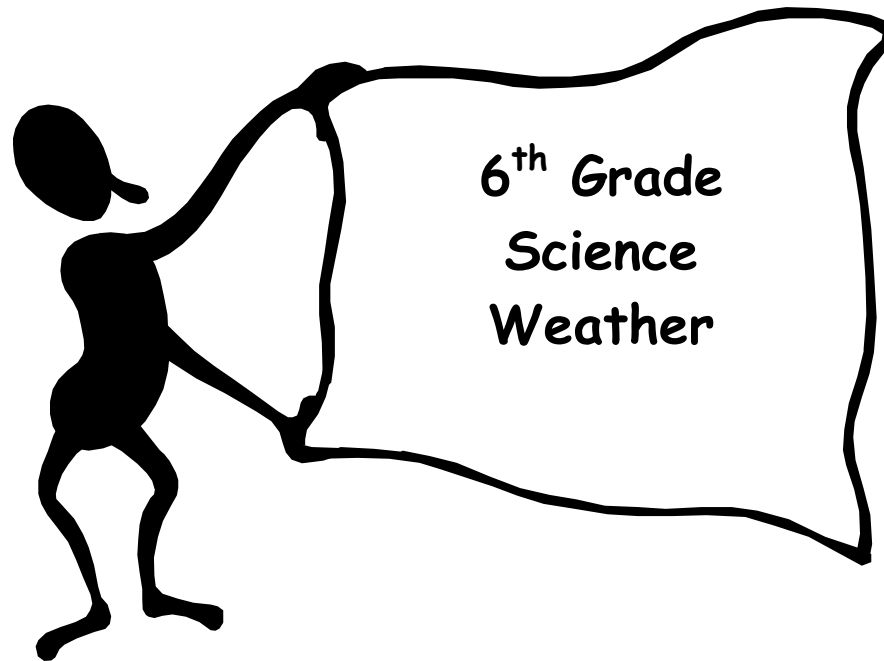


Backwards Design Unit Planning

Teacher/School: Kristy Galloway - JHS 185 ASPIRES

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



**Essential Question: How does weather impact architecture? Suggested Time Frame: 6 Weeks  
Theme: Architecture**

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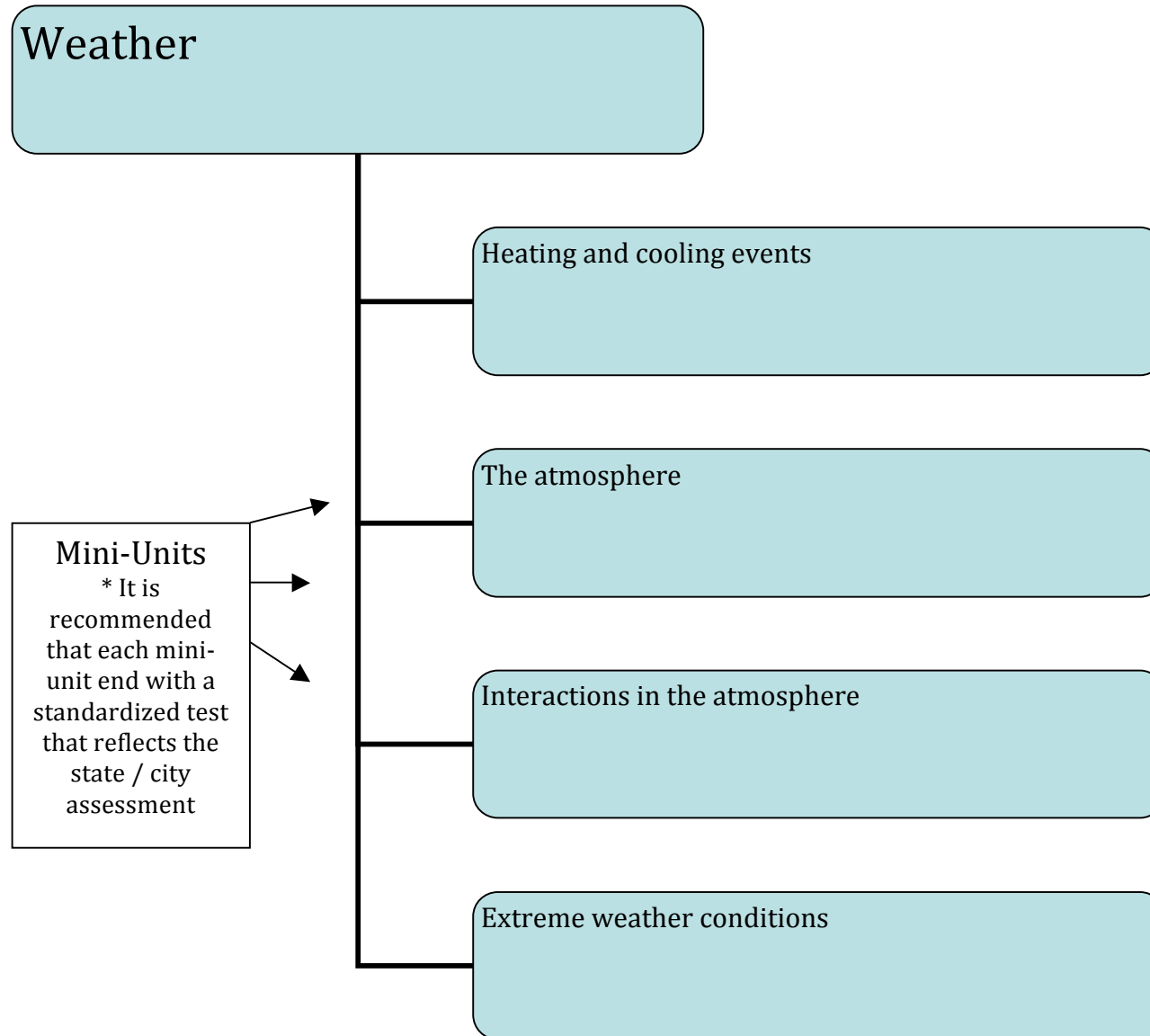
**Graphic Overview of Unit**

**Suggested Time Frame: 6 weeks**

**Essential Question: How does weather impact architecture?**

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**Unit's Culminating Project: (briefly explain in 2-3 sentences):** Students will be working for the Global weather warning system; you will monitor weather conditions and issue warnings to a given location. The project will be broken into 5 sections;

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students will first research a chosen area and list all of the weather conditions in the area as well as including hazardous weather conditions. Students will then research the homes/buildings/rural locations; they will then read a weather map and list the current conditions. Once students have this information they will decide what type of warning they would send out to the area then they are going to give recommendations for future events.

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Stage 1- Desired Results	
<b>Standards-Based Learning Goals:</b> PS 2.1 a, c, d, j, 2.2 i, k, l, m, n, o, p, q, r, 3.1 a, c, 3.2 a, 4.1a, 4.2 a, b, c, d, 4.4 a, b, 4.5 a, b	
Concepts	
<b>Big Ideas for this Unit</b> <ul style="list-style-type: none"><li>➤ Relationships/Interactions</li><li>➤ All matter on earth interacts to form predictable relationships</li></ul>	<b>Magnet School Theme:</b> Architecture  <b>Relevant/Connected Big Idea:</b> <ul style="list-style-type: none"><li>➤ Architectural structures are planned and chosen to be able to complement the weather of the area in which it is built. Extreme weather conditions may challenge even these types of planned structures. The students will make the connection between weather and architecture that is built to sustain the weather conditions in which it is built.</li></ul>
<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>➤ Students will understand that weather impacts human decisions in life.</li><li>➤ Students will understand that they have a role and impact on the earth's weather system.</li><li>➤ Students will understand that the weather around them affects them, and that it is global not just local.</li></ul>	<b>Overarching Essential Question(s):</b> <ul style="list-style-type: none"><li>➤ What are the elements that impact weather systems and how are they influenced by my actions?</li><li>➤ What are the different points of view about global weather conditions?</li><li>➤ What decisions do humans make based on weather?</li></ul>

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<b>Content and Skills</b>	
<b>Content</b> <b>Students will know...</b> Conservation of energy, Sun - energy source, patterns of energy (heat), Convection, conduction, radiation, phase change, physical change, heat expansion, cooling contraction, atmosphere, troposphere, stratosphere, mesosphere, ionosphere, exosphere, lithosphere, hydrosphere, altitude, water cycle, energy transformation, electromagnetic waves, interactions of waves, air masses, temperature, humidity, pressure, prevailing winds, coriolis effect, Fronts, precipitation, high pressure system, low pressure system, general movement of weather in US, thunderstorms, tornadoes, hurricanes, adverse weather preparedness, industrial based weather influences, cause and effect, patterns and trends, social conventions of good discussions.	<b>Skills</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>➤ Recognize and analyze patterns and trends.</li><li>➤ Sequence of events</li><li>➤ Identify and discuss cause and effect relationships</li><li>➤ Generate and interpret weather maps</li><li>➤ Measure weather variables such as wind, speed, direction, relative humidity, barometric pressure.</li><li>➤ Predict the characteristics of an air mass band on the origin of the air mass</li><li>➤ Graphing and analyzing data.</li><li>➤ Conventions of good discussion</li></ul>

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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:

G- (goal): Demonstrate understanding of the impact of weather on human decisions in life.

R- (role): Weather forecaster/ analyzer

A- (audience): Public officials, public safety officials and local citizens (Classmates)

S- (situation): Work for the Global Weather Warning System in advising citizens of impending weather conditions.

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P- (purpose and product): Final analysis report, and a news broadcast.

S- (standards for performance): Clearly identify weather conditions and advise citizens of actions that should be taken to better prepare for current/future events.

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### Student Task

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

You are currently employed by the Global Weather Warning System; your job is to predict weather for the global community and issue warnings to alert citizens of the approaching hazardous weather conditions. The world is an extremely large area to cover so we will be dividing it up into smaller regions. It will be your responsibility to monitor the ongoing weather conditions of that area and inform citizens of approaching weather systems. To successfully complete your job you must do the following:

**1: Research your assigned area.** Find out what type of weather usually occurs throughout the year. For example if you were assigned New York you would describe four seasons with varying temperatures and coastal storms.

**2: Research and describe the building in your area.** What does the average home look like? Are there any major cities? If so, describe the buildings. Are there any important or famous landmarks in your area?

**3: Read and create a weather map.** You will receive an actual map showing weather conditions in your area. Using these maps you need to predict future weather conditions as well as create a weather map displaying these future conditions.

**4: Issue warnings and advisories to local citizens.** This will be completed in the form of a live news broadcast. You will take on the roles of anchor, weather person and public safety official bringing the current local conditions to the homes of your viewers.

**5: Future plans/recommendations.** Individually create an emergency plan for a local family; give them recommendations for a supply kit and evacuations plan. Then you will advise local architects and city planners for future improvements in your area.

Global Weather Warning System:

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### **Task 1: Background Research:**

#### **Job A: Describe your location:**

- Describe the latitude and longitude ranges
- What country/countries are located in your area
- What hemisphere is your area located in, northern or southern
- Describe the landscape of your area. Example, are there mountains or deserts?
- Describe the population size of the area

#### **Job B: Describing local weather trends:**

- Seasonal Weather Trends
  - Average temperature
  - Average rainfall
  - Average snowfall
  - Average humidity

#### **Job C: Describe adverse weather:**

- Example: Hurricanes, tornadoes and blizzards
- Frequency, season/ time of year
- Largest/ most severe in history
  - Dates and describe the events

### **Task 2: Structures:**

#### **Job A: Describe the average home**

- Size and materials of homes

#### **Job B: Major city**

- Location
- Population size

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- Types of buildings
- What drives the economy
  - Example: NY –Finance, Detroit- Auto

#### **Job C: Famous structure/ rural area**

- Location of structures
- Describe structure/ area
  - History: What is its purpose?
  - Date structure was built
- Describe the economy (rural area)
  - Structure of homes

### **Task 3 Weather Maps**

#### **Job A: Read current conditions**

- Describe pressure systems
  - Location and direction of movement
- Describe current temperatures
- Locate areas of precipitation
  - Describe; is it snow, rain, hail, etc.
- Locate and describe air masses
  - Temperature and humidity
- State wind directions and speed
- Describe fronts types and direction of motions

#### **Job B: Redraw weather map showing future conditions 6-12 hours ahead.**

Include the following on your map.

- Pressure systems
- Temperatures
- Fronts
- Wind directions and speeds

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- Weather stations

#### **Job C: Predict future conditions 6-12 hours ahead.**

- Describe pressure systems
  - Location and direction of movement
- Describe current temperatures
- Locate areas of precipitation
  - Describe; is it snow, rain, hail, etc.
- Locate and describe air masses
  - Temperature and humidity
- State wind directions and speed
- Describe fronts types and direction of motions

#### **Task 4 Issue warnings and advisories to local citizens.**

##### **Job A Weatherperson.**

Describe the following

- Type of storm and size/magnitude
- The location of the oncoming storm and where it is heading. Ex: hurricane eye/center location
- What areas will be affected by the storm/conditions?
- Length of time that the storm will be effect the area.
- What type of weather warnings/advisories should be issued?

##### **Job B Anchor/Damage**

- Effects on local buildings. Are windows or roofs going to be damaged?
- What are the driving conditions? Icy, wet roads? High winds?
- Describe walking conditions. Should citizens stay indoors?
- Possible power outages
- Public transportation delays. Airports, trains, buses.
- Describe wind/ice/water damage that is possible.

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### **Job C Safety expert/ Evacuation**

- Should citizens stay at home or leave?
- If they should leave where should they go to? What buildings would be best for an evacuation center?
- When is it safe to go outside again?

### **Task 5: Future plans (Individually competed)**

- **Family emergency plan:**
  - Supplies needed
    - \*Example: food and medical kit
  - Where are the safest places in the home when bad weather conditions are approaching?
  - Evacuation meeting location for families
  - Plan for family pet
    - \*Should Sparky stay home alone?
- **Future builds:**
  - Recommendations for architects and city planners and utility companies
  - What should they consider when planning future buildings?

## **Rubric for Culminating Project**

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<b>Understanding (80%)</b>	<b>Product (30%)</b>	<b>Presentation (10%)</b>

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<b>Stage 2- Formative Assessment Evidence</b>	
<b>Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?</b>	
<b>Assessment Formats on the State Test</b>	<b>Weekly Formative Assessments</b>
	<b>For Content...</b> <b>- Recipe for a cloud demonstration/discussion.</b>
	<b>For Skills...</b> <b>-Reading and predicting weather by completing Weather Watchers activity.</b>

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	<b>For Understandings...</b>

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### **Essential Question: How does weather impact architecture?**

<b>Mini-Unit Title</b>	<b>Big ideas of the mini-unit / concept statement (macro)</b>	<b>Knowledge (Important Content to Know about Mini-Unit) (Micro)</b>	<b>Skills</b> What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	<b>How does this connect to the theme of your school</b>	<b>Possible List of Topical Essential Questions / Focusing Questions</b>	<b>Mini-Unit Assessment</b>	<b>Benchmarks Scaffolding towards culminating project</b>
Heating and cooling events (2.5 weeks)	Relationships/Interactions  Energy Changes	Conservation of energy, Sun - energy source, patterns of energy (heat), Convection, conduction, radiation, phase change, physical change, heat expansion, cooling contraction, energy transformation, electromagnetic waves, interactions of waves, temperatures	Graphing and analyzing data, Conventions of good discussion, Identify and discuss cause and effect relationships	Background information for future connection.	How does energy move through matter?	States of matter projects  Completion of weather interview  Creating a graph of temperature readings, constructed response related to the graph.  Conduction, convection, radiation lab activity (popcorn lab activity) Constructed response question based on	Task 1 completion

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						activity.  Short multiple choice quiz on waves.	
The atmosphere (1 week)	Characteristics of the atmosphere	atmosphere, troposphere, stratosphere, mesosphere, ionosphere, exosphere, lithosphere, hydrosphere, altitude, pressure, high pressure system, low pressure system.	Recognize and analyze patterns and trends, Sequence of events, Identify and discuss cause and effect relationships	Background information for future connection.	How is the atmosphere arranged?	Construction of atmosphere model  Short multiple choice quiz on atmosphere layers  Drawing a picture of water cycle  Recipe for a cloud demonstration/activity questions.	Completion of task 2
Interactions in the	Relationships/Interactio	air masses,	Recognize and	Conditions in	What are the	Completion	Complete task

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atmosphere  (2 weeks)	ns  All matter on earth interacts to form predictable relationships	humidity, pressure, prevailing winds, coriolis effect, fronts, precipitation, general movement of weather in US, water cycle.	analyze patterns and trends, Sequence of events, Identify and discuss cause and effect relationships, Generate and interpret weather maps, Measure weather variables such as wind, speed, direction, relative humidity, barometric pressure, Predict the characteristics of an air mass band on the origin of the air mass, Graphing and analyzing data.	the atmosphere affect the structures of the world and how they are built-materials, designs.	elements that impact weather systems and how are they influenced by my actions?	of weather station lab  Constructing isolines on maps for temperature and pressure.  Weather watchers activity  One minute essay	beginning task
Extreme weather	Relationships/Interactio	thunderstorms,	Recognize and	Extreme	What are the	T-chart	Completed tasl

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<p>conditions (1 week)</p>	<p>ns  All matter on earth interacts to form predictable relationships</p>	<p>tornadoes, hurricanes, adverse weather preparedness, industrial based weather influences, cause and effect, patterns and trends, social conventions of good discussions.</p>	<p>analyze patterns and trends, Sequence of events, Identify and discuss cause and effect relationships, Generate and interpret weather maps, Measure weather variables such as wind, speed, direction, relative humidity, barometric pressure, Predict the characteristics of an air mass band on the origin of the air mass, Graphing and analyzing data,</p>	<p>weathers effect on structures.</p>	<p>elements that impact weather systems and how are they influenced by my actions?  What are the different points of views about global weather conditions? What decisions do humans make based on weather?</p>	<p>comparison between tornadoes and hurricanes  Severe weather lab  Multiple choice quiz</p>	<p>and 5</p>
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## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

### **- Week 1**

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		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: States of matter</p> <p>Hook: Which has the most energy, a gas or a solid? Why?            - Students will observe the “molecules” (marbles in a Petri dish) of the states of matter and need to predict which represents each state.            Daily Assessment: Completion of chart describing the difference between the 4 states of matter.</p>	<p>Content Focus: Phases changes</p> <p>Hook: Show two pictures, a before picture of a glass of water then an after picture of the glass of water after one week-half full. What happened to the water?</p> <p>Daily Assessment: Ticket out the door based on - How is energy involved in phase change?</p>	<p>Content Focus: Heating and cooling curve</p> <p>Hook: Why does a glass of water appear to “sweat”?            - Why does the temperature remain at 100 C when water is boiled?</p> <p>Daily Assessment: Creation of the heating and cooling curve.</p>	<p>Content Focus: Exploring the states of matter</p> <p>Hook: Write down 4 phase changes that you encounter on a daily basis?</p> <p>Daily Assessment: Completed draft of states of matter project.</p>	<p>Content Focus: Exploring the states of matter</p> <p>Hook: Put the following in order from most motion of molecules to least:            Vapor            Ice            Water</p> <p>Daily Assessment: Completion of states of matter project.</p>
<p>Weekly Assessment: At home and in class matter projects.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? Completion of weather interview. (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p>				

## **Backwards Design Unit Planning**

## Backwards Design Unit Planning

*: A Week at a Glance – Copy as Necessary*

### Week 2

<p>WHERE is the student going and what is expected          HOOK with needed skills to experience and explore          Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications          TAILOR work to student needs          Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Defining and measuring temperature</p> <p>Hook: Make a prediction: Which will reach room temperature faster- Hot water or cold water?</p> <p>Daily Assessment: Completed one half of the graph- either cold or hot room</p>	<p>Content Focus: Analyzing temperature data.</p> <p>Hook: Explain how kinetic and thermal energy are related.</p> <p>Daily Assessment: Completed second half of the graph and completed discussion questions based on activity.</p>	<p>Content Focus: Introduction to heat transformation</p> <p>Hook: Show a picture of a pot of water on a stove. How is the energy transferred from the stove to the water?</p> <p>Daily Assessment: Heat transfer worksheet</p>	<p>Content Focus: Heat transformation</p> <p>Hook: Why does conduction occur more easily in solids and liquids than in gases?</p> <p>Daily Assessment: Write a one minute essay describing the different types of heat transfer.</p>	<p>Content Focus: Heat transfer</p> <p>Hook: Heat is transferred from one object to another all the time, think about 2 examples in your life where heat is transferred from one place to another.</p> <p>Daily Assessment: Explanation of each method of cooking popcorn and how it relates to transfer of heat.</p>
<p>Weekly Assessment: Completion of temperature and popcorn lab.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? Beginning task 1 (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

## **Backwards Design Unit Planning**

## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

### **: Week 3**

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		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Application of heat transfer</p> <p>Hook: Draw pictures of each type of heat transfer</p> <p>Daily Assessment: Completion of iron bar worksheet</p>	<p>Content Focus: Energy on earth</p> <p>Hook: Take a clear shoe box, fill half way with water, shut off lights and view the rainbow on the ceiling, ask students why this happens?</p> <p>Daily Assessment: Ticket out the door:            1. What is the difference between all the types of energy on the spectrum?            2. List the colors of the spectrum            3. List 3 things that happen to EMS when it reaches earth.</p>	<p>Content Focus: Properties of atmosphere</p> <p>Hook: Candle with the water in the dish</p> <p>Daily Assessment: Completion of atmosphere worksheet</p>	<p>Content Focus: Modeling the atmosphere</p> <p>Hook: Which layer of the atmosphere do you live in?</p> <p>Daily Assessment: Completed model of atmosphere and lab questions.</p>	<p>Content Focus: Atmospheric pressure</p> <p>Hook: Coke can pressure demonstration.</p> <p>Daily Assessment: Ticket out the door: Watching the tank truck video, students will answer questions based on video.</p>
Weekly Assessment: 5 question quiz				
What have the students produced that scaffolds towards the units culminating assessment? Beginning task 2 (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)				

## Backwards Design Unit Planning

### Week 4

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		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Pressure systems</p> <p>Hook: Egg in the bottle</p> <p>Daily Assessment: Creating and labeling isobars.</p>	<p>Content Focus: Wind systems</p> <p>Hook: Unchanged goodness video.</p> <p>Daily Assessment: In what general direction does wind move across the U.S?</p>	<p>Content Focus: Water cycles:</p> <p>Hook: What process takes place when water vapor changes to liquid?</p> <p>Daily Assessment: Drawing and labeling of the water cycle.</p>	<p>Content Focus: Cloud in a bottle</p> <p>Hook: If you were going to make a cloud, list the ingredients you will need.</p> <p>Daily Assessment: Activity conclusion questions.</p>	<p>Content Focus: Air masses</p> <p>Hook: What are 3 variables that you can measure in air?</p> <p>Daily Assessment: Labeling and describing air masses on a map.</p>
<p>Weekly Assessment: Short answer responses.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? Finish task 2 (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

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## Backwards Design Unit Planning

### Week 5

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		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Fronts</p> <p>Hook: Draw boundary lines between different air masses.</p> <p>Daily Assessment: Students will answer follow up questions based on front notes.</p>	<p>Content Focus: Weather station model</p> <p>Hook: Show a picture of a weather station and ask if they know what this is used for?</p> <p>Daily Assessment: Decoding a weather station model and creating own model.</p>	<p>Content Focus: Weather station lab</p> <p>Hook: Look at two different weather station models and explain which city you would want to be located in and why?</p> <p>Daily Assessment: Completion of weather station model lab</p>	<p>Content Focus: Weather watchers activity</p> <p>Hook: If you could pick any destination to vacation in what would it be and why?</p> <p>Daily Assessment: Completion of weather watchers activity</p>	<p>Content Focus: Culminating project task 3</p> <p>Hook: In the morning you hear a meteorologist forecast today's weather as sunny and warm. After school, it is raining. Why is weather so hard to predict?</p> <p>Daily Assessment: Partial completion of task 3</p>
<p><b>Weekly Assessment: Weather station lab/weather watcher activity</b></p>				
<p><b>What have the students produced that scaffolds towards the units culminating assessment? Begin task 3</b>          (for example if the unit's culminating assessment is a newspaper = perhaps the students have written an article)</p>				

## Backwards Design Unit Planning

### Week 6

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		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Culminating task 3</p> <p>Hook: Do you have any questions about task 3</p> <p>Daily Assessment: Partial Completion of task 3</p>	<p>Content Focus: Hurricanes vs. Tornadoes</p> <p>Hook: List hurricane names and explanation of how they come up with the names.</p> <p>Daily Assessment: List the main differences between hurricanes and tornadoes. (T-chart)</p>	<p>Content Focus: Hurricane Katrina</p> <p>Hook: What caused so much damage in New Orleans?</p> <p>Daily Assessment: If you were making an emergency kit for your family what supplies would you include?</p>	<p>Content Focus: Severe weather lab</p> <p>Hook: What would you consider the most dangerous weather system to approach your neighborhood?</p> <p>Daily Assessment: Completion of the lab</p>	<p>Content Focus: Global warming</p> <p>Hook: Do you believe global warming is occurring? Why or why not?</p> <p>Daily Assessment: 5 question quiz</p>
<p>Weekly Assessment:</p> <p>What have the students produced that scaffolds towards the units culminating assessment? Completing task 3 (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

## Backwards Design Unit Planning

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		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: Culminating task 4  Hook: Go over task 4  Daily Assessment: Partial completion of task 4	Content Focus: Culminating task 4  Hook: Sit with group and complete task 4  Daily Assessment: Completion of task 4	Content Focus:  Hook:  Daily Assessment:	Content Focus:  Hook:  Daily Assessment:	Content Focus:  Hook:  Daily Assessment:
Weekly Assessment: Completion for task 4				
What have the students produced that scaffolds towards the units culminating assessment? Complete task 5/Hand in and present completed project (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:**

## **Backwards Design Unit Planning**

**Other:**