



SAMPLE MATERIAL

Unit 1 Map

Foxfire Center for Student Success, Ohio

Topic: Dropout Prevention

Practice: Academic Supports

Teachers at Foxfire Center for Student Success use the New Unit Organizer to create a unit map for a new unit. It provides a template to plan a unit according to the standards of the Ohio Graduation Test and an example of a developed unit map. Unit maps are key to instruction at Foxfire, as all instructional content is aligned to the standards and the Ohio Graduation Test. The teacher's goal is to deliver the specific content and to prepare students to pass the Ohio Graduation Test. When the new unit is organized, the teacher can create a lesson plan that will incorporate the standards of the Ohio Graduation Test. For an example of a lesson plan see the Lesson Plan template on this site.

This document also contains examples of a unit map that addresses content standards for the social studies section of the Ohio Graduation Test and a template used to create a new unit. The unit map shows examples of essential understandings and questions that students should be able to answer after the unit is taught. Also included are the key ideas to know and be-able-to-do verbs, such as describe and compare. A vocabulary list, activities, assignments, and assessments are also included in this unit map.

UNIT Topic: Industrialization	UNIT TOPIC: Enlightenment/Imperialism
<p>ESSENTIAL UNDERSTANDINGS:</p> <ol style="list-style-type: none">1. Students will understand how the Industrial Revolution, Enlightenment, and Imperialism challenged previous ideas, revolutionized science, impacted government and religion, and fueled the war for independence.2. Students will understand the causes and effects of the Industrial Revolution and how it impacted the changes in both living and working conditions.3. Students will understand the connections between Enlightenment ideas and changes in the relationships between citizens and their governments.4. Students will understand the reasons countries gained control of territory through Imperialism and the impact on people living in the territory that was controlled.	
<p>Ohio Standards: History Benchmarks A,B,C; People in Societies Benchmark C; Geography Benchmarks A,B,C; Economics Benchmark A; Government Benchmark B; Citizenship Rights and Responsibilities Benchmark A.</p>	
<p>CONCEPTS: KEY IDEAS TO KNOW: Development and impact of the Industrial Revolution; Spread of Enlightenment ideas throughout Europe and the United States; Explain how Enlightenment ideas challenged religious authority, monarchy, and absolutism; Understand the changing role of labor and the rise of labor unions; Understand the changes in living and working conditions especially for women and children; Explain the global impact of Imperialism; Describe the political, economic, and social roots of Imperialism.</p> <p>KEY SKILLS: BE-ABLE-TO-DO-VERBS</p> <ul style="list-style-type: none">-Describe-Compare-Identify-Explain-Give Examples	
<p>PRE-TESTS, TESTS, QUIZZES, JOURNALS, PORTFOLIO, SMALL PROJECTS, SELF-ASSESSMENTS, LABS.....</p> <ul style="list-style-type: none">-Class Participation-In-Class Assignments-Quizzes and Tests-Note Taking-Student Folders-Ohio Graduation Test (OGT) Questions-Computer Research	

ESSENTIAL QUESTIONS: 1. What was the Industrial Revolution and what effects did it have on Society? 2. How did the ideas of many Enlightenment philosophers shape the United States Government? 3. What impact did Imperialism have on the people living in the territory that was controlled? 4. Why did many countries take controls of others through Imperialism?		VOCABULARY: Revolution Imperialism Philosopher Labor Union Factory Urban Rural Immigration Child Labor Laws Modernization Enlightenment Laissez-faire Policy Middle Class	
LEARNING ACTIVITIES Note Taking In-Class Examples Guided Practice Frayer Model K-W-L Charts	PRACTICE ACTIVITIES Practice OGT Questions In-Class Assignments Quizzes and Tests Group Work	RETHINKING ACTIVITIES Reteaching Activities Prior Knowledge Quizzes Formative Assessments	CREATE AND REFLECT Evaluations of Learning Activities
RESOURCES: Passing the OGT Social Studies Coach-Text and Quizzes Buckle Down on Ohio Graduation Test Social Studies-Text and Quizzes www.linkstolearning.com -OGT Questions			

Foxfire High School
UNIT ORGANIZER

Name of Unit:	Life Science (LS)
Length of Unit:	2 nd Nine weeks
POWER INDICATORS	
1) LS-C Explain the genetic mechanisms and molecular basis of inheritance. 2) LS-E Explain how the evolutionary relationships contribute to understanding the unity and diversity of life. 3) LS-F Explain the structure and function of ecosystems and how ecosystems change over time. 4) LS-G Describe how human activities can impact the status of natural systems. 5) LS-H Describe a foundation of biological evolution as the change in gene frequency of a population over time. Explain the historic and current 6)	
KEY CONCEPTS students need to KNOW:	KEY SKILLS students need to be
	1) Create and interpret punnett squares to predict 2)
POWER VOCABULARY	
ESSENTIAL UNDERSTANDINGS (BIG IDEAS)	ESSENTIAL QUESTIONS

DIAGNOSTIC ASSESSMENTS		
WHAT DO THE STUDENTS ALREADY KNOW?		
Assessments “FOR” LEARNING	Assessments “OF” LEARNING	
FORMATIVE	SUMMATIVE	AUTHENTIC AND/OR PERFORMANCE
1		
2		
3		
4		
1		
2		
3		
4		
1		
2		
3		
4		
1		
2		
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4		
1		
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4		
1		
2		
3		
4		

Teachers will fill out this portion of the Unit Organizer as the Unit is being taught.

ADVANCED CONTENT/ENRICHMENT ACTIVITIES	CORRECTIVE TEACHING ACTIVITIES