We will further this concept in the computer lab in the afternoon with [www. ixl. com](http://www.ixl.com). Standards/Competencies: English Language Arts - Goal 1: The learner will apply enabling strategies

and skills to read and write. Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology. Goal 4: The learner will apply strategies and skills to create oral, visual and written texts. Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Social Studies - Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina. Science - Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation. Math - Goal 1: Number and Operations - The learner will read, write, model, and compute with non-negative rational numbers. Activities/Strategies: We will begin the day with the reading of *Snow Treasure* by Marie McSwigan. The teacher will read aloud chapters 11-20, stopping along the way to introduce any new vocabulary and/or geography. The day's activities will also include a summary written by the students on what has been read to them thus far.

They will be asked to revisit our discussion about what role the Norse have played in the development of our country and what, if any, they have played in our state. We will also discuss what animals indigenous to our country could survive in Norway. During math, we will continue talking about Norway and how they moved their gold from the cave to the Snake. We will work on word problems that revisit such a conundrum to figure what it would take to move amounts from site to site. We will further this concept in the computer

lab in the afternoon with [www. ixl. com](http://www.ixl.com). Standards/Competencies: English Language Arts - Goal 1: The learner will apply enabling strategies and skills to read and write. Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology. Goal 4: The learner will apply strategies and skills to create oral, visual and written texts. Goal 5: The learner will apply grammar and language conventions to communicate effectively. Social Studies - Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina. Science - Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation. Math - Goal 4: Data Analysis and Probability - The learner will understand and use graphs, probability, and data analysis.

Healthful Living Education - Goal 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1). Activities/Strategies: We will begin the day with the reading of *Snow Treasure* by Marie McSwigan. The teacher will read aloud chapters 21-30, stopping along the way to introduce any new vocabulary and/or geography. The day's activities will also include a summary written by the students on what has been read to them thus far. They will be asked to revisit our discussion about what role the Norse have played in the development of our country and what, if any, they have played in our state.

Students will be asked to draw pictures of what adaptations they believe that we as North Carolinians would need to make to survive in Norway. In this picture, they will also draw a picture of their favorite NC indigenous animal with their adaptations. During math, we will wrap up our discussion on Norway with a Venn diagram comparing and contrasting the Norse with Americans. We will further this with a bar graph of what students believe to be attributes common to both countries. To wrap-up our journey into Norway, we will practice our “ sled-moves” during recess. The students will work both individually as well as in pairs to come up with the most original slalom.