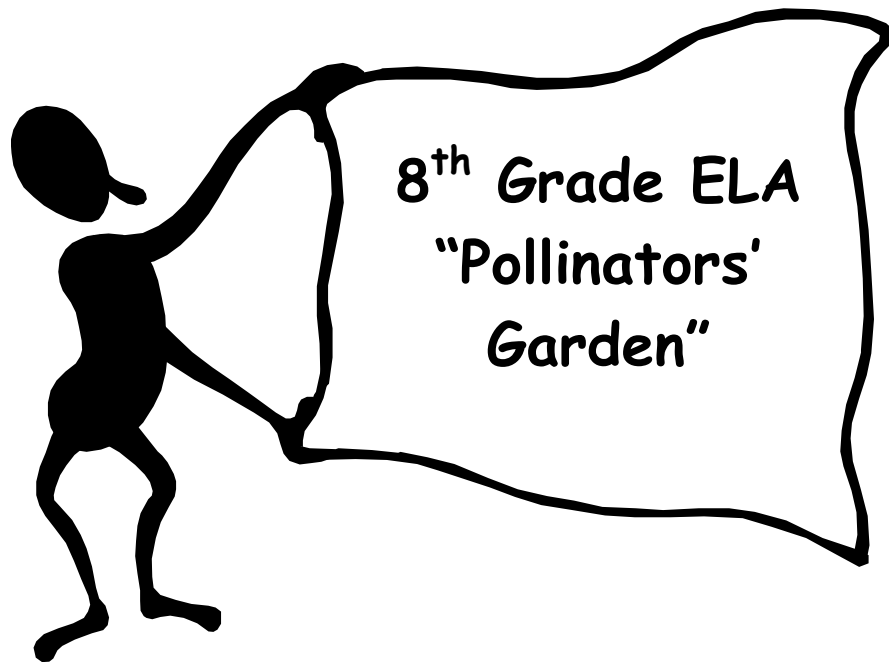


Backwards Design Unit Planning

Teacher/School:

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

217 – The Green Magnet School



Essential Question: What constitutes progress?

Suggested Time Frame: 4 Weeks

Theme: Green Magnet School for Career Exploration

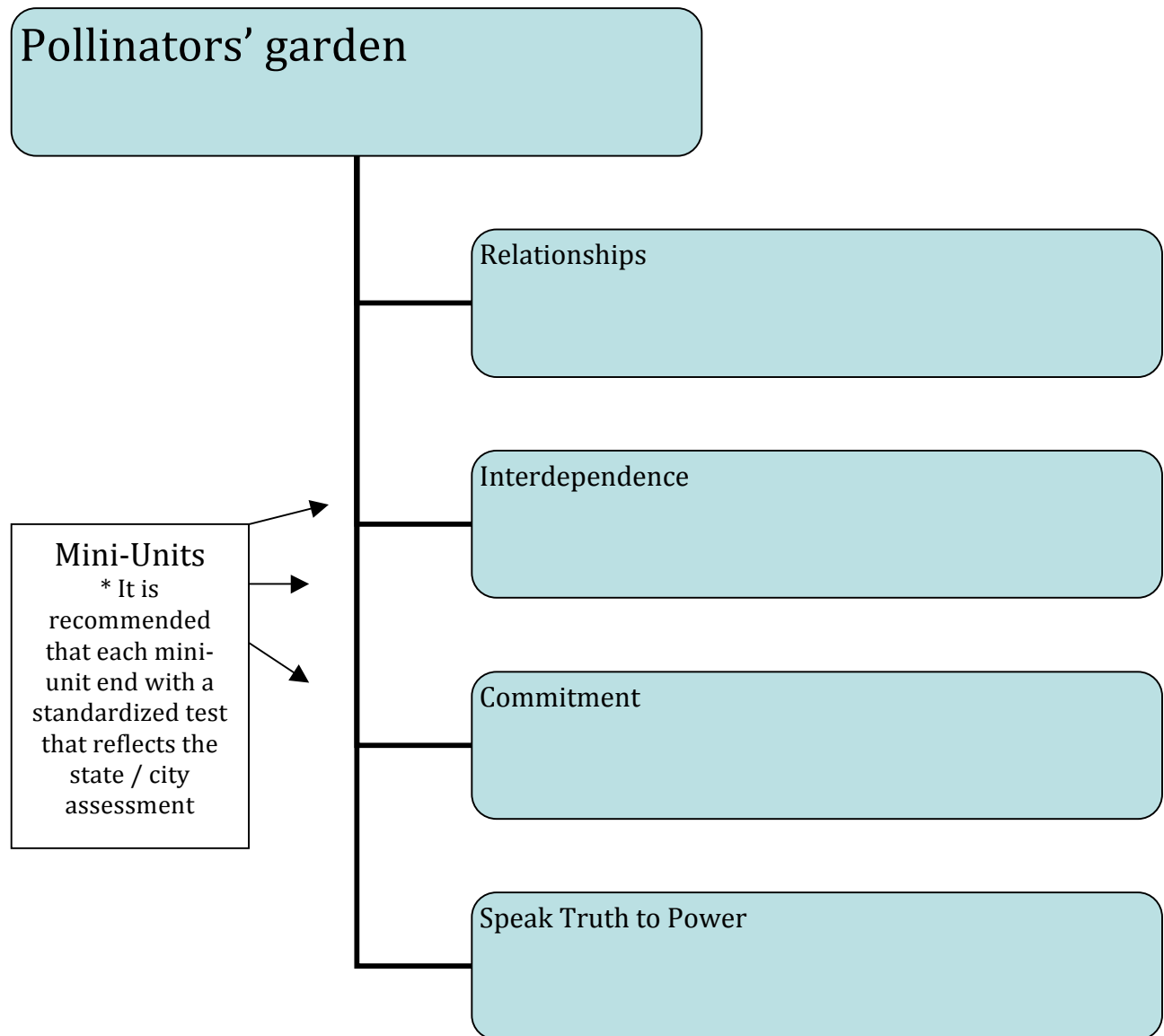
**Graphic Overview of Unit**

Suggested Time Frame:

**Essential Question: What constitutes progress?**

## Backwards Design Unit Planning

Teacher/School:



**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Students will create a garden tour brochure and a digital public service announcement.

## Backwards Design Unit Planning

### Teacher/School:

#### Stage 1- Desired Results

#### Standards-Based Learning Goals:

N.Y.S. Standards

Grade 8 Reading

Standard 1: Students will read, write, listen, and speak for information and understanding.

Students:

- interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, and electronic data bases for a general audience.
- relate new information to prior knowledge and experience.

Standard 2: Students will read, listen, and speak for literary response and expression.

Students:

- identify significant literary elements (including figurative language, rhyme, irony) and use those elements to interpret the work.
- recognize different levels of meaning.

Grade 8 Writing

Standard 1: Students will read, listen, and speak for information and understanding.

Students:

- develop information with appropriate supporting material, such as facts, details, illustrative examples, and exclude extraneous material.
- use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts.
- use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structure, observing the rules of punctuation, capitalization, and spelling.

Standard 2: Students will read, listen, and speak for literary response and expression.

Students:

- write stories, poems, literary essays that observe the conventions of the genre and contain interesting and effective language and voice.

## Backwards Design Unit Planning

**Teacher/School:**

Concepts	
<p><b>Big Ideas for this Unit</b></p> <p><b>Relationships-</b> What responsibilities do people have in coexisting with the flora and fauna of their environment?</p> <p><b>Interdependence-</b> How is the human and non-human world interrelated?</p> <p><b>Self-Respect-</b> How do we as a community hold ourselves accountable for the use and/or misuse of natural resources?</p> <p><b>Commitment-</b> How do we honor our commitments to maintaining an ecologically friendly environment with our community?</p> <p><b>Nature-</b> What does the natural world give us?</p>	<p><b>Magnet School Theme:</b>  <b>Green Magnet School for Career Exploration: “ Reduce, Reuse, and Recycle”</b></p> <p><b>Relevant/Connected Big Idea:</b></p> <p><b>Relationships</b>  <b>Interdependence</b>  <b>Love And Respect For Nature</b>  <b>Self-Respect</b>  <b>Commitment</b>  <b>Autonomy</b>  <b>Self-Reliance</b></p>
<p><b>Enduring Understandings</b>  <b>Students will understand...</b></p> <ul style="list-style-type: none"> <li>• the concept of biodiversity.</li> <li>• What happens when a whole ecosystem is disrupted?</li> <li>• the concept of filling an ecological niche.</li> <li>• the ramifications of disrupting predator/prey relationships.</li> </ul>	<p><b>Overarching Essential Question(s):</b></p> <p><b>What constitutes progress?</b>            What are the ramifications of disrupting a food web?</p> <p><b>Is our environment static or dynamic?</b></p> <p>What are the ramifications of disrupting predator/prey relationships?</p>

## Backwards Design Unit Planning

Teacher/School:

<b>Content and Skills</b>	
<b>Content</b> Students will know...	<b>Skills</b> Students will be able to...
<ul style="list-style-type: none"><li>• how to read a hardiness zone map.</li><li>• how to recognize annual flowers that will thrive in our school's zone.</li><li>• how to recognize perennial flowers that will thrive in our school's zone.</li><li>• how to identify the classification of pollinators in the school vicinity.</li><li>• horticultural vocabulary terms.</li></ul>	<ul style="list-style-type: none"><li>• write a narrative procedure on how to plan and create a pollinators' garden.</li><li>• read a novel entitled <i>Song of the Trees</i>.</li><li>• read a short story entitled "A Crush" by Cynthia Rylant.</li><li>• read Pablo Neruda's poetry about various vegetation.</li><li>• read a memoir entitled "The Land I Lost."</li><li>• identify different plants used by pollinators.</li><li>• recognize the flower as the reproductive organ of a plant and identify the parts of a flower.</li><li>• write a haiku about different natural settings.</li><li>• write an ode about nature/seasons.</li><li>• write a comparison contrast piece about horticultural practices.</li></ul>

## Backwards Design Unit Planning

### Teacher/School:

#### 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)

Your goal is to inform the participants about the benefits of having a cultivated green space on school grounds. The guests will be entertained with visually appealing landscaped grounds that also illustrate its ecologically beneficial features.

#### R- (role)

You are a student and member of the school's Pollinators' Garden.

#### A- (audience)

The audience includes parents, community members, fellow educators, and elected officials.

#### S- (situation)

Your goal is to host a walking tour of your school's Pollinators' Garden. Students and teaching staff will invite community members, parents, fellow educators, and elected officials to the event. The guests will be entertained with visually appealing landscaped grounds that also illustrate its ecologically beneficial features.

#### P- (purpose and product)

- You need to prepare a brochure of the garden that highlights its purpose as both a place of beauty and valuable resource to the community.
- Your brochure will include several poems that were crafted with the garden as the central theme.

## Backwards Design Unit Planning

### Teacher/School:

- Your brochure will clearly label the classification of the flowers in the garden. The flowers will also be identified as being beneficial to different pollinators.
- You need to produce an audio/visual public service announcement that highlights the benefits of using organic, eco-friendly products to cultivate and maintain public green spaces. The public service announcement will also inform the audience members about the ecological benefits of reusing materials, reducing the use of non-sustainable materials, and recycling materials in relation to maintaining green spaces in the community.

S- (standards for performance)

Your proposed tour plan needs to include a brochure that includes...

- an illustration of the school's garden.
- a written description of each flower in the garden.
- an explanation of certain horticultural terms in relation to the garden landscape.
- a listing of pollinators that benefit from the garden design.

Additionally, your plan needs to include a digitized public service announcement that...

- informs its audience about the advantages of
- reusing/repurposing everyday household materials,
- reducing the consumption of non-sustainable materials,
- and recycling materials in relation to maintaining green spaces in public and private settings.
- attempts to persuade its audience to use eco-friendly gardening materials as opposed to using

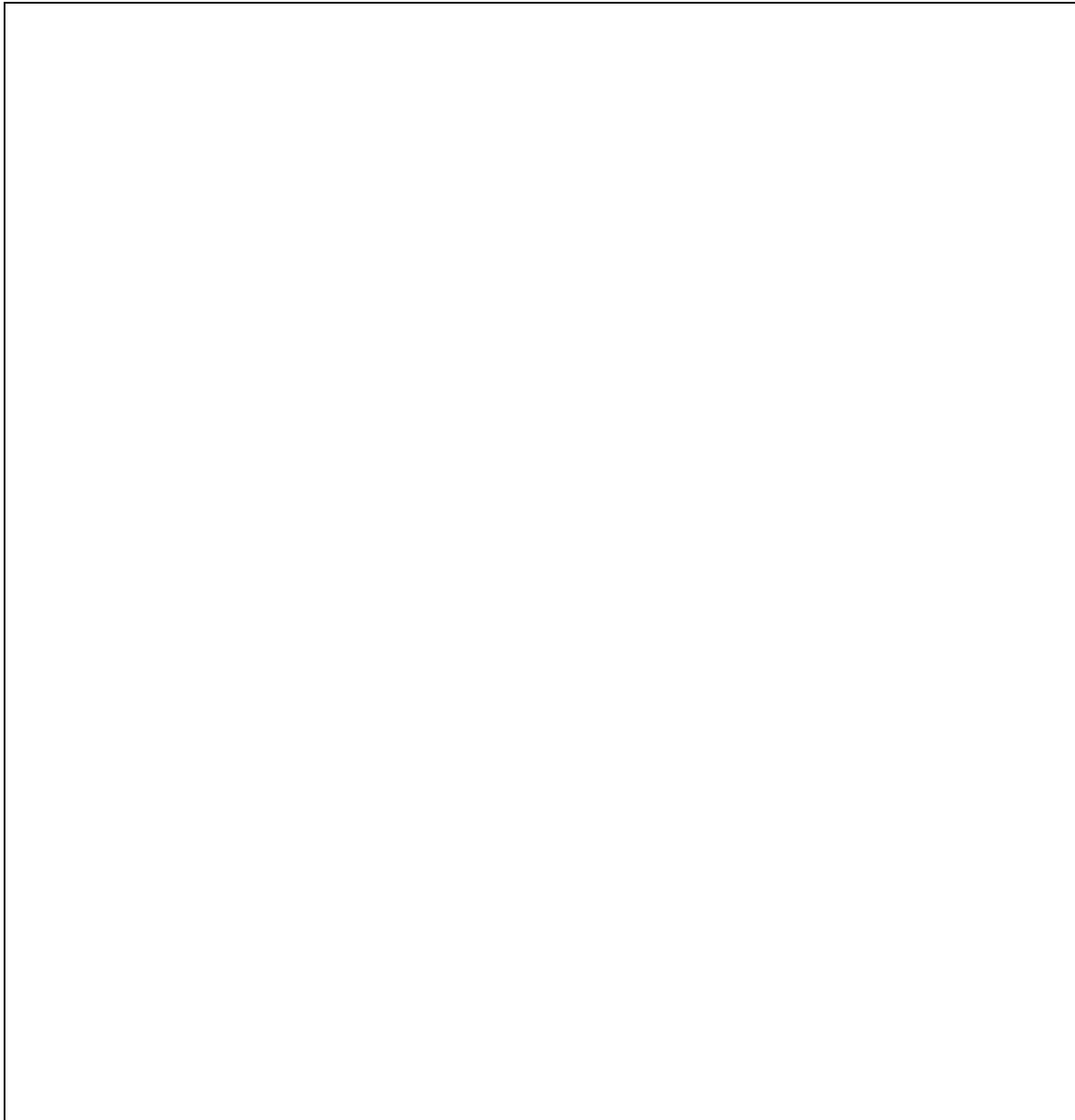
## **Backwards Design Unit Planning**

**Teacher/School:**

commercial brands that have not been  
manufactured with the environment in mind.

## **Backwards Design Unit Planning**

**Teacher/School:**

A large, empty rectangular box with a thin black border, intended for the teacher or school to provide information during the backwards design unit planning process.

## **Backwards Design Unit Planning**

**Teacher/School:**

### **Student Task**

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

#### **Student Gardener Tour Director (English, grade 8)**

You are a student gardener in the school's Pollinators' Garden. You have been assigned the role of host and guide to all of the expected guests. Your school has invited parents, community members, fellow educators, and elected officials to the event. Conduct a walking tour of your school's Pollinators' Garden. The guests will be entertained with a visually appealing, student created, landscaped garden and a digitized public service announcement.

Create a brochure for your guests to review while you direct your tour. The brochure should include information that highlights the garden's dual role of being a place of beauty and an ecological resource to the community. Your brochure should provide an illustration of the school's garden. In addition, it should include a written description of each flower in the garden, an explanation of certain horticultural terms in relation to the garden landscape, and a listing of pollinators that benefit from the garden design.

You need to also produce an audio/visual public service announcement that highlights the benefits of using organic, eco-friendly products to cultivate and maintain public and private green spaces. The public service announcement will also inform the audience members about the ecological benefits of reusing materials, reducing the use of non-sustainable materials, and recycling materials in relation to maintaining green spaces in the community.

## **Backwards Design Unit Planning**

**Teacher/School:**

## Backwards Design Unit Planning

Teacher/School:

### Rubric For Culminating Project

Understanding (60%)	Product (30%)	Presentation (10%)
<b>4 = High level of understanding through evidence of independent application, subtle connections, and extensive and valid evidence to support all major claims and assertions.</b>	<b>4 = Documentary is extremely well organized and fully developed, with extensive evidence of original ideas and assertions supported by consistent evidence of independent research and facts.</b>	<b>4 = Culminating presentation is characterized by highly effective attention to the needs of the audience as well as creative use of pictures and graphs to reinforce coherence, development and persuasiveness.</b>
<b>3 = Adequate level of understanding is demonstrated through some original insights and sections that are well developed; other sections need additional evidence to support fully with evidence all major claims and assertions.</b>	<b>3 = Documentary is generally clearly organized, with some sections fully developed through original analysis, but other sections would benefit from greater attention to supporting details and elaboration.</b>	<b>3 = Culminating presentation is characterized by a straightforward but underdeveloped approach, with some use of visual aids and generally a clear understanding and responsiveness to audience needs.</b>
<b>2 = Incomplete level of understanding is demonstrated through an account that contains some sections with original insights supported with adequate evidence; many aspects need much more development and evidence to make a convincing, complete, and insightful argument.</b>	<b>2 = Documentary is somewhat superficial in its approach, with a tendency toward summary and highlights and with little attention to original analysis; much greater attention to supporting details, relevant evidence, and coherence of organization are required.</b>	<b>2 = Culminating presentation is brief and lack overall evidence of attention to the needs of the audience; there is little use of visual aids to lend coherence to the presentation's organization, and there is a consistent need for further explanation and elaboration through supporting evidence.</b>

## Backwards Design Unit Planning

### Teacher/School:

<b>1 = Little evidence of deep understanding is demonstrated as a result of a generally superficial account that tends to summarize rather than analyze key ideas; many aspects of the argument are sketchy or underdeveloped, with little, if any, attention to balanced and reliable evidence to support claims and assertions.</b>	<b>1 = Documentary is extremely superficial in its approach to presenting and supporting an original thesis and related supporting evidence and claims; there is little evidence of original analysis or insight; sequence of events is poorly organized, with little, if any, supporting details, relevant evidence, and coherence of organization.</b>	<b>1 = Culminating presentation is inadequate, lacking any attention to the needs and background of the audience. Ideas are consistently summarized with no attention to the need to support and express them with power of conviction. No evidence is present of the need to organize information and claims visually.</b>
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## Backwards Design Unit Planning

**Teacher/School:**

<b>Stage 2- Formative Assessment Evidence</b>	
<p><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></p>	
<p style="text-align: center;"><b>Assessment Formats on the State Test</b></p> <p><b>New York State English Language Arts Exam</b></p> <ul style="list-style-type: none"> <li>• multiple-choice reading comprehension questions</li> <li>• six short-response essay questions</li> <li>• two extended- response essay questions</li> <li>• evaluation of mechanics in the essay portion of the assessment.</li> </ul> <p><b>Acuity Literacy Exam</b></p> <ul style="list-style-type: none"> <li>• multiple-choice reading comprehension questions</li> </ul>	<p style="text-align: center;"><b>Weekly Formative Assessments</b></p> <p><b>For Content...</b></p> <p><b>Students will fill out various graphic organizers (bubble-maps, kwl chart, cause and effect charts).</b></p> <p><b>Students will be given weekly quizzes and exams on horticultural terms and science related information pertaining to flowers.</b></p> <p><b>Students will be given weekly quizzes and exams on poetic devices and other literary terms.</b></p> <p><b>Students will produce an essay in each of the processes listed below.</b></p> <ul style="list-style-type: none"> <li>• Persuasive essay</li> <li>• Comparison and contrast essay</li> <li>• Narrative procedure</li> </ul>

## Backwards Design Unit Planning

Teacher/School:

	<p><b>For Skills...</b></p> <p><b>Students will participate in weekly workshops on writer's craft. They will focus on several written processes (comparison &amp; contrast, persuasive essay, and narrative procedure).</b></p> <p><b>Students will participate in a poetry workshop. Students will study and familiarize themselves with the elements of an ode and haiku.</b></p> <p><b>Students will participate in technology workshops on how to produce a public service announcement.</b></p>
	<p><b>For Understandings...</b></p> <p><b>Students will write daily journal entries as reflection pieces based on their readings and viewing from the thematic unit.</b></p>

## **Backwards Design Unit Planning**

**Teacher/School:**

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## **Backwards Design Unit Planning**

**Teacher/School:**