

# **Orientation Unit Plan- U.S. History**

## Orientation Unit Plans for U.S. History

August 15-September 23

### Orientation Cycle 1:

- The relative position of someone or something
- An introduction to newcomers to a new school
- The direction of someone's interest or attitude
- Repetition/Routine
- Foundation for the other 4 cycles

U.S. History State Standards: 5 themes of geography and how they relate to the development of the United States, develop an awareness of current events, identifying the major American Indian nations of North America and how they got there, discuss the cultures of the American Indian nations and how they might differ or relate to one another, analyze the reasons for European exploration i.e. trade routes, colonization, spreading of ideas and beliefs, etc.

### Essential Questions:

- Why would somebody want to explore new land?
- How has history changed your life?
- How would you feel if you were the new person in an area you are not too familiar with?

### Summative Assessment:

Students will be writing daily in their journals. Students will also be invited to actively participate in group discussions and activities.

### Formative Assessment:

Written and oral work that relate to current events i.e. newspaper articles and how it relates or differs from past history, discovering American explorers, and the relationship between Geography and History

### Cycle Objectives:

Students will:

- Understand and interpret proper classroom/Jr. high norms and values as well as introducing themselves to other classmates
- Understand how a map can function and be able to read it
- Be able to read; be acquainted with newspaper articles
- Recognize the difference between fact and opinion
- Recognize the 5 themes of Geography
- Analyze who, what, when, where, why, and how as it relates to history

#### Kickoff:

Students will be introduced to what I will cover the entire school year. I will have students wear important events before the Civil War. The students will put themselves in chronological order (or try to). With the students still standing there, I will ask them to look to their left or right and tell me if they know the event and how it might relate to what event they are wearing. When they sit down, as a class we will have a discussion on why events in history could relate to one another.

#### Whole Class Lessons:

Create the expectations and consequences for Mr. Derek's classroom: students will help create the classroom rules and expectations and the consequences to go along with them for the remainder of the school year

What is an atlas: as a class, students will explore certain types of atlases and compare and contrast them

Newspaper exploration: As a class, students will learn how to properly read a newspaper. Mr. Derek will read an article relating to history and ask the students to respond on what they think about the article and what are the main ideas of the article.

Fact or Opinion in the news: first introduce them to the difference between fact and opinion. Second, students will read and extract article from the newspaper and figure out if this article is based on fact or based on an opinion

What happened today in history: everyday throughout the school year I will share 2-3 events that happened on that day. As a class students will discuss why it matters and if it relates to them at all

#### Independent/Partner Lessons:

5 themes of Geography story: students will identify the 5 themes and create a story relating to their own life about each theme

What is your culture: students will write down in their notebook what they think their culture is all about, whether it be the stuff they own, the music they listen to, what food they eat. I will ask a couple students up to the front to share. Those students who are sitting down will cross out similar items they wrote down. We will go until a student has items that nobody else has. We will discuss why that is important to them and how we should appreciate everybody's culture. We will also relate our own culture to those of Native American's and Europeans and find the similarities and differences.

#### Conclusive Activities:

As a good introduction to the next cycle theme: *Community*, students will follow a game called: Map out the exploration: students will identify major explorers. They will create a map and draw out the path that that explorer took. Using chalk, students will draw a map on the road (Europe to the Americas). Each different colored chalk stick will be that certain country/explorer who traveled to America. This will involve students in map making and also an introduction to certain explorers and/or countries involved in the discovery of the Americas.

#### Extensions and Accommodations:

Students will present their learning by written or oral work, presenting to the class, or presenting to the instructor (if they are uncomfortable in front of an audience). Students will be allowed multiple opportunities to show mastery of the content level. Students will be allowed to present their findings in whatever form of communication they feel comfortable with. If students need more time to work on certain activities, help and guidance will be available to use.

#### Grading Students:

A standards based grading rubric will be used to grade students:

What the Student Knows	Score	Trac al L Gr
<b>Exceeds Proficiency:</b> In addition to Score 85, the student uses inferences and applications that go beyond what was explicitly taught in class.	95	
In addition to Score 85 performance, <u>partial success</u> at inferences and applications that go beyond what was directly explicitly in class.	90	
<b>Meets Proficiency:</b> No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	85	
No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.	80	
<b>Approaching Proficiency:</b> No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.	75	
Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas	70	

and procedures.		
<b>Developing Proficiency:</b> With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	65	
With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	60	
Even with help, no understanding or skill demonstrated.	59	