

Stage 1 Desired Results 3rd quarter 8th grade History

ESTABLISHED GOALS (CCSS) CCSS Writing (W): 1, 2, 4, 5, 6, 7, 8, 9 CCSS Reading (R): 1, 2, 3, 4, 5, 6, 7, 8, 9 Goal: 4.1, 4.2, 4.3, 4.4,	Transfer	
	Students will be able to independently use their learning to... This quarter, you have been learning about development of the Constitution, how a bill becomes a law, and the Bill of Rights. In this unit, you will demonstrate your understanding of these concepts through, reading skills, writing skills, speaking skills, and use problem solving skills to create a solution for a real-world problem.	
	Meaning	
	UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none"> • Types of Government • Democracy • Republic • Constitution • Law • Articles of Confederation • Constitutional Convention • Bill of Rights • Ratification • Freedom from/Freedom to How these concepts influenced the Founding Fathers in creating the United States Constitution and the Bill of Rights.	ESSENTIAL QUESTIONS: How does the constitution created by the Founding Fathers affect you? What are the Bill of Rights? Are you Pro/for the issue, or are you Con/against the issue?
Acquisition		
Students will know... <ul style="list-style-type: none"> • Creating a Constitution • Bill of Rights 	Students will be skilled at... Writing arguments focused on discipline-specific content. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	

approach, focusing on how well purpose and audience have been addressed.

Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of the others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Cite specific textual evidence to support analysis of primary and secondary sources.

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.

. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including

		<p>vocabulary specific to domains related to history/social studies.</p> <p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): Activity: With a team, stage a debate called a point-counterpoint on a Bill of Rights issue. You will argue one side of the issue while your opposing team argues the other. Each argument will consist of a three minute speech that presents your teams claims. Then we begin the point-counterpoint debate. See attached document for specific directions.</p> <p>Check off each item as you complete it. Turn in all finished materials WITH this checklist.</p> <p>* During the debate use these questions to help you take notes and develop your opinion (For/Against).</p>

	<p>1. ____ Did both speakers use enough information and examples to support their claims?</p> <p>2. ____ Did each speaker anticipate the other’s arguments and counter them effectively?</p> <p>3. ____ Which of the speakers’ techniques did you find most effective?</p> <p>Use the information gained from completing #1, #2, and #3 above, to explain/define what a Position (Pro/Con) you are taking in a <u>well-written 3 paragraph position paper (6 to 8 sentences a paragraph)</u>:</p> <p style="padding-left: 40px;">Pro/for the issue</p> <p style="padding-left: 40px;">Con/against the issue</p> <p>You may use the bottom of this sheet to take notes or complete a graphic organizer for the product. Use 2 or 3 reasons (claims and evidence) from the documents you have read to support your choice. Provide a works cited sheet using MLA for the sources of your evidence.</p>				
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Homework activities • Review activities • Quizzes • Tests 				
CLAIMS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">CLAIM 1</td> <td style="width: 25%; text-align: center;">CLAIM 2</td> <td style="width: 25%; text-align: center;">CLAIM 3</td> <td style="width: 25%; text-align: center;">CLAIM 4</td> </tr> </table>	CLAIM 1	CLAIM 2	CLAIM 3	CLAIM 4
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DEPTH OF KNOWLEDGE LEVELS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">DOK 1</td> <td style="width: 25%; text-align: center;">DOK2</td> <td style="width: 25%; text-align: center;">DOK 3</td> <td style="width: 25%; text-align: center;">DOK4</td> </tr> </table>	DOK 1	DOK2	DOK 3	DOK4
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ACHIEVEMENT LEVEL DESCRIPTORS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">ALD 1</td> <td style="width: 25%; text-align: center;">ALD 2</td> <td style="width: 25%; text-align: center;">ALD 3</td> <td style="width: 25%; text-align: center;">ALD 4</td> </tr> </table>	ALD 1	ALD 2	ALD 3	ALD 4
ALD 1	ALD 2	ALD 3	ALD 4		
Stage 3 – Learning Plan					
<i>Summary of Key Learning Events and Instruction</i>	See weekly calendars and daily lesson plans				

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