Acushnet Public Schools Curriculum Development Workshop June 3, 2015

MA MCU/UbD Template

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  **<type here>** | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  **<type here>** | **ESSENTIAL QUESTIONS Q**  **<type here>** |
| ***Acquisition*** | |
| ***Students will know…* K**  **<type here>** | ***Students will be skilled at…* S**  **<type here>** |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **<type here>** | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  **<type here>** | |
| **<type here>** | **OTHER EVIDENCE: OE**  **<type here>** | |

APS UNIT GUIDE

(On another sheet)MODEL UN: ACCESS TO CLEAN WATER GRADE 7 HSS

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| **ESTABLISHED GOALS**  **HSS 7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation.**  **HSS. 7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin & Greek in scientific and academic vocabulary.**  **WHST.7 *Research to Build and Present Knowledge* Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**  **ELA 7**  ***Speaking and Listening Standards 6-12***  **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a-d** | ***Transfer*** | |
| ***Students will be able to independently use their learning to…***  ***Understand how recurring patterns in history can inform judgments about current events and other issues.* T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1 Societies use technology in different ways Innovations & technology evolve throughout time.  U2 Ancient Roman architecture and engineering helped expand the Roman Empire. U3 Latin, the Roman alphabet, and the Roman monetary system have influenced modern day civilizations. | **ESSENTIAL QUESTIONS Q**  EQ1 Does the past influence the future?  EQ2 How does technology impact society?  EQ3 How can patterns in history help us understand the present? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1 Definitions of alphabet, aqueducts, architecture, arch, concrete, engineering (roads), Latin, monetary system, and technology. K2 The uses of alphabet, aqueducts, architecture, arch, concrete, engineering, Latin, monetary system, and technology in ancient Rome.  K3 The influence of ancient Rome technology on present day. | ***Students will be skilled at…* S**  S1 Analyzing primary and secondary sources  S2 Creating and interpreting timelines  S3 Interpreting ideas from different perspectives S4 Comparing and contrasting ideas/concepts  S5 Justify an opinion  S5 Persuade through speech/presentation |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Use key vocabulary Create a timeline Make connections with the past and presents Explain the significance of Roman technology  Justification of ‘best invention timeline’ (individual)  Teacher and student rubrics for collaborative (group) timeline presentation | **CURRICULUM EMBEDED PERFOMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  Part I.-INDIVIDUAL  -The museum of THEN and NOW has hired you to create an interactive module on how technology from Ancient Rome have influenced present day. Your task is to research three important technologies of Ancient Rome to show how past technologies influence the present. You will create a backwards timeline starting in modern day society and ending in Ancient Rome. You must have a minimum of four stops in time to make connections between Ancient Rome and today. Each student will then select and justify their best invention timeline.  Part II.-GROUP  -Groups of like invention timelines will come together to discuss, analyze, and create a “new” timeline that represents the collective evidence from the collaboration of this groups work. Groups will present the new timelines to the class. Students will listen to each presentation and provide feedback using a teacher generated rubric.  A final reflection will require that students pick one of these inventions and extend the timeline by predicting how this invention will continue to evolve in the future (200-1000 years from now). | |

DOES INDUSTRY MEAN PROGRESS? Grades 6-8

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  HSS USI. 28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America (H,E).  D. The roles of women in New England textile factories.  CCSS.ELA-Literacy RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  CCSS. ELA-Literacy R.H. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  CCSS. ELA-Literacy W.H. 9-10.1 Text Types and Purposes. Write arguments focused on discipline specific content.  a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented.  CCSS. ELA-Literacy 8.SL.4 Presentation of knowledge and ideas. Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | ***Transfer*** | |
| *Students will be able to independently use their learning to understand how recurring patterns in history can inform judgments about current events and other issues****.* T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1 Progress for one may not be progress for all.  U2 The Industrial Revolution changed the social, cultural, economic, and environmental conditions in America. (Specifically Lowell, MA).  U3 Historians use evidence from various sources to support arguments and to interpret the past. | **ESSENTIAL QUESTIONS Q**  EQ1 What is progress?  EQ2 Does industrialization always equal progress?  EQ3 How does industrialization impact people and communities?  EQ4 How can I use evidence from various sources to support a written argument? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1 The impact of industrialization on specific groups: Labor, women, management, farmers, and business owners.  K2 Key Vocabulary Terms: exploitation, agriculture, industrial, capital, management, slave, merchant, textile, mill, immigration, labor, urban, rural, loom, and manufacturing.  K3The differences between an agricultural and industrial society. | ***Students will be skilled at…* S**  S1 Formulating a position on industrialization using evidence gathered from multiple historical perspectives.  S2 Evaluating the outcomes of a historical time period based upon evidence gathered from primary and secondary sources.  S3 Evaluating primary sources and using evidence from them to support an argument. |

**Acushnet Public Schools Curriculum Map**

**\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **# of school Days** |  |  |  |  |  |  |  |  |  |  |
| **UNIT(S) / TOPICS**  *Italicized are review/*  *secondary topics* |  |  |  |  |  |  |  |  |  |  |
| **MA Curriculum Standards** |  |  |  |  |  |  |  |  |  |  |

**Unpacking the State Standards**

1) Decide on the essential vs. non-essential or supporting standards (which standards go together?)

2) Unpack the essential standards and then the non-essential or supporting (include subject specific, literacy, and WIDA standards)

3) Underline verbs and circle nouns in each standard

4) Come up with a “big idea” that puts the standard(s) in your own words

5) Come up with essential question(s) that could be engaging to students.

6) Brainstorm ways that instruction at your grade level and subject area could address these standards

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| **STATE STANDARD** | |
| **CONCEPTS**  (nouns) | **SKILLS**  (verbs) |
| **BIG IDEA (enduring understanding) in student friendly language:** | |
| **ESSENTIAL QUESTION:** | |