# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | |
| First and Last Name | | | Ryan Yuengel |
| School District | | | Festus School District |
| School Name | | | Festus Middle School |
| School City, State | | | Festus, MO |
| **Unit Overview** | | | |
| **Unit Title** | | | |
| Americas Greatest Past Time | | | |
| **Unit Summary** | | | |
| In this unit the students will focus on projects and assignments that are focus on baseball/softball. The other subject includes English. They will have math homework that deals with baseball. Some of it includes calculating the area of the different types of fields and also the prementer. Some activities will include playing wiffle ball and watching ball games. | | | |
| **Subject Area** | | | |
| The other subject that will work with me will be the English department. | | | |
| **Grade Level** | | | |
| 7th and 8th grade | | | |
| **Approximate Time Needed** | | | |
| 8 weeks, 50 mins class period, 3 days a week | | | |
| **Unit Foundation** | | | |
| **Habits of Learning Taxonomy** | | | |
| Bloom's Taxonomy   * Remembering * Understanding * Applyng * Analyzing * Evaluating * Creating | | | |
| **Targeted Content Standards and Benchmarks** | | | |
| 1. Creativity and Innovation  Students demonstrate creative thinking, construct  knowledge, and develop innovative products and  Processes using technology.  a. Apply existing knowledge to generate new ideas,  products, or processes  b. Create original works as a means of personal  or group expression  c. Use models and simulations to explore complex  systems and issues  d. Identify trends and forecast possibilities  **CA 2, 3, 1.5, 1.6**  **CA 2, 3, 1.5, 1.6, 3.5**  **CA 1, CA 4, 1.8, 2.1, 2.2**  **CA 4, 2.1**  **CA 1, 2.2**  **CA 5, 6 1.5, 1.6, 1.10**  **NPE 6**  **1.2, 1.5, 1.6, 3.4, 3.5**  **2.3, 2.4, 2.7, 4.6**  **1.4, 2.7**  **1.5, 1.7**  **1.2, 1.4, 1.6, 1.10**  **Net-S**  **1.b, 2.a, 2.d, 3.b, 4.a, 4.c, 5.b, 6.a, 6.b, 6.c, 6.d** | | | |
| **Student Objectives/Learning Outcomes** | | | |
| Students will learn history, rules, players, and teams.  Students will research a basic terms and players in baseball.  Students will take a final quiz in order to determine level of comprehension and understanding.  Students will create an essay with basic knowledge of the game, also working on ESL. This part will be the part where they work with the English department. | | | |
| **Curriculum-Framing Questions** | | | |
|  | **Essential Question** | |  | | --- | | How can the sport of baseball help with math and other subjects? | | |
|  | **Unit**  **Questions** | |  | | --- | | * What are some ways that baseball can be used in math? | |  | | |
|  | **Content**  **Questions** | |  | | --- | | * What are some different fields in baseball? * How can we use those fields in math? * Look at some of the stats and see how they came up with them? * Look back at the history of the game and how the game has changed? | | |

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| **Assessment Plan** | | | |
| **Assessment Timeline** | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Basic screening of knowledge verbally. | * Questionnaire over favorite players, teams, and positions. * Make Prezi presentation to use as a KWL learning tool. | * Use worksheets to gauge students content knowledge of simple terms | * Students will write a short essay including history, rules, and favorite players. | * Short final quiz over material covered in unit. | * Finish KWL by making another short Prezi presentation showing what students have learned. | | | | |
| **Assessment Summary** | | | |
| Daily Questions  KWL Prezi presentation, pre-unit  KWL Prezi presentation, post-unit  Worksheets ranging from question/answer, word search, crossword  Short 5-7 paragraph essay  Final quiz to assess overall progress made | | | |
| **Unit Details** | | | |
| **Prerequisite Skills** | | | |
| Basic computer skills  Math skills that were learned in 4th through 6th grade | | | |
| **Instructional Procedures** | | | |
| **Week 1**  **Day 1:** Introduce the thematic unit to the students. Explain to them what the next 8 weeks are going to consist of. Have them go to the teacher website to view the list of all the assignments and projects, so they will know and will be able to follow along easier. Also be able to view the description of the assignment.  **Day 3:** At the beginning of each class the teacher will have the student answer a question or two about baseball. The problems could be from the history of baseball, team and city names, name of the ballpark, also have them compute math problems dealing with stats. The students will look at their first assignments which is to work on the KWL Prezi.The teacher will have the students pull out there computing device and follow along with me.  **Day 5:** Have the students answer their daily questions. Give the students four topic to choose from for their prezi. The four topics will deal with baseball and be about the game. After the students have chosen their topic allow them to begin researching on their topic for the remainder of class. The teacher will give them handouts on some good spots to begin their research.  **Week 2**  **Day 1:** Have the students answer the daily question. Have the students continue to do research on their prezi. If students start to finish their research, then have them begin working on the project. Before the students start working on the presentation the teacher will provide a quick example of how they want the project to be done.  **Day 3:** Have the students answer the daily question. This will be the last day the students will have in class to work on their project in class. If the students do not finish they will have till Friday to finish the project out of class. They will be presenting the project on Friday and Monday of the following week. Each student will have 5 mins to present.  **Day 5:** Today there won’t be any daily question. Half of the class will present on this day. The teacher will handout a copy of the grading rubric so the students will see what they are being graded on. Also the teacher will pick at random who will present. The teacher will have each student open up there project to see and make sure each student has done and completed the project.  **Week 3**  **Day 1:** Again there will not be a daily question. The last part of the class will present their projects to the class. This should take up most of the class time. If it does not then the student’s will talk to their classmates about what they learned during their project. The groups will write down what they talked about and discuss what they learned. The teacher will use this to see what they class knows about the game of baseball  **Day 3:** The daily questions will start back up. Today the students will get on the teachers website and play around and see how to use and access the website. If the students have any trouble finding or understanding the website this will be the time and place to ask for help. The teacher will have them also look at web quest which is what they will use later in this 8 week unit.  **Day 5:** Have the students answer their daily question. Today will be a lite day in the classroom. The students will play baseball related games and have a baseball crossword puzzle to complete by the end of class that day. By doing this the teacher will be able to test the students’ knowledge by doing a fun activity.  **Week 4**  **Day 1:** Have the students answer the daily question. In class today we will discuss the game of baseball and how it goes with the game of baseball. The students will be asked to take notes on their computing device. They will be using these notes later in the 8 weeks when they work on their final project for this section.  **Day 3:** The students will answer the daily question. The teacher will introduce the students to their next project. There next project will be watch and scoring a baseball game. The teacher will explain how to score a game and what the project entails by using the PowerPoint. Also will give the students a copy of the scoring guide so the students will know what there being scored on.  **Day 5:** There will be no daily question today. Students will start watch the baseball game and begin scoring the game. Watching the game will take two class periods to watch and score the game.  **Week 5**  **Day 1:** Students will continue to watch the game and score the game. At the end of the class students will turn what they have done for completion.As explained in the rubric handed out before the assignment began.  **Day 3:** At the beginning of class I will hand out a completed scoring guide to the game to the students. The students will need this to complete the worksheet they will be doing in class that day. The students will have a worksheet made up of math problems to answer based on the values of the scoring guide.  **Day 5:** Today will be a fun day in the classroom, The teacher and the students will go outside and play whiffle ball. This will be a good activity that will engage the students in what they are learning about and be a good break from working in the classroom but they will still be learning what the unit plan is about.  **Week 6**  **Day 1:** From now on their will be no more daily questions. The reminder of the 8 weeks will be divided up between the final project and the final exam. Today the teacher will have the students pull out there electronic device and to the classroom website. Once they are on their, they will go to the web quest site and view their final project. Then the teacher will divide the students into groups of four.  **Day 3:** Today the students will assign each other roles and write them down and turn them into the teacher. Then all students will begin to researching the project on the baseball field they have chosen as a group.  **Day 5:**  The teacher will give the students the whole class period to work with their group. The students are expected to work on their assignment the whole class, so that they will be able to finish the project in time.  **Week 7**  **Day 1:** Today will be the last day the students have to work in class. They will need to finish the prezi and any other items they will need to present the following class period. Each group will have 10 mins to present their project.  **Day 3:** Today is the first day of the presentation. The first half of the groups will present to the class on how they did their project and how they came up with their answers. The teacher will have the students come up with questions to ask the group presenting. Each group watching will have to come up with a new question each time a new group presents.  **Day 5:** Today the second half of students will present to the class. The same rules as before apple to the class as well. After the groups are done presenting, the teacher will explain how the last week will go.  **Week 8**  **Day 1:** Today will be a review day for the test. The teacher will hand out sample questions and have the students try to answer them. Also they will be told what will be on the test so they know exactly what the study.  **Day 3:** Today is the last assignment of the 8 week unit plan. The last assignment will be a test assessing what the students have learned over the last 8 weeks. The teacher will use this test to look at the areas where they need to focus on more when they are teaching the content to the class.  **Day 5:** Todayis the last day of the 8 week unit plan, the teacher will ask the students to take out there computing device and ask them to write a reflection on the last 8 week on what they learned about baseball and also the project the teacher had them do. Then there will be a classroom discussion about what the students thought and what changes they would make to the last 8 weeks. Next week we will start the new unit. | | | |
| **Accommodations for Differentiated Instruction** | | | |
|  | **Special Needs**  **Students** | If special needs should arise, contact will be made with special education director/IEP team in order to make best accommodations. | |
|  | **Nonnative Speakers** | Students are nonnative English speakers. Instruction must be clear, concise, and basic in order to allow for best student comprehension. | |
|  | **Gifted/Talented Students** | Gifted/talented student will be able to go more in depth with assignments such as Prezi and final essay. Can have deeper conversation in video lessons. | |
| **Materials and Resources Required For Unit** | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | |
| |  |  |  | | --- | --- | --- | | Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other | | | | |
| **Technology – Software** (Click boxes of all software needed.) | | | |
| |  |  |  | | --- | --- | --- | | Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other | | | | |
| **Printed Materials** | | | untitled2 |
| **Supplies** | | | Supplies |
| **Internet Resources** | | | <http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>  **http://mrthomasswebsite.weebly.com**  **http://prezi.com**  **http://www.ballparksofbaseball.com**  **http://mrthomasswebquest.weebly.com**  **http://www.puzzlemaker.discoveryeducation.com** |
| **Other Resources** | | | untitled2 |

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