

Cover Letter for Differentiation Unit

Grade level and content area: I teach grade twelve students in the Social Studies content area at Fort Kent Community High School. More specifically within the Social Studies content area, I teach grade twelve students Sociology, Psychology, Geography and a senior social studies class called Local and Global Awareness. All classes listed above are a semester in length.

Description of my class: The class I selected to differentiate my lesson is my Local and Global Awareness class. This typical class has a heterogeneous population and my class size (based on the 2004-2005 school year) ranged from a low of 10 students to a high of 21 students. Within this class, I utilized whole group instruction, cooperative group instruction and individual instruction.

Purpose of tiered lessons: Because of the heterogeneous population in my classroom, I wish to be more accommodating to all levels of learner and types of students I see on a daily basis. My plan is to move my diverse population to the levels where each student will maximize their personal learning about the content we are studying.

Types of management systems: As I reflect upon my student population and plan for the upcoming school year, my goal is to differentiate utilizing the tiered objectives I have produced as a result of this class.

Scheduling time: The differentiated instruction will occur in class because I have gleaned a variety of learning and strategies to help me maximize the learning of the content for all students. To this end, I plan to use the tiered objectives I have developed by implementing them within my class. This will require me to evaluate the current activities I use in terms of their level of challenge for my diverse learning community. This is a challenge I am eager to embark on!

Assessment procedures and grading: I currently use formal assessment methods (tests, quizzes, papers, projects) to arrive at end-of-quarter grades. I will now use the data I will collect from the summative assessments (what I have outlined in my tiered questions) to arrive at a final grade. To do this, I will have to utilize and “tweak” a current rubric that I use for written products and I will need to develop a rubric for the visual and verbal products.

Grade: Twelve/heterogenous grouping

Discipline: Social Studies

Content/Theme: Global and Regional Interdependence/Conflict and Power

Critical Content

Topic: History of the interdependence movement.

- Subtopics:**
1. define interdependence movement.
 2. purpose of interdependence movement.
 3. history of interdependence movement.
 4. interdependence...a good or bad idea?

Topic: Influences of President Woodrow Wilson.

- Subtopics:**
1. his vision for peace after World War I.
 2. President Wilson...an idealist or a realist?

Topic: Issues relating to the League of Nations Covenant.

- Subtopics:**
1. the purpose and vision of the Covenant.
 2. identifying points of controversy within the Covenant.
 3. pro and con views of the Covenant.
 4. the defeat of the Covenant in the U.S. Senate.

Topic: Concept of bureaucracy.

- Subtopics:**
1. define bureaucracy.
 2. purpose of bureaucracy.
 3. the structure of the League of Nations.

Topic: Issues relating to sovereignty.

- Subtopics:**
1. define sovereignty.
 2. identify points in the Covenant where sovereignty is questioned.
 3. views by President Wilson, Senator Henry Cabot Lodge and Elihu Root.

Topic: Issues relating to the United Nations.

- Subtopics:**
1. the vision of the United Nations.
 2. the bureaucracy of the United Nations.
 3. significance of the United Nations in our world today.
 4. current issues relating to the United Nations and sovereignty.
 5. the future of the United Nations.

Topic: Purpose of the Secretary-General of the United Nations.

- Subtopics:**
1. the skills needed to be an effective Secretary-General.
 2. characteristics of an effective Secretary-General.

Topic: Issues relating to regional interdependent organizations (N.A.T.O., N.A.F.T.A., O.P.E.C., E.U.).

- Subtopics:**
1. the vision of the regional interdependent organizations.
 2. significance of the regional interdependent organizations in our world today.
 3. the future of regional interdependent organizations.

State of Maine Learning Results

Content area: Social Studies

Standard: Civics and Government, D2, D3, D4 (Secondary)
History, C1 (Secondary)

Themes and Generalizations

Theme: Power

Generalization: Power can be good or bad.

Generalization: Power may change over time.

Generalization: Power may cause conflict.

Generalization: Power may involve struggle.

Generalization: Power may lead to dominance.

Theme: Conflict

Generalization: Conflict consists of opposing forces.

Generalization: Conflict may be unavoidable.

Generalization: Conflict may be intentional or unintentional.

Generalization: Conflict may have positive or negative outcomes.

Generalization: Conflict may allow for change.

Generalization: Conflict has consequences.

Five Essential Questions

1. How did the global and regional interdependence movement begin?
2. How has the global and regional interdependence movement impacted the nations of the world?
3. How do global and regional interdependent organizations affect the sovereignty of the nations involved?
4. How much power should global and regional interdependent organizations have when addressing issues and/or conflicts within a nation or between nations?
5. What are the rewards and risks associated with addressing issues and/or conflict via global and regional interdependent organizations?

Four Essential Unit Questions

1. What is the importance of World War I and the League of Nations Covenant?
2. What is sovereignty and how do global and regional interdependent organizations impact a nation's sovereignty?
3. What approach should the United States take when dealing with global and/or regional issues in our world today?
4. What is your view on the power of global and regional interdependent organizations in our world today?

Learning Objectives

Learning Objective #1: *History of the interdependence movement.*

Level one: In their study of global and regional interdependence, the students will define the concept of interdependence and share their definitions in a group discussion.

Level two: In their study of global and regional interdependence, the students will argue their view of interdependence and write a one-page letter to a friend in the same class.

Level three: In their study of global and regional interdependence, the students will assess the role global and regional interdependence has taken since the League of Nations in order to explain how power can be good or bad and form a panel to discuss the variety of opinions.

Learning Object #2: *Influences of President Woodrow Wilson.*

Level one: In their study of President Woodrow Wilson, the students will outline the vision of President Wilson and write two newspaper headlines capturing the essence of his vision.

Level two: In their study of President Woodrow Wilson, the students will identify whether President Wilson was an idealist or a realist and create a chart illustrating both perspectives.

Level three: In their study of President Woodrow Wilson, the students will argue what President Wilson might say today about interdependence in order to show that conflict may have positive or negative outcomes and write an editorial to the Maine Sunday Telegram.

Learning Object #3: *Issues relating to the League of Nations Covenant.*

Level one: In their study of the League of Nations Covenant, the students will describe the purpose of the League of Nations Covenant and prepare an announcement (fifty words or less) to be shared with the class.

Level two: In their study of the League of Nations Covenant, the students will analyze the Covenant and create a poster depicting whether the Covenant should be accepted or rejected.

Level three: In their study of the League of Nations Covenant, the students will debate the pros and cons of the Covenant in order to argue that power may involve struggle and conduct a debate in a classroom version of the U.S. Senate.

Learning Objective #4: *Concept of bureaucracy.*

Level one: In their study of bureaucracy, the students will construct a bureaucratic model of the League of Nations and create a flow chart in a small group.

Level two: In their study of bureaucracy, the students will examine the operation of the League of Nations bureaucracy and write two complaints about bureaucracy.

Level three: In their study of bureaucracy, the students will analyze the bureaucracy of the League of Nations in order to show that power may lead to dominance and share their views in a debate.

Learning Objective #5: *Issues relating to sovereignty.*

Level one: In their study of sovereignty, the students will define sovereignty and create a definition of sovereignty.

Level two: In their study of sovereignty, the students will determine if sovereignty is being violated by the League of Nations and produce a one-minute television commentary.

Level three: In their study of sovereignty, the students will propose a compromise on the pro and con view of the League of Nations in order to show that conflict may allow for change and develop a revision of the original points in the original League of Nations Covenant which show the compromise.

Learning Objective #6: *Issues relating to the United Nations.*

Level one: In their study of the United Nations, the students will outline the vision and bureaucracy of the United Nations and illustrate in a brochure.

Level two: In their study of the United Nations, the students will compare and contrast the United Nations to the League of Nations and list their observations.

Level three: In their study of the United Nations, the students will argue whether the vision of the United Nations can be achieved in order to illustrate power may change over time and deliver their arguments in a one-minute speech.

Learning Objective #7: *Issue relating to the United Nations.*

Level one: In their study of the United Nations, the students will locate one current event being addressed by the United Nations today and write a one-page magazine article.

Level two: In their study of the United Nations, the students will predict the outcome of a current event being addressed by the United Nations today and prepare a survey to see how other classmates feel about their prediction.

Level three: In their study of the United Nations, the students will assess the future of the United Nations in order to demonstrate power may change over time and create a timeline.

Learning Objective #8: *Purpose of the Secretary-General of the United Nations.*

Level one: In their study of the Secretary-General of the United Nations, the students will describe the role of the Secretary-General and create a collage about their role.

Level two: In their study of the Secretary-General of the United Nations, the students will identify the current and past Secretaries-General of the United Nations and prepare a mock interview with at least five questions.

Level three: In their study of the Secretary-General of the United Nations, the students will imagine they are the secretary-general faced with a humanitarian crisis in order to illustrate power can be good or bad and compose a letter to the leader of the nation handling the crisis and all member nations.

Learning Objective #9: *Issues relating to regional interdependent organizations.*

Level one: In their study of regional interdependent organizations, the students will outline the vision and bureaucracy of one regional organization and illustrate in a brochure.

Level two: In their study of regional interdependent organizations, the students will investigate the role of one regional organization and develop a billboard for that organization.

Level three: In their study of regional interdependent organizations, the students will argue the importance of one regional organization in order to show that power may lead to dominance and create a political cartoon.

Learning Objective #10: *Issues relating to regional interdependent organizations.*

Level one: In their study of regional interdependent organizations, the students will locate one current event being addressed by one regional organization today and write a magazine article about that event.

Level two: In their study of regional interdependent organizations, the students will predict the outcome if one regional organization is eliminated and prepare an editorial to the editor of a major weekly news publication.

Level three: In their study of regional interdependent organizations, the students will determine if regional organizations are necessary in order to show power may cause conflict and conduct a debate.