

Backwards Design Unit Planning

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

School Name

IS 250 – RFK Middle School



## **Backwards Design Unit Planning**

**Essential Question:** Why does a society need structure?

Why do we need a Constitution, or do we need it at all?

**Suggested Time Frame: 6 Weeks**

**Theme: Community**

**Email: [garveysc@hotmail.com](mailto:garveysc@hotmail.com)**

## **Graphic Overview of Unit**

**Suggested Time Frame: 6 weeks**

**Essential Question:**

Why does a society need structure?

## Backwards Design Unit Planning

### A New Nation

Influences on the US Constitution

The Constitution

Bill of Rights and Amendments

The Early Years

#### Mini-Units

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

**Unit's Culminating Project: (briefly explain in 2-3 sentences): Students will survey local residents to find out what ideas for a new amendment would be popular locally. They will then tabulate results and film an oral and visual presentation that will be sent to a US Senator from NY, advocating for a 28<sup>th</sup> Amendment.**

## **Backwards Design Unit Planning**

Stage 1- Desired Results	
<p><b>Standards-Based Learning Goals:</b> 1.1b, 1.3bc, 1.4a, 2.3a, 2.4a, 4.1ef, 4.2c, 5.1abd, 5.2bd, 5.3abd, 5.4</p> <p>Students will understand the necessity for establishing governments and the way that the United States government operates</p>	
Concepts	
<p><b>Big Ideas for this Unit</b></p> <p>Order</p> <p>Change</p> <p>Cooperation</p>	<p><b>Magnet School Theme:</b> Community</p> <p><b>How does the Big Idea in your unit connect to your theme?</b></p> <p>Order and cooperation are necessary for any community to function properly. A community must also be able to adjust to change.</p>
<p><b>Enduring Understandings</b></p> <p>The Constitution is a living document that can be adjusted to reflect a changing American society.</p> <p>Compromise is often necessary to accomplish important goals.</p> <p>Government is necessary to avoid chaos.</p>	<p><b>Overarching Essential Question: (this question should connect to your school theme)</b></p> <p>Why does a society need structure?</p> <p>Why do we need a Constitution, or do we need it at all?</p>
Content and Skills	
<p><b>Content</b></p> <p><b>Students will know...</b></p> <p>Influences on US government</p> <ul style="list-style-type: none"> <li>-Locke</li> <li>-Magna Carta, Mayflower compact, Iroquois Confederacy</li> </ul> <p>Articles of Confederation</p> <ul style="list-style-type: none"> <li>-Drafting and Ratification</li> </ul>	<p><b>Skills</b></p> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>-Interpret ideas, values, and beliefs</li> <li>-Gather and organize information about important achievements</li> <li>-Describe historic events through the eyes of those who were there</li> <li>-Investigate roles and contributions of individuals and groups</li> </ul>

## **Backwards Design Unit Planning**

<p>-Achievements and Limitations</p> <p>1777 NY State Constitution -Parallels to US Constitution</p> <p>1787 Constitutional Convention -Drafting and Compromises -Key people -Federalist system of government -Electoral college system</p> <p>Ratification Process The US Constitution -Separation of Powers -Checks and Balances -National vs. States' Rights -Popular Sovereignty -Protection of Individual Rights -Amendment Process</p> <p>The Bill of Rights -First 10 Amendments -Limits to government power -Protection of individual rights</p> <p>Election of 1800 -Establishing stability and precedents -Political parties</p> <p>Checks and Balances Three Branches of Government -Separate but equal</p> <p>George Washington's presidency -Selection of cabinet members -Selections of Supreme Court nominees</p>	<p>-Consider different interpretations of key events and understand the differences</p> <p>-Understand how societies organize economies</p> <p>-Investigate economic decisions that societies need to make</p> <p>-Make hypotheses about economic issues</p> <p>-Explain consequences of absence of government</p> <p>-Identify holidays, celebrations, and symbols of our nation</p> <p>-Examine basic principles of government documents</p> <p>-Probe national ideas and assumptions</p> <p>-Ask and answer analytical questions about our government</p> <p>-Be skeptical about our nations government</p>
--	--

## **Backwards Design Unit Planning**

<ul style="list-style-type: none"><li>-Presidential powers</li><li>-Farewell Address</li> <li>Alexander Hamilton's economic plans</li><li>-National Banking</li><li>-US protectionism against free trade</li> <li>Supreme Court Decisions</li><li>-Marbury v. Madison and judicial review</li></ul>	
---	--

**Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be**

## **Backwards Design Unit Planning**

**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) To create a proposal for a new amendment for the Constitution that would benefit our community

R- (role) An advisor to a state senator

A- (audience) State senator

S- (situation) It has been many years since a new amendment has been added to the Constitution...surely we must need something else added. Students will develop some possible ideas for amendments and take surveys within the community to see which ones resonate most with the local population.

P- (purpose and product) Students will create a video presentation to be sent to a state senator, proposing that the senator advocates for a new amendment to the Constitution.

### **Backwards Design Unit Planning**

S- (standards for performance) Students will be judged on research and their oral presentation, including content, introduction, conclusion, as well as inclusion of diagrams and information.

## **Backwards Design Unit Planning**

### **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.

**There have been 27 amendments to the US Constitution since its ratification in 1789. The first ten were the Bill of Rights, and the other 17 were ratified at various times in US history. However, it has been quite a while since the ratification of the 27<sup>th</sup> Amendment. There is often talk of possible ideas for a 28<sup>th</sup> Amendment.**

**Your job is to come up with 5 ideas for possible Constitutional amendments, survey 100 people in the local community (outside of the school), and based upon the results, choose 1 amendment to propose to a NY State senator.**

**You will then create a video proposal in which you explain the process that you used to decide on your issue, the amount of support for the issue in Queens, and your argument for why the Senator should consider proposing the new amendment to his or her peers.**

**Your oral presentation should provide evidence of extensive research on important current issues as well as existing amendments. It should contain a clear message, as well as an introduction and conclusion. You should also include a number of graphical visual aids to support your argument.**

**Rubric For Culminating Project**

**[www.rubistar.com](http://www.rubistar.com)**

## Backwards Design Unit Planning

### Oral Presentation Rubric : Amendment Proposal

---

Teacher Name: **Mr. Garvey**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Diagrams and Information	Diagrams and illustrations are visually engaging, accurate and add to the reader's	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of

## **Backwards Design Unit Planning**

	understanding of the topic.		understanding of the topic.	the topic.
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Research/Statistical Info	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.

**Unit's Essential Question:**

## 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</b> (macro) 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 (grasp)
<b>Influences on US Constitution</b>	Order	Locke, Magna Carta, Mayflower Compact, Iroquois Confederacy, Articles of Confederation, NY State Const.	Interpret ideas, explain consequences of absence of gov't, examine basic principles of gov't documents	Why does a society need structure?  How does a society decide what sort of structure to create?	-DBQ essay on the different influences on US Const.	-Analyze and compare different historical documents -Be skeptical about different ideas
<b>The Constitution</b>	Cooperation  Change  Order	Drafting and compromises, key people, Federalist system of gov't, electoral college system, ratification process, separation of powers, checks and balances, national vs. states' rights,	Interpret ideas, investigate roles of individuals, consider different interpretations of key events, examine basic principles of gov't documents, probe national ideas, ask and	Is it possible for all members of society to agree on a proper structure?  How can a society create a structure that will stand the test of time?	-10 multiple choice on key ideas of the Const.	-Build background knowledge of ratification process, compromises, etc.  Students will have produced a list of possible Amendments that can be used for their

## Backwards Design Unit Planning

		popular sovereignty, protection of individual rights, amendment process	answer analytical questions about our gov't, be skeptical about our nations gov't, describe historic events through the eyes of those who were there			survey of Queens residents
<b>The Bill of Rights/Amendments</b>	Cooperation  Order	First 10 amendments, limits on gov't power, protection of individual rights	Interpret ideas, describe historic events through the eyes of someone who was there, consider different interpretations of events, probe national ideas	How does a society create a proper balance of order and freedoms?	-Constructed response on the Bill of Rights	-Build knowledge of types of amendments, including historical background at times of different amendments -Make connections to important modern issues that might require amendments  Find images to use in the presentation.
<b>Early Years</b>	Change	Election of 1800, stability and precedents,	Gather and organize information	Once a structure is created, how do	-10 multiple choice questions	-Make connections with early US

## Backwards Design Unit Planning

		<p>political parties, Washington's presidency, cabinet, Supreme Court, Presidential powers, farewell address, Hamilton and economy, national banking, protectionism against free trade, Marbury v. Madison, judicial review</p>	<p>about important achievements, investigate roles of individuals, understand how societies organize economies, understand economic decisions that societies need to make, make hypotheses about economic issues, examine basic principle of gov't</p>	<p>individuals and groups make sure that those structures are followed properly?</p>		<p>economy and today's economy</p> <p>Write a compelling introduction about the issue they have chosen for their amendment.</p>
--	--	---	--	--	--	---

## Backwards Design Unit Planning

### *A Week at a Glance – 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: Locke, Magna Carta, Mayflower Compact, Iroquois Confederacy</p> <p>Hook: How would a society function without a gov't?</p> <p>Daily Assessment: Exit card: Which of the influences on the US Const. do you feel was Most important?</p>	<p>Content Focus: Articles of Confederation</p> <p>Hook: What would the US be like with only state gov'ts and no federal gov't?</p> <p>Daily Assessment: One minute essay: Why did the Articles of Confederation fail?</p>	<p>Content Focus: NY State Const.</p> <p>Hook: What issues are important to us as NYers that may not be important to people in other parts of the country?</p> <p>Daily Assessment: Complete list of 5 issues that may be important to NYers, but not the rest of the country</p>	<p>Content Focus: Drafting the Const. and Compromises</p> <p>Hook: What happens when you have to work in a group with someone and you don't agree with them?</p> <p>Daily Assessment: Completed group-work draft of class constitution</p>	<p>Content Focus: Federalist System and Electoral College</p> <p>Hook: In 2000, Al Gore got more votes for President than George W. Bush...why did George Bush become President?</p> <p>Daily Assessment: Completed questions based on 2000 election map</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): DBQ Essay on influences on US Constitution</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) Students will have created a list of issues that are important to NYers that will help lead to their survey questions for the culminating assessment</p>				

### *: A Week at a Glance – Week 2*

## **Backwards Design Unit Planning**

<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: Ratification Process</p> <p>Hook: Should it be easy or hard to make permanent changes to the Const.? Why?</p> <p>Daily Assessment: Exit card: Why did the writers of the Constitution make it difficult to change the Constitution</p>	<p>Content Focus: Separation of powers</p> <p>Hook: Why is gay marriage legal in some states, but illegal in others?</p> <p>Daily Assessment: Completed Venn Diagram of State powers and Federal powers</p>	<p>Content Focus: Checks and Balances</p> <p>Hook: What could happen if the President had absolute power?</p> <p>Daily Assessment: Completed diagram of three branches of government including checks and balances</p>	<p>Content Focus: Individual Rights and The Bill of Rights</p> <p>Hook: How are you protected from your gov't?</p> <p>Daily Assessment: Exit card: First I know, next, in addition, finally...about Bill of Rights</p>	<p>Content Focus: The Amendment Process</p> <p>Hook: Will the Constitution still exist in another 200 years?</p> <p>Daily Assessment: Come up with a list of brainstormed ideas for new amendments</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): 10 multiple choice on the US Constitution. Constructed response on the Bill of Rights and Amendments</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)          Students will have produced a list of possible Amendments that can be used for their survey of Queens residents</p>				