### Overall Unit Information
(MUST COMPLETE this section for MOOC Peer Evaluators)

<table>
<thead>
<tr>
<th>Unit or Course Goal(s)</th>
<th>Self-Check Using Designing Blended/Online Unit of Instruction (Peer Evaluation Checklist)</th>
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<tbody>
<tr>
<td><strong>NOTE:</strong> For this unit plan is an illustrative example and not necessarily intended for implementation in an actual classroom. Africa: In this unit students will work cooperatively to create a virtual tour of Africa using a collaborative wiki. This unit will use the fully online model.</td>
<td>See A1 EXPLANATION: This is straightforward and specific to your classroom. I recommend that you also specify whether your unit plan is for an entirely online class or blended class. If it's blended, you may need to be descriptive using the language from the Christenson’s Institute reading Classifying K12 Blended Learning, which we read in Module 3. Because this syllabus will be peer evaluated, the more descriptive you are, the more likely your peers can give you credit for each criteria!</td>
</tr>
</tbody>
</table>
| Standards | Name of standards: Georgia Performance Standards  
Location information:  
Grade/Year: 7th grade (roughly age 11-12 years old)  
Subject: Social Studies  
Standard (as written): SS7G1 locate features of Africa  
SS7G2 discuss environmental issues across the continent of Africa.  
SS7G3 explain the impact of location, climate, and physical characteristics on population distribution in Africa.  
SS7G4 describe the diverse cultures of the people who live in Africa.  
SS7CG1 compare and contrast various forms of government.  
SS7CG2 explain the structures of the modern governments of Africa  
SS7CG3 analyze how politics in Africa impacts standard of living.  
SS7E1 analyze different economic systems.  
SS7E3 describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.  
SS7H1 analyze continuity and change in Africa leading to the 21st century. | See A2  
**EXPLANATION:** If your school has content standards, you are probably well aware of them. Provide a link to your standards. Not all schools in all countries have such standards. If your school does not use a set of curriculum standards, state this fact and provide some broad goals that will help break your modules up into a manageable learning structure. It is also important that these standards align to your learning activities and assessments. In this module you read about alignment as described by the Eberly Center: [http://www.cmu.edu/teaching/assessment/basics/alignment.html](http://www.cmu.edu/teaching/assessment/basics/alignment.html) |
| Learner Characteristics | These learners are 7th graders in a suburban Georgia middle school.  
Non-native English speakers: 20%  
Special Education or IEP: 25% of students  
Countries: Students represent 19 different countries  
SES: 65% students live in low socio-economic homes  
TESTING: 75% of students met expectations in 6th grade Social Studies tests | See B1  
**EXPLANATION:** Before you can make your plans for differentiation, you need to know who your students’ are and what needs they have. There are different ways of describing your learners. You may focus on learning styles, learner strengths, or any other means to describe your learner. In any case, how you describe your learner should inform your differentiation strategies. |
**K-12 Blended and Online Learning**

| Technology requirements | Internet connected computer  
|                        | Webcam or video camera and cord  
|                        | SchoolTube account  
|                        | Wikispaces account  
|                        | Telephone  
|                        | See D5  
|                        | EXPLANATION: Close your eyes and imagine you are your own student. What tools are you using to interact with the content? The teacher? Other students? Be specific. |

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<th>Prerequisite Skills</th>
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| 6th grade reading proficiency (differentiation provided)  
| Wikispaces for group projects  
| Safe and effective Internet research and navigation (information literacy skill)  
| PC computer use  
| Telephone communication skills  
| Synchronous communication software skills  
| See A4 & D6  
| EXPLANATION: Close your eyes and imagine you are your own student. What skills are you using to interact with the content? The teacher? Other students? Be specific. |

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<th>Introductory Communication Plans</th>
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| Students are expected to participate in daily discussion forums with peers and post a weekly blog reflection. Each student speak on the phone or webcam with the teacher at least once per week to check on individual progress towards learning goals. All student language should be appropriate for a learning context. Students are expected to follow the communication rules outlined in the syllabus and taught at the beginning of the school year.  
| See A4 B9 & B10  
| EXPLANATION: How will you communicate your expectations for the unit and modules to students? How will you communicate one on one with students throughout the unit? How will students communicate with each other? Do students need any additional communication or information literacy skills to be effective? We learned about communication strategies online in Module 5. |
| Universal Design Principles Considered | Multiple forms of representation: webpages, videos, transcripts, textbook  
|                                      | Multiple forms of expression: quizzes, blogs, discussion forums, wiki, essays  
|                                      | Multiple forms of engagement: phone, webcam, forums, virtual tutorial center |  
| Number of Modules or Weeks | This will be a six-week online unit. Each Monday students will be given access to a new module and all module assignments will be due on the following Monday morning. |  

See B4  
EXPLANATION: We learned about universal design in module 2 of this course. Refer to these materials to refresh your memory.

See A3  
EXPLANATION: You may organize your units and days differently; however, it is common to use a 5 day work-week or full 7 day week as a foundational structure for planning the logistics of lessons and activities.

*This document pairs with Designing a Blended/Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega (2014).*
### Module 1 Plan *(Note: “module” and “lesson” used interchangeably)*
**(MUST COMPLETE this section for MOOC Peer Evaluators)**

<table>
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<tr>
<th>Module Objective(s)</th>
<th>Self-Check</th>
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| (SS7G1) The student will locate features of Africa with a minimum of 80% accuracy on an independent quiz. (SS7G2) The student will discuss environmental issues across the continent of Africa with peers on a discussion forum in a manner that meets our discussion forum rubric at a minimum of 80% quality. Collaboratively students will design a plan with their assigned wiki project group specifying each individual role and the schedule. | See A1 & A2  
**EXPLANATION:** In-service teachers are likely already skilled at writing measurable objectives that align to the standards; however, if you are not familiar with the concept or you need a refresher take the tutorial at Radio James with Arizona State University.  

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<tr>
<th>Module Assessments</th>
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| 1. Quiz about features of Africa graded automatically (answer key)  
2. Discussion forum: If you were planning a trip through Africa to see 5 geographic landmarks are experiencing environmental change, which landmarks would you chose and how would you plan your trip? Tell us the path, travel means, and why you made these choices. (rubric)  
3. Project design and schedule (project plan checklist) | See A2 A3 C1 C2 & C5  
**EXPLANATION:** Your assessments should measure student mastery of the objectives in order to be aligned. Also, we discussed high quality online summative assessments in Module 2. Make sure you include an assessment that requires active learning. |

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<tr>
<th>Description of Learning Activities</th>
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| 1. Students will visit websites about various African environments. Students will complete a Seek and Find handout to focus their search efforts.  
2. Students will read Chapter 2 of their textbook and complete the chapter review exercises as a self-check of learning. (outline notes provided)  
3. Students will read the downloadable handout Africa’s Environmental Issues (outline notes provided)  
4. Students will watch the digital slideshow about environmental issues in Africa.  
5. Students will participate in the module discussion forum.  
6. Students will synchronously meet with their wiki group to make a project plan. | See A2 A3 B3 B4 & B10  
**EXPLANATION:** This is the meat of your lesson or module. What steps will the learners take to master the objectives? Does it require active learning like we discussed in module 2 of this course? Are the activities varied with multiple paths of learning? Are students interacting in a variety of ways? Do these activities prepare students to successfully complete the assessments? |
### Formative Evaluation & Feedback
- Mid-week student phone call with teacher
- Blog reflection: What is the most valuable thing(s) you learned about Africa’s environment, and why do you believe this was important to learn?
- Chapter review exercises
- Seek and find handout.
- Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities.

**EXPLANATION:** Your formative evaluation plans should help you gauge student learning. This will help you know when to reteach, change plans, or provide differentiation. Varied evaluations will help keep your students honest, because cheating effectively takes more effort than doing the actual class work.

### Physical Learning Materials
- The district-approved textbook

**EXPLANATION:** Try to include learning objects that are either culturally relevant to your student population or introduce them to an entirely new culture in a positive way. Are you able to adapt or offer a variety of learning objects to suit differentiation? We talked about learning objects in Module 4.

### Digital Learning Objects
- Downloadable Handout (Africa’s Environmental Issues)
- Downloadable Handout (Seek and Find Africa)
- Websites including: [http://wwf.panda.org/who_we_are/wwf_offices/south_africa/about_south_africa/](http://wwf.panda.org/who_we_are/wwf_offices/south_africa/about_south_africa/)
  [http://wwf.panda.org/what_we_do/where_we_work/east_african_coast/?src=footer](http://wwf.panda.org/what_we_do/where_we_work/east_african_coast/?src=footer)
  [http://www.africa.com/africa_information](http://www.africa.com/africa_information)

**EXPLANATION:** Try to include learning objects that are either culturally relevant to your student population or introduce them to an entirely new culture in a positive way. Are you able to adapt or offer a variety of learning objects to suit differentiation? Be sure that your digital objects are free of bias. In module 4 we learned about selecting high-quality digital objects. Now is the time to use that guide!
### Plans for Differentiation

|   | Students with limited English proficiency or a reading level below 6th grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Students will be carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses. | See B1 B4 & B6  
EXPLANATION: We talked about working with exceptional learners in module 2. We also addressed universal design and accessibility. Be sure that you provide any accessibility tools needed such that every student can access all the content as well as any other learner. |

**EXPLANATION:**

This unit plan is only partially developed. We developed the “Overall Unit Information” or “Unit Overview” and “Module 1” or called “Lesson 1” for this example. Your instructor may ask you to do the same for the Unit Plan assignment.

Your unit plan may require many lessons. The template is meant to help you do this with tables with more lessons or modules.
<table>
<thead>
<tr>
<th>Module Plan</th>
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<td>See A1 &amp; A2</td>
</tr>
<tr>
<td>Module Assessment(s)</td>
<td>See A2 A3 C1 C2 &amp; C5</td>
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<td>Physical Learning Materials</td>
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<td>Plans for Differentiation</td>
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