## Unit of Instruction Organizer
### AY 2015-2016

**Teacher:** Carrie Governs  
**Years of Experience:** 12

**School:** NEE High School  
**Subject Area:** American Government  
**Grade:** 7-9

**Unit of Study:** Historical Foundations of Government

### UOI Element 1 – List the Board of Education-approved content standard(s) addressed in this Unit of Instruction. Align the unit objectives with the standard(s) and curriculum.

<table>
<thead>
<tr>
<th>Prioritized or Power Standard</th>
<th>Unit Objectives – Write out the specific unit objectives that address the Board of Education-approved standard(s) and curriculum.</th>
</tr>
</thead>
</table>
1. The student will describe historical foundations of the United States governmental system as reflected in the Magna Carta, Enlightenment writings, Mayflower Compact, Declaration of Independence and Articles of Confederation to 80-85% accuracy.  
2. The student will identify and give examples of democracies and republics to 83% accuracy.  
3. The student will compare and contrast current and historical government systems, including those that are democratic, totalitarian, monarchies, oligarchic, and theocratic, and describe their impact to 83% accuracy. |

### UOI Element 2 – Provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning).

**Essential Question(s):** (See note at end of the Unit of Instruction Organizer.)

1. What is the historical foundation of the United States government?  

**Guiding Questions:** (See note at end of the Unit of Instruction Organizer.)

2. Compare and contrast authoritarian and democratic forms of government.  

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>DOK Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the historical foundation of the United States government?</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Question(s)</th>
<th>DOK Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply concepts from Locke, Montesquieu, Hobbes, Rousseau, and the Social Contract to the historical foundations of the United States Government.</td>
<td>4</td>
</tr>
<tr>
<td>2. Compare and contrast authoritarian and democratic forms of government.</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Develop a logical argument for how the Magna Carta and the Age of Enlightenment affected the Declaration of Independence, Articles of Confederation, and other historical documents.

4. Identify major figures who authored the documents shaping America’s foundation.

### UOI Element 4 – Indicate how the instructional elements link directly to the unit objectives.

<table>
<thead>
<tr>
<th>What will students be asked to do (e.g., learner activities, assignments, and assessments)?</th>
<th>Which unit objective does this support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding Fathers PowerPoint – Students design and present a PowerPoint on a historical figure, summarizing their impact on the foundation of the United States Government.</td>
<td>1 and 4</td>
</tr>
<tr>
<td>Historical Timeline Worksheet – Students collect and display in a timeline the dates, events, and/or figures of importance in colonial American history.</td>
<td>1 and 4</td>
</tr>
<tr>
<td>Letter to the Editor Activity – Students choose a current issue relevant to the historical time period being studied and create a letter to a colonial newspaper justifying their position on the issue.</td>
<td>2 and 3</td>
</tr>
<tr>
<td>SmartBoard Discussion – Students distinguish between various countries and the forms of government established in each.</td>
<td>3</td>
</tr>
<tr>
<td>Primary Sources – Students read and answer questions relating to a primary source, such as Poor Richard’s Almanac, the Declaration of Independence, etc.</td>
<td>1 and 2</td>
</tr>
</tbody>
</table>

*NOTE: Place documentation in Appendices A, B, and C.*

### UOI Element 5 – Describe the process of formative assessment to inform instruction and summative assessment to evaluate student learning.

**What formative assessment(s) will you use?**

1. Unit pretest will be taken by all students to determine prior knowledge and use that data to drive instruction.
2. Bellringers are utilized at the start of every class period to gauge prior understanding.
3. Each unit will consist of two “exit slips” in which students answer questions from the day’s lesson.
4. Homework assignments
5. Students will be asked questions throughout the unit in order to gauge their understanding of the concepts.
6. Daily on-the-spot formative assessment techniques to ensure understanding by all student in the class (Thumbs Up/Down, Fist to Five, Color Cards, Flash Cards, etc.).

**Describe how results of formative assessment(s) inform changes in instruction to meet student needs.**

If the majority of student struggle with the formative assessments, the teacher will review the material immediately with the option of adding an additional activity.

**What summative assessment(s) will you use?**

Teacher revised unit test derived from chapters 1 and 2 of the text – The Roots of Democracy – that contain a variety of question types, including a written constructed response question.

**Describe the summative assessment(s) to evaluate student learning. (How will you know the students met the learning objectives? Why are you giving that particular assessment? What will it tell you?)**

Student achievement on the Unit Test will have a direct correlation to their semester grade. Students who do not master the concepts on the unit test will be assigned additional activities that will likely include USA Test Prep questions.

*NOTE: Place documentation in Appendix D.*
**UOI Element 5b – Student Learning Outcomes (SLO)**

**NOTE:** If your district is opting to use the NEE UOI as the measure of student learning, you must complete this section. While this section is not scored with the NEE rubric, it is provided for your use in documenting the measurement of student learning. The measurement of SLO is a locally-defined procedure or administrative procedure.

What instructionally sensitive assessment(s) will you use to show student growth? This may include assessment(s) listed above and/or other assessments. (Ideally assessment(s) should be valid, reliable, well-constructed, and be accurately scored. Assessment(s) should be selected that target important learning objectives, measure some higher DOK levels, and emphasize processes and complex knowledge. They should be an adequate tool for making inferences about your ability to promote student learning.)

*NOTE: The ESEA Waiver indicates that state assessment be used as part of the SLOs where available and appropriate.*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
<th>Assessment Type*</th>
<th>Number of Students</th>
<th>Number Meeting Target</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives 1, 2, and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment(s)</th>
<th>Assessment Type*</th>
<th>Number of Students</th>
<th>Number Meeting Target</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Test</td>
<td>T</td>
<td>24</td>
<td>19</td>
<td>79%</td>
</tr>
<tr>
<td>USA Test Prep (Only Students not meeting target)</td>
<td>S</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Assessment Type: T=Teacher Developed Assessment, C=Common Assessment, S=Standardized Assessment

The Missouri Department of Elementary and Secondary Education (DESE) defines effectiveness based on percentage of targets met in the post-assessment. Identify which of the following categories best describes your accomplishment in this unit for Student Learning Outcome (check one):

- ___ 91-100% of targets met
- X 81-90% of targets met
- ___ 71-80% of targets met
- ___ 61-70% of targets met
- ___ Less than 60% of targets met

Comments (This might include additional data, if applicable):

**Date Evaluator Reviewed UOI Element 5b**

NOTE: Place documentation in Appendix F.

**UOI Element 6 – Identify effective research-based instructional strategies used in the unit.**

Explain why you are using specific instructional strategies. Provide a description of key instructional strategies you will use and which lessons you will use them in. (You do not need to discuss all the instructional strategies.) Provide evidence of their effectiveness. (Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers. Other examples include credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions. Include dates.)

- Cooperative Learning – http://files.eric.ed.gov/fulltext/EJ989259.pdf – Founding Fathers PowerPoint: Students will have individual jobs and work cooperatively to complete the project.
- Student Presentations – http://files.eric.ed.gov/fulltext/EJ876461.pdf – Founding Fathers Powerpoint: Students will present the information to their peers. Both Cooperative Learning and PBL are listed as highly effective instructional strategies according to John Hattie, 2012.
- Direct Instruction – http://files.eric.ed.gov/fulltext/EJ874476.pdf – Each class begins with a review of the previous information learned. Any new information or skills taught will be modeled and students will have opportunities for guided practice.
- Homework – http://files.eric.ed.gov/fulltext/EJ1004337.pdf – The completion of outside of the classroom work will occur throughout the unit. Both Direct Instruction and Homework/Practice are listed as effective strategies according to Marzano, 2001.
- Analysis of Primary Sources – http://eric.ed.gov/?q=primary+sources&pr=on&ft=on&id=EJ719935 – Students analyze primary resources that played a major role in the foundation of the United States Government.
UOI Element 7 – Describe the instructional strategies used to differentiate instruction for diverse learners present in the classroom. Mark diverse learner categories that do not apply as “N/A” (Not Applicable).

<table>
<thead>
<tr>
<th>Enrichment for accelerated learners:</th>
<th>Remediation for struggling learners (Tier 2/Tier 3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• With the use of a PowerPoint presentation, accelerated learners can design and implement more advance levels of productivity.</td>
<td></td>
</tr>
<tr>
<td>• During the activity involving primary sources, students can connect the primary source with historical and current events.</td>
<td></td>
</tr>
<tr>
<td>• Higher-order thinking can be incorporated into the SMART Board discussion.</td>
<td>• Students may be provided access materials that may include auditory books, modified outlines, and resources from the chapter for reinforcement.</td>
</tr>
<tr>
<td></td>
<td>• Students may access USA Test Prep with remediation materials.</td>
</tr>
<tr>
<td></td>
<td>• Students will be pulled into BCT for extra assistance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELL:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not applicable because there are no students in this category at this time.</td>
<td></td>
</tr>
</tbody>
</table>

UOI Element 8 – Describe how you lead students to self-reflect about their personal goals regarding the unit objectives.

Provide description with evidence.

Students will use the score on their pre-test, set a goal for their final assessment, and develop an action plan on how they are going to achieve that goal within their learning journal. Also, they will identify the objectives they scored the lowest on and emphasize this area in their action plan. Plans will be communicated with parents along with information on how they can help their child reach the target score.

NOTE: Place documentation in Appendix C.

UOI Element 9 – Describe supporting resources used to facilitate the learning process.

Provide a description of supporting resources, including technology, used to facilitate the learning process. Include samples, such as comparative student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate resources for instruction and learning.

• Words that Built a Nation – (Book Front) Resource material of primary sources. See attached Appendix E with assignments, rubrics, and assessment.
• Civics Today 2010 Textbook – Current classroom edition
• Computers with PowerPoint Software
• SmartBoard, Apple TV, iPad

NOTE: Place documentation in Appendix E.
### UOI Element 10 – Describe how the UOI will improve family and community involvement in the learning process.

**Describe how this UOI will help you improve family and community involvement in the learning process.**

- Students will use the score on their pre-test, set a goal for their final assessment, and develop an action plan on how they are going to achieve that goal. Also, they will identify the objectives they scored the lowest on and emphasize this area in their action plan. Plans will be communicated with parents along with information on how they can help their child reach the target score.
- Electronic communication of assignments, grades, etc.
- Judge Joseph Wapner, County Judge, has agreed to visit the class. He will give a short presentation on what he does and how it relates to the judicial branch of the government. Then, he will open it up to a question and answer session.

**NOTE:** *Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might “help” in ways that cause confusion and/or tension. Community involvement can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.*

### UOI Element 11 – Self-reflection about the UOI

**How would you teach this unit differently as a result of submitting this UOI?**

Overall, this unit went very well. Students struggled with understanding the primary sources. I am going to schedule more time to cover the primary sources and research what other teachers have done to help students understand primary sources. Presentations went well. It took more time for the students to present than I expected. I need to cut back on some of the information on the presentation.

Having the student who did not make the target score get supplemental help from USA Test Prep was very successful. Next year, I am going to incorporate USA Test Prep for all of the students to use as growth data.

Having Judge Wapner was great. Next year, I will screen the questions that the students ask ahead of time.

**NOTE:** *The purpose of this element is to help you improve the unit for your students. It is not scored. You may want to engage in dialogue with your principal, instructional coach, or team members as you reflect on the unit.*
Attach the following appendices A through F.

**Appendix A: Lesson Sequence** – This section should contain an overview or outline of unit lessons (scope and sequence).

**Appendix B: Sample Lesson Plans** – This section should contain samples of at least three class periods of lesson plans, including lesson objectives, student activities, and differentiated instructional strategies.

**Appendix C: Sample Formative and Summative Assessments**

**Appendix D: Sample Student Work** – This section should contain a range of student work, including samples from an accelerated student and a struggling student.

**Appendix E: Resources and Materials**

REFERENCE NOTE FOR UOI Element 2 and UOI Element 3:

**Essential question(s)** target the unit objective(s) and frame the UOI learning goal. These questions promote higher-level thinking and deep, enduring understanding. These cannot be answered in one sentence, and set the stage for further questions. These are open-ended, arguable, complex, meaningful to students’ real lives, and relate to problems in the classroom. These form the basis of inquiry-based learning. These serve as an umbrella for other guiding questions and are complex enough to be broken down into smaller, guiding questions. *The following are examples of essential questions:*

- What is identity?
- What is revolution?
- What is healthful eating?
- How should this be modeled?
- How are the four basic math operations related to each other?
- How do writers draw in readers?
- How do animals change? (Early Childhood Education)
- What are numbers? (Early Childhood Education)

**Guiding question(s)** are more detailed questions that support the essential question. These questions assist the learner in answering the essential question(s) and cannot be answered in one sentence. These questions promote quality discussions and may lead to new questions. *The following are examples of guiding questions:*

- Who caused this?
- Who is involved?
- Why did this happen?