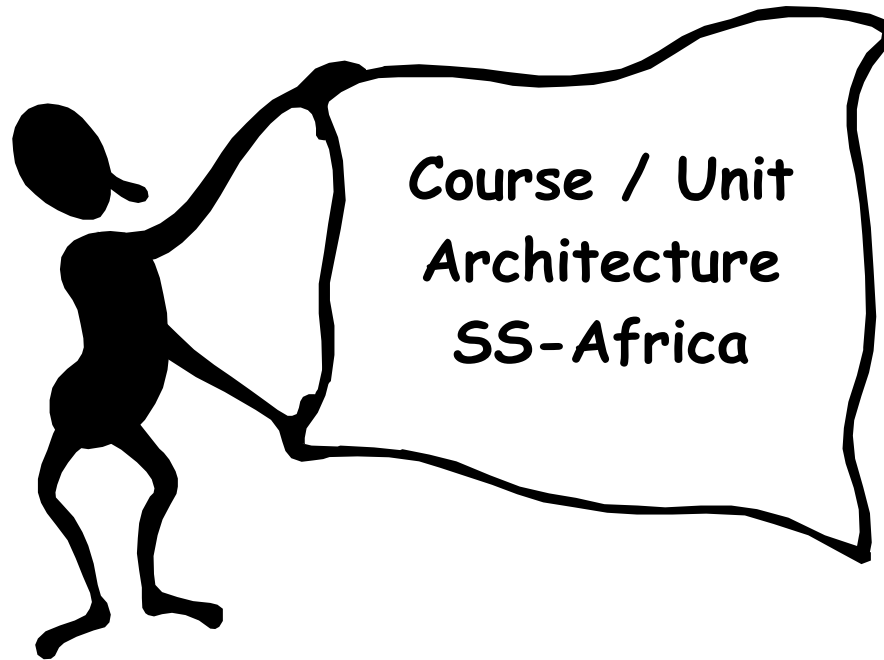


Backwards Design Unit Planning

**New York City Department of Education  
Magnet Program District 25 & 28**

ASPIRES Academy

## Backwards Design Unit Planning



**Essential Question:** Should people change the environment to meet their own needs?

**Suggested Time Frame:** 5-6 Weeks

**Theme:** Architecture

Your speech needs to address the issue of changing the environment to meet your needs. In doing this, you choose a side for or against the building of a resort that will change the environment of this small Kenyan village.

## Backwards Design Unit Planning

### **Graphic Overview of Unit**

**Suggested Time Frame:**

#### **Essential Question:**

Should people change the environment to meet their own needs?

## Backwards Design Unit Planning

Unit name: Africa

Mini-unit name: Geography of Africa

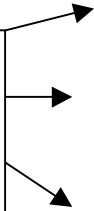
Mini-unit name: Effect of history on environment of North Africa

Mini-unit name: Effect of history on the people of sub-Saharan Africa

Mini-unit name: Kenya

### Mini-Units

\* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment



## **Backwards Design Unit Planning**

**Unit's Culminating Project: (briefly explain in 2-3 sentences): Your speech needs to address the issue of changing the environment to meet your needs. In doing this, you choose a side for or against the building of a resort that will change the environment of this small Kenyan village.**

## Backwards Design Unit Planning

Stage 1- Desired Results	
<b>Standards-Based Learning Goals:</b> 3.1C, 2.2C, 2.4C, 2.1C, 2.3C, 3.1C, 4.1A, 4.2c, 4.2D	
Concepts	
<b>Big Ideas for this Unit</b> Environment	<b>Magnet School Theme:</b>  Architecture  <b>How does the Big Idea in your unit connect to your theme?</b>  Using the effects of architecture on the environment, students will explore the idea of changing environment to meet their own needs. The specific example is building a resort in Kenya.
<b>Enduring Understandings</b> Students will understand that environment influences their entire lifestyles and their cultures.  Students will understand that as people	<b>Overarching Essential Question: (this question should connect to your school theme)</b>  Should people change the environment to meet their own needs?

## Backwards Design Unit Planning

<p>modify the environment they are changing the future.</p>	
<b>Content and Skills</b>	
<p><b>Content</b>  <b>Students will know...</b>  Drought, desertification, Nile River, deforestation, different climates of Africa, geography of Africa, slash and burn farming, hunter-gatherers, agriculture, domesticate, pharaoh, refugees, migration, Suez Canal, Carthage, shaduf, Berber, Ramadan, migration, Maghreb, Souks, Bantu, slavery, colony, imperialism, apartheid, African National Congress, animism, civil war, famine, genocide, population growth, African Union, millet and sorghum, Swahili, Kenya, mangrove forest, Serengeti, Great Rift Valley, cash crop, tribal group, colonization, Kikuyu, Jomo Kenyatta, Mau Mau, Safari, Shanty settlements, sustainable jobs, Masai, taboo, Luo, Masai, Turkana, Samburu, assimilation, Kenyans' daily life</p>	<p><b>Skills</b>  <b>Students will be able to...,</b></p> <p>Identify and explain key vocabulary from the Africa unit.</p> <p>Analyze climate, political, geographical maps of Africa.</p> <p>Compare and contrast different countries, political groups, tribal groups in Africa, working towards a summarization. Using a graphic organizer to aid in their comprehension.</p> <p>Design a village/community based on their study of Africa's geography, culture and climate.</p> <p>Paraphrase key ideas from the chapters of the unit on Africa.</p>

## **Backwards Design Unit Planning**

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### **Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)

Your goal is to create a speech for or against the development of a 100 acre resort on the coast of Lake Victoria.

R- (role)

You are a Kenyan village leader.

## **Backwards Design Unit Planning**

### A- (audience)

The people of the Kenyan village where this resort will be built.

### S- (situation)

The challenge involves using the ideas you have learned about their culture and lifestyle to decide whether or not a 100 acre resort will change their everyday lives.

### P- (purpose and product)

Your speech needs to address the issue of changing the environment to meet your needs. In doing this you choose a side for or against the building of a resort that will change the environment of this small Kenyan village.

### S- (standards for performance)

You need to write a three minute speech stating your side of the issue of the development of a 100 acre resort. You will need to include the affects of this resort on your culture, economy, geography and living organisms.

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### **Student Task**

In the space below, write the task exactly as students will see it.

You should give this task to them on the first day of the unit. This way they know where they are going.

Your goal is to create a speech for or against the development of a 100 acre resort on the coast of Lake Victoria. You are a Kenyan village leader and you will address the people of the Kenyan village where this resort will be built. The challenge involves using the ideas you have learned about their culture and lifestyle to decide whether or not a 100 acre resort will change their everyday lives. Your speech needs to address the issue of changing the environment to meet your needs. In doing this you choose a side for or against the building of a resort that will change the environment of this small Kenyan village. You need to write a three minute speech stating your side of the issue of the development of a 100 acre resort. You will need to include the affects of this resort on your culture, economy, geography and living organisms.

## **Backwards Design Unit Planning**

## Backwards Design Unit Planning

### Rubric For Culminating Project

CATEGORY	4	3	2	1
<b>Understanding</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Time-Limit</b>	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

**Unit's Essential Question:** Should people change the environment to meet their own needs?

## Backwards Design Unit Planning

<b>Mini-Unit Title</b> <b>(each mini-unit is approx 1 week long)</b>	<b>Big ideas of the mini-unit / concept statement (macro)</b> What is the big idea of this mini-unit?	<b>Key Content /Knowledge</b> (Important Content to Know about, vocabulary, the specifics) (Micro)	<b>Skills</b> What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	<b>List of Topical / Content Based Questions</b> (make sure to amend the essential question so that it becomes topical for this mini-unit)	<b>Mini-Unit Assessment</b> (must be aligned to the NYS / NYC exams. It can be a test or a quiz - i.e.: DBQ Essay; 10 multiple choice questions; or 3 constructed response questions)	<b>Scaffolding towards the culminating project</b> (what can be done during this mini-unit to develop the stage 2 culminating assessment ( <u>grasp</u> ))
Introduce grasp and unit  What is the geography of Africa?	Environment	Drought, desertification, Nile River, deforestation, different climates of Africa, geography of Africa, slash and burn farming,	Identify and explain key vocabulary from the Africa unit.  Analyze climate, political, geographical maps of Africa.  Compare and contrast different countries, political groups, tribal groups in Africa, working towards a summarization. Using a graphic organizer to aid in their comprehension.  Paraphrase key ideas from the chapters of the unit on Africa.	How does desertification affect North Africa?  What is the climate like?  Why is slash and burn important to the environment?	DBQ Graphic organizer using following document: <a href="http://www.cnr.vt.edu/lsg/Intro/S&amp;B.pdf">http://www.cnr.vt.edu/lsg/Intro/S&amp;B.pdf</a>	Writing a paragraph of our speech based on what we learned about geography

## Backwards Design Unit Planning

How has history affected the environment in North Africa?	Environment	hunter-gatherers, agriculture, domesticate, pharaoh, refugees, migration, Suez Canal, Carthage, shaduf, Berber, Ramadan, Nile river, migration, Maghreb, Souks,	<p>Identify and explain key vocabulary from the Africa unit.</p> <p>Analyze climate, political, geographical maps of Africa.</p> <p>Compare and contrast different countries, political groups, tribal groups in Africa, working towards a summarization.</p> <p>Using a graphic organizer to aid in their comprehension.</p> <p>Paraphrase key ideas from the chapters of the unit on Africa.</p>	<p>How does the Berbers' nomadic lifestyle reflect on the environment?</p> <p>How do hunters and gatherers affect the animal population?</p> <p>How does the food people eat reflect the environment?</p>	10 multiple choice questions	Writing another paragraph towards the speech
How has history affected the people of sub-Saharan Africa?	Environment	Bantu migration, slavery, colony, imperialism, apartheid, African national Congress,	<p>Identify and explain key vocabulary from the Africa unit.</p> <p>Analyze climate,</p>	<p>Where is Sub-Saharan Africa?</p> <p>How did the colonies affect Africa?</p>		

## Backwards Design Unit Planning

		<p>animism, civil war, famine, genocide, population growth, African Union, millet and sorghum, slavery, Swahili</p>	<p>political, geographical maps of Africa.</p> <p>Compare and contrast different countries, political groups, tribal groups in Africa, working towards a summarization.</p> <p>Using a graphic organizer to aid in their comprehension.</p> <p>Paraphrase key ideas from the chapters of the unit on Africa.</p>			
<p>Why should we focus on Kenya?</p>	<p>Environment</p>	<p>Kenya, mangrove forest, Serengeti, Great Rift Valley, cash crop, tribal group, colonization, Kikuyu, Jomo Kenyatta, Kau, Mau Mau, Safari, Shanty settlements, sustainable jobs, Masai, taboo, Luo, Masai, Turkana,</p>	<p>Identify and explain key vocabulary from the Africa unit.</p> <p>Analyze climate, political, geographical maps of Africa.</p> <p>Compare and contrast different countries, political groups, tribal groups in Africa,</p>	<p>What Is the climate like in Kenya?</p> <p>What is the geography like in Kenya?</p>		

## Backwards Design Unit Planning

		Samburu, assimilation, Kenyans' daily life	working towards a summarization.  Using a graphic organizer to aid in their comprehension.  Paraphrase key ideas from the chapters of the unit on Africa.			
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## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Content Focus:	Content Focus:	Content Focus:	Content Focus:	Content Focus:
Hook:	Hook:	Hook:	Hook:	Hook:
Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:
<p>Weekly Assessment (must be aligned to the NYS / NYC exams):</p>  <p>What have the students produced that scaffolds towards the units culminating assessment?          (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

## Backwards Design Unit Planning

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<b>Weekly Assessment:</b> (must be aligned to the NYS / NYC exams):				
What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)				

# Backwards Design Unit Planning

## Unit Resources

**Books:**

**Websites:**

**Teacher Materials:**

**Other:**