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| East Carolina University  HIED Internship  Unit Analysis Map - Abbreviated  Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Unit topic: | | | |
| Common Core State Standards for this learning segment: | | | |
| NC Essential Standards for this learning segment: | | | |
| Previous knowledge needed: | | Previous skills needed: | |
| Summative assessment: | | | |
| Formative assessments:  Lesson #\_\_:  Lesson #\_\_:  Lesson #\_\_:  Lesson #\_\_:  Lesson #\_\_: | | | |
| ***Identify the following in your instructional ideas using the codes below:***  Musical-rhythmic (MR)  Visual-spatial (VS)  Verbal-linguistic (VL)  Logical-mathematical (LM)  Bodily-kinesthetic (BK)  Interpersonal (IE)  Intrapersonal (IA)  Naturalistic (N) | | ***Identify the following in your formative assessments and instructional ideas using the codes below:***  Remembering (R)  Understanding (U)  Applying (AP)  Analyzing (AN)  Evaluating (E)  Creating (C) | |
| **Major unit (a) content topics and (b) essential questions** | ***Subtopics* to be covered under unit major topic** | **Specific *academic language* to be covered under the unit major topic** | **Instructional ideas that may be employed to teach major unit topic/ Underline literacy strategies. ID Gardner’s MI and Blooms levels in ( ) at end of activity description.** |
| **EXAMPLE**  **(a) North and South before the War**  **(b) Did the fundamental differences between the North and South Make Civil War inevitable?** | **EXAMPLE**  **Rural vs. urban**  **King Cotton**  **Plantation system**  **Industrialization**  **Immigration and urbanization** | **EXAMPLE**  **VOCABULARY**  **Slave codes**  **“Necessary evil”**  **Sectionalism**  **LANGUAGE FUNCTION(S)**  **Analyze**  **DISCOURSE**  **Historiography**  **SYNTAX**  **Main idea** | **EXAMPLE**  **Cooperative learning activity using a venn diagram to compare and contrast historiographical perspectives of the North and South prior to Civil War (VS, IE, AN)** |
| 1a  1b |  | **VOCABULARY**  **LANGUAGE FUNCTION(S)**  **DISCOURSE**  **SYNTAX** |  |
| 2a.  2b |  | **VOCABULARY**  **LANGUAGE FUNCTION(S)**  **DISCOURSE**  **SYNTAX** |  |
| 3a  3b |  | **VOCABULARY**  **LANGUAGE FUNCTION(S)**  **DISCOURSE**  **SYNTAX** |  |
| 4a  4b |  | **VOCABULARY**  **LANGUAGE FUNCTION(S)**  **DISCOURSE**  **SYNTAX** |  |
| 5a  5b |  | **VOCABULARY**  **LANGUAGE FUNCTION(S)**  **DISCOURSE**  **SYNTAX** |  |
| ***Individual student and group instructional needs:*** | | ***Planned instructional interventions to address these needs:*** | |