1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #6 is designed to assess a candidate’s skills in integrating the NCSS principles across a unit of study. Candidates complete this assignment during their enrollment in EDUC 567: Adolescent/Young Adult Social Studies Methodology.

To be admitted into clinical practice at Gateway 2, a candidate must complete Key Licensure Assessments #6 (Thematic Unit) with at least 80% of the NCSS principles on the assessment rated at meets principle and no principle rated unacceptable.

2. **Description of How the Assessment Specifically Aligns with the National Council for the Social Studies (NCSS) Standards (2004)**

The Thematic Unit assignment is assessed using the “essential characteristics of powerful social studies” as described by NCSS. These characteristics consist of five principles with each principle having direct implications for what AYA Social Studies candidates should know and be able to do and what dispositions they should possess upon program completion. The five principles used to assess the Thematic Unit are:

<table>
<thead>
<tr>
<th>Principle 1: Social studies teaching and learning are powerful when they are meaningful</th>
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</thead>
<tbody>
<tr>
<td>Principle 2: Social studies teaching and learning are powerful when they are integrative</td>
</tr>
<tr>
<td>Principle 3: Social studies teaching and learning are powerful when they are values-based</td>
</tr>
<tr>
<td>Principle 4: Social studies teaching and learning are powerful when they are challenging</td>
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<tr>
<td>Principle 5: Social studies teaching and learning are powerful when the learning is active</td>
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3. **Assessment Instrument**

**Thematic Unit Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.*

**Purpose of the Assignment:** (1) to provide documentation of the teacher candidate’s ability to create a unit plan which demonstrates that s/he possesses the content knowledge, pedagogical knowledge, and pedagogical content knowledge necessary to provide meaningful and relevant instruction for all students, (2) to demonstrate that the teacher candidate can develop integrative learning goals, learning activities, and assessments that are appropriate for each student to make connections across thematic strands: culture and cultural diversity; time, continuity and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority and governance; production, distribution, and consumption; science, technology, and society; global connections; and civil ideals and practices, (3) to demonstrate that the teacher candidate can develop unit plans that are value-based, (4) to demonstrate that
the teacher candidate can plan and deliver challenging instruction that challenges each individual student at his/her own level, and (5) to demonstrate that the teacher candidate can create lesson plans that are based upon effective approaches to teaching and learning that promote the active development and learning for all children.

**Directions:**

A. Create a portfolio that is comprised of 10 lesson plans (each lesson plan is to focus on one of the 10 thematic standard: culture and cultural diversity; time, continuity and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority and governance; production, distribution, and consumption; science, technology, and society; global connections; and civil ideals and practices).

B. For each of the 10 lesson plans, create a complete lesson plan addressing each element of the Lesson Plan Format provided below.

C. The portfolio is to include: (1) an overview of the unit plan that articulates the rationale for the appropriateness of the thematic unit, (2) the overall goals of the thematic unit, and (3) the timeline for completion of the thematic unit.

**Lesson Plan Format**

I. **Learning Goals**

   (a) Ohio Academic Content Standard(s):

   (b) Benchmark(s):

   (c) Indicator(s):

   (d) What should students know and be able to do at the end of this lesson?

II. **Student Background Knowledge and Experience**

   (a) What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?

   (b) How do you know if students have the knowledge and skills they need in order to be successful?

   (c) How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

III. **Instructional Procedures**

   (a) Content summary, including concepts and essential understandings

   (b) Teaching methods

   (c) Student grouping
IV. **Resources and Materials**

V. **Instructional Activities** (note lesson sequence, including important questions to ask students)

(a) Time Allotted

(b) Opening

(c) Main Activities

(d) Closing

VI. **Assessment/Evaluation**

(a) Identify how you will know if each student has met the learning goals.

(b) Attach assessments and assessment criteria.