

**Literacy Fusion Curriculum Project**  
**Evidence 3**  
**(The Integrated Social Studies Unit)**  
**Description and Candidate Requirements:**

The purpose of this assignment is to provide you with an opportunity to **use and fuse** literacy, technology, arts, and social studies instructional strategies and materials to plan and implement a comprehensive unit for one grade level. You will select a social studies topic of study from the *North Carolina Common Core and Essential Standards* to give focus and cohesion to the five (5) literacy infused lesson plans. Within the unit, your plans must address at least one (1) standard from Listening/Speaking, Writing, Reading Informational Text, and Reading Literature. Each lesson must include at-least one (1) ELA standard and at-least one (1) Social Studies standard/objective. An effort is to be made to include objectives from the 5 Social Studies Standards. You are required to incorporate children's texts which align with the social studies topic of study that heighten awareness of diversity and/or global connections. Additionally, you are required to demonstrate how to use technology to maximize teaching and learning. The integrative nature of this project will showcase your ability to develop and deliver engaging lessons which center on a social studies topic, incorporate arts and technology and align with the Language Arts Common Core.

**Unit Format:**

1. *Title Page* (1<sup>st</sup> page)-includes: the title of your unit, the grade level, your name, Education 4133, and Fall, 2013.
2. *Table of Contents*-should be numbered and include enough information to help in locating key parts of the unit.
3. *Objectives of the Unit* -The candidate must align lesson plans with objectives from the North Carolina Common Core/Essential Standards to produce a unit centered on a social studies topic infused with literacy, arts, and technology. The standards/objectives should be identified for **each lesson**. Common Core and Essential Standards Curriculum Areas of focus are: Social Studies, Language Arts, the arts (Art/Music/Drama), and Technology.
4. *Overview* of the unit- A paragraph describing what the unit is about.
5. *Vocabulary*- The vocabulary for the unit needs to be listed should reflect the standards and content.
6. *Lesson Plans*- Make sure that the selected strategies and materials reflect the social constructivist philosophy (**utilizing cooperative learning strategies to enhance understanding in at least 1 lesson plans**). When writing your plans, **make sure that you write out each standard/objective** that is addressed in the accompanying strategy. When appropriate, one instructional strategy could be used to achieve several **standard/objectives**. You are encouraged to use any information gleaned from course readings, class discussions, and classroom observations to develop your Literacy Infused Curriculum Project.
  - Lesson plan format will be provided.
  - Social Studies and 21<sup>st</sup> Century Skills Integration- Considers and uses a variety of research-verified approaches to improve teaching and learning. The candidate will encourage collaboration and the integration of technology where appropriate that

encourages students to analyze, compare, infer, interpret, evaluate, synthesize, and/or problem solve to enhance understanding of social studies topic.

- **Technology:** Instructional strategies must also integrate the use of technology, where appropriate. Be certain to include the accompanying artifact for each lesson that incorporates technology.
- **Diversity-** The candidate will describe one unique learner and collaborate with the cooperating teacher to evaluate the needs of the student in order to plan instructional and/or assessment strategies that will enable him to successfully meet the lesson objective(s). A candidate must thoughtfully and purposefully plan appropriate modifications for each of the lesson plans that will enable the student to be successful and highlight your ability to effectively differentiate instruction. **Note: The cooperating signature on both classroom observations indicates affirmation that the modifications for the unique learner are appropriate and will serve to maximize his learning.**
- *Assessment* should be evident throughout the unit, both formative and summative. Authentic work products from the children should be evaluated, as well as other methods of evaluation. The candidate must plan a way to collect and analyze data from each lesson to determine if the objective (s) was met and to what degree students were successful in meeting the stated objective. Assessments must align with standards/objectives. A summative assessment of the unit should be included at the end of the unit.

**7. Classroom observations-** The candidate will be evaluated by their cooperating teacher and/ or university supervisor as they teach two lessons during EDU 4134: Internship I: Instructional Practices in the Elementary Classroom.

8. *Reflection-* A 2-3 page, double-spaced, typed reflection paper must be included with this project. Discuss what you learned about planning and implementing social studies instruction that is infused with literacy, arts, and technology for your students through this project. Indicate how you used research-based strategies and 21<sup>st</sup> century skills to improve teaching and learning. Unit must be in American Psychological Association (APA) format throughout.

9. *References-* There should be a comprehensive bibliography at the end of the unit that includes books for children, teacher resources, and websites (APA Style).

10. *Composition-* The unit should be neat, with correct spelling and punctuation, as well as attractive and easy to read.

**Checklist for Evidence 3: Literacy Fusion Curriculum Project  
(The Integrated Social Studies Unit)**

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Overview of the week

- \_\_\_\_\_ Vocabulary for the Week
- \_\_\_\_\_ Description of Unique Learner
- \_\_\_\_\_ Lesson Plans (5)
  - \_\_\_\_\_ Modifications
  - \_\_\_\_\_ Address all 5 Language Arts goals
  - \_\_\_\_\_ Co-teaching Strategies (P- at least one, A- More than one)
  - \_\_\_\_\_ Differentiation of instruction (P- 80%, A- 100%)
  - \_\_\_\_\_ Cooperative Learning (at least 2 lessons)
- \_\_\_\_\_ Aligned Assessment Tools (Formative) (P- 60-80% A-100%)
- \_\_\_\_\_ Technology Integration (P-60%, A-80-100%)
- \_\_\_\_\_ SS books meeting diversity and global connections (P-60% A - 80%)
- \_\_\_\_\_ Bloom's revised taxonomy questions with book
- \_\_\_\_\_ Integrated Arts- Music, Art, Drama (P- 80 %, A-100%)
- \_\_\_\_\_ 21<sup>st</sup> Century and problem solving skills are addressed
- \_\_\_\_\_ Assessment (Summative Assessment )
- \_\_\_\_\_ Classroom observations from cooperating teacher/University Supervisor (2)
- \_\_\_\_\_ Reflection (how you taught 21<sup>st</sup> Century Skills, your impact on student learning, evidence of how you sought out research-verified approaches to improve future teaching and learning)
- \_\_\_\_\_ Bibliography (All books, websites, resources used in the lesson in APA Style)
- \_\_\_\_\_ Mechanics, Spelling and Composition checked