


KUDs, Backward Design, Learning Objectives and Targets

Standard	<p>Historical Thinking and Skills</p> <ol style="list-style-type: none"> 1. The order of significant events in Ohio and the United States can be shown on a timeline.
<p>KNOW (Facts & Information) <i>These are things students memorize or recall.</i> <i>Includes key vocabulary, dates, formulas, or specific facts.</i></p>	<ul style="list-style-type: none"> • Groups who have lived in Ohio • Names of the 13 colonies and their chronological order • Vocabulary with regards to territories becoming states • Parties involved with the War of 1812 • Facts about the Underground Railroad • Key technologies created in Ohio which benefited the United States • Chronological orders of events (which major events occurred first, in the middle, and last)
<p>UNDERSTAND (Big Ideas & Concepts) <i>These are the deeper meanings behind the facts.</i> <i>It answers the question: "Why does this matter?"</i></p>	<ul style="list-style-type: none"> • Understand who the groups were in Ohio history and how they impacted the state in wars, conflicts, and positive change • Understand how the 13 colonies came together and their impact on independence with regards to the Revolutionary War • Understand the intricacies of how territories became official states and why it was important for the United States • Understand why it was important for group in Ohio to be involved with the War of 1812 • Understand why the Underground Railroad was so important to the freeing of slaves • Understand that Ohio created technologies which had an impact on the entire country and the reasoning for the creation at that time in history • Understand the chronological order to make sense of why history unfolded as it did
<p>DO (Skills & Actions) <i>These are the things students should be able to apply.</i> <i>Includes problem-solving, analyzing, writing, creating, measuring, etc.</i></p>	<ul style="list-style-type: none"> • The use of online games, videos, and group activities to learn the history of Ohio (https://www.ohiohistory.org/education/activities-lesson-plans/virtual-quest/) • The use of videos, classroom discussions, and IXL to reinforce the history of the 13 colonies https://www.ixl.com/social-studies/grade-4

	<ul style="list-style-type: none"> • The use of videos, teacher led learning, group discussions and a bundle from Teachers Pay Teachers https://www.teacherspayteachers.com/Product/The-Northwest-Ordinance-and-How-Ohio-Became-a-State-Reading-Passages-3079760 • The use of videos, teacher led learning, group discussions, and IXL to reinforce the impact of the War of 1812 https://www.ixl.com/social-studies/grade-4 • The use of videos, textbook, reading Freedom Train: The story of Harriett Tubman as a class, and a field trip https://www.ohiohistory.org/education/field-trips/immersive-programs/ • The use of videos, teacher/class led discussions, and different web sites to make learning about Ohio fun https://wrkr.com/ohio-inventions/ • The use of teacher led lectures, videos, IXL, and Teachers Pay Teachers for bundles to reinforce the chronological order of events
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Identify Desired Learning Outcomes (What should students learn?)	<ul style="list-style-type: none"> • Students need to be able to name historical events which occurred in Ohio and the United States • Students need to be able to put events in chronological order on an assessment (formatively and summatively during the time spent on the subject) • Students need to be able to identify where the 13 colonies are located and their importance • Students need to have an understanding on how the Underground Railroad freed slaves and the impact it had on generations of people • Students need to understand how technologies created in Ohio have shaped the United States and in some cases the entire world
Determine Acceptable Evidence (How will you know they learned it?)	<ul style="list-style-type: none"> • I will know the students have learned when they can write paragraphs explaining the impacts of history, take a test to show knowledge of chronological order, present group projects of how territories become states
Plan Learning Experiences	<ul style="list-style-type: none"> • Field trips, use of IXL, group projects, online games,

and Instruction (How will you teach it?) <i>*hint - complete this box last</i> 	educational videos
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Extra Challenge (Does not count toward grade)

SMART Objective	S - define to students expectations of what they will learn at the beginning of each lesson M - measure knowledge students are receiving with formative assessments to ensure students are grasping the material A - ensure the material being taught is attainable using the resources at hand R - ensure all lessons serve a purpose toward the big picture students are learning T - set an expected period of time needed per learning topic
I Can	I can set aside time a few times a week for students to come ask me specific questions or time with students who are clearly struggling with the material
Essential Question(s)	Are the lesson plans relatable and do they cover what students need to know? What are the short term knowledge goals and how will I know if the material is being grasped along the way?