Globalized Unit Template *

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School/Location: Auburn High School/ Auburn, NY

Subject: 9th Grade Global
Time Needed: Year long project

Grade: 9

Unit Title: Current Events Annotated Bibliography

Unit Summary:
As students progress through the units of Global 9R, they will be asked to find current articles regarding the topics in the unit. Use of subscription databases, news sources and Noodletools is required. Students must provide citation to the article, the subject, thesis, evidence, significance and link to Global History theme. An added Globalized requirement of "so what, how does this affect me or current life" is added.

Stage 1 Desired Results

ESTABLISHED GOALS:
Students will be able to take historical events and topics and make modern and global connections.

GLOBAL COMPETENCY:
Students investigate the world beyond their immediate environment.
Generate and explain the significance of locally, regionally or globally focused researchable questions.

RESOURCES:
Access to subscription databases and Noodletools
Grading rubric
Topic list

Transfer

Students will be able to independently use their learning to- assimilate the connection between historical events and current events as well as make a text to self correlation.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… History and its events sometimes have different meanings or understandings as time, technology and cultures change.	How does the perspective or understanding of this event or topic of historical significance change based on this article?

Acquisition

Students will know… how to access databases and do authoritative searches, how to create a MLA citation.	*Students will be able to…* Skim and scan an article (abstract) for relevancy and connections.

Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)	Navigate and search various resources for articles: ProQuest, Historical databases, major news outlets. Create citations manually in Noodletools as well as evaluate preformatted citations for accuracy and completion. Make links and connections to classroom learning as well as global impact and understanding. Ie: diversity, empathy, human rights, technology, etc.

Assessment **OF** Learning: (ex: performance task, project, final paper)
Feedback will be given via Noodletols for citation accuracy.
Provided rubric will be grading tool for finished annotation. Project will have 20 annotations.

Neolithic Age
Does your annotation have a title, author, newspaper, date?
YES   NO
Have a subject?
YES   NO
Have a thesis?
YES   NO
Have evidence?
YES   NO
Show significance?
YES   NO
Make a connection to theme?
YES   NO
Make a Global Connection to self?
YES   NO
Assessment
1   2   3   4   5
6   7   8   9   10

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week One: Students will create Noodletools project and share with the teachers. Review of Noodletools features and navigation.
Students will be directed to teacher selected articles (Neolithic and Mesopotamia) and discussions on the CRAPP test for websites will happen.
Citations will be created manually with emphasize on where relevant information can be found: Web page, web site, article title, author, date of publication, publisher, etc.
After reading the provided articles, as a class, thematic connections and global connections will be discussed.
Teacher will provide feedback via Noodletools comment section.

Week Two:
Students will review databases and good searching tools. Class will navigate to similar articles.
Preformatted citations will be reviewed for accuracy.
Students will read articles and make connections individually, then share for peer review using the provided rubric,
Teacher will provide feedback via Noodletools.
Week Three:
Students will do the project on their own with Noodletool feedback provided.
Week Four:
Continue as above.

*adapted from Understanding by Design Model