Curriculum Committee

Thursday, April 10, 2014 4:30 PM
Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Audience to Visitors**
3. **Jewelry Design 2**
4. **Drawing I**
5. **Recording Tech**
6. **Kindergarten Music**
7. **Spanish I MS-HS-Semester 2**
8. **French**
9. **Medical Emergencies**
10. **Meteorology**
11. **Modern Global Studies**
12. **Early Global Studies**
13. **Edgenuity Update**
14. **Seminar Course**
15. **Discussion on Possibility of an SAT Prep Class at WHS**
16. **Discussion of Curriculum Implementation Process and Review of Program of Studies**
17. **Adjournment**

Windsor Public Schools
Curriculum Map for the Secondary Level
Jewelry Design 2
March 2014

Purpose of the Course:
This advanced course picks up where Jewelry Design 1 leaves off. Students will learn more advanced traditional jewelry techniques including metal etching and stone setting. They will also explore more contemporary techniques including metal clay, use of non-traditional materials and 3D printing. Students will have the chance to work with precious metals as they bring their own jewelry forms to life. This course will focus on advancing technical skill and developing each student's artistic voice as they create a professional collection of their own jewelry pieces. With a deeper focus on concept, this course serves as a bridge between Jewelry I and Pre-AP Art where students create individual portfolios of work. Each unit consists of Research, Design Development, Construction and Reflection. This course is highly recommended for students interested in developing a jewelry portfolio for AP Studio Art or pursuing a career in Metals, Design, Fashion or Marketing.

Name of the Unit: #1 Personal Interpretation of Traditional Designs	Length of the unit: 5 Blocks
Purpose of the Unit: This beginning unit will start with a review of all tools, materials and safety practices for working in the jewelry studio. It will also review brainstorming and design processes. Students will analyze a traditional jewelry technique and develop an original jewelry form that demonstrates mastery of the technique while expressing their own artistic voice.	

Connecticut Visual Arts Standards:
Content Standard 5: Students will reflect upon, describe analyze, interpret and evaluate their own and others' work
- describe and analyze visual characteristics of works of art using visual art terminology

Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas
- use, record and develop ideas for content over time

Content Standard 2: Students will understand and apply elements and organizational principles of art
- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes
- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas,

concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	Essential Questions:
• Translations of designs evolve over time. • A piece's success is objective.	• How do designs evolve? • What makes a jewelry piece successful?
Students will know:	Students will be able to:
• How to develop and extend a design idea. • Safe practices for working in the studio.	• Create an original jewelry form based on a traditional technique. • Work safely in the jewelry studio.

Significant task 1: Jewelry Construction
Through whole group instruction, students will complete corresponding Demo Notes Worksheets as the Teacher demonstrates critical techniques for this project during the corresponding blocks, including: review of basic forming and forging techniques and safe handling of the acetylene torch. *Students must pass both the Lab Safety Quiz with a 100% and the Acetylene Torch/Soldering Quiz with a 90% in order to be able to proceed.* Students will work individually to apply these understandings to the successful translation of a traditional jewelry design into a unique contemporary piece based on their approved final design. Students will have daily construction goals based on that day's demonstration and will informally meet with the teacher to assess progress in relationship to solving this design challenge.

Timeline: Blocks 2-4 of Unit
Key vocabulary: Forming, Forging, Acetylene, Anneal, Traditional, Contemporary, Unique, Success
Resources: Demo Notes Worksheets, Acetylene Torch Review Sheet, Acetylene Torch/Soldering Quiz, Lab Safety Rules, Lab Safety Quiz

Common learning experiences:
- Design Development Activities that include the Brainstorming, Final Design & Model Processes
- Technical Demonstrations (including review of forming and forging basics and safety techniques)
- Studio time to construct the final design solution
- Final Written Critical Analysis Reflection
- Group Critique

Common assessments including the end of unit summative assessment:
- Jewelry Project Design Development
- Lab Safety

- Acetylene Torch/Soldering Safety
- Written Reflection addressing Essential Question

Rubrics
- Design Strategies Rubric
- Written Evaluation Rubric

Teacher notes:

- Safe Lab Practices MUST be reviewed/Safety Contracts MUST be Signed by Students
- All Students MUST begin unit by passing Safety Quiz with a 100%
- All Students MUST also pass the Acetylene Torch Quiz with a 90% or better in order to proceed

Name of the Unit: #2 Etching Positive and Negative Space Designs	Length of the unit: 15 Blocks

Purpose of the Unit:
- Students will analyze Master Artists. This analysis will be the foundation and inspiration for students to develop a design theme for their semester jewelry portfolio. Students will create an etched metal cuff incorporating this theme and positive/negative space into their design. Basic metal working techniques will be reviewed and a traditional metal etching technique will be introduced.
- Jewelry 1 unit "Basic Techniques in Metal Fabrication" is the foundation for this unit.

Connecticut Visual Arts Standards:

Content Standard 5: Students will reflect upon, describe analyze, interpret and evaluate their own and others'
- describe and analyze visual characteristics of works of art using visual art terminology

Content Standard 4: Students will understand the visual arts in relation to history and culture
- compare works of art to one another in terms of history, aesthetics and culture; justify their conclusions; and use these conclusions to inform their own art making

Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas
- use, record and develop ideas for content over time

Content Standard 2: Students will understand and apply elements and organizational principles of art
- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes
- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	Essential Questions:
• Personal designs are unique, not replicas. • The essence of a theme may be singular but interpretations are multiple.	• Where is the line between influence and forgery? • How does a theme give you a structure to expand, evolve & personalize your ideas?
Students will know:	Students will be able to:
• The difference between referencing and copying another artist's work. • How to critically analyze for compositional elements & principles. • How to develop a theme. • Students will know how to translate a 2D Positive/Negative design into a 3D work of art.	• Create a balanced design using positive and negative space. • Successfully etch a functional jewelry form. • Apply basic metalworking techniques including: drilling, sawing, piercing, filing, forming, finishing and polishing.

Significant task 1: Jewelry Construction
Through whole group instruction, students will complete Demo Notes Worksheets as the Teacher demonstrates critical techniques for this project during the corresponding blocks, including: proper resist methods, salt-based etching techniques, safe handling methods, and professional level finishing of the piece. Students will work individually to apply these understandings to the successful creation of a dynamic etched sculptural jewelry form based on their approved final design page. Students will have daily construction goals based on that day's demonstration and will informally meet with the teacher to assess progress in relationship to the project rubric.

Timeline: Blocks 4-13 of Unit
Key vocabulary: Elements & Principles Vocab, Template, Design Readability, Visual Weight, Balance, Positive Space, Negative Space, Etching, Ferric Chloride, Mordant, Salt vs. Acid, Copper Resist Methods, Etching Solutions, Polish, Patina
Resources: Demo Notes Worksheets, Etching Jewelry Project Rubric

Common learning experiences:

- Artist Research activity comparing and contrasting a master artist with a contemporary etching artist
- Design Development Activities that include the Brainstorming, Final Design & Model Processes
- Technical Demonstrations (including review of metal working basics and etching techniques)
- Studio time to construct the final design solution
- Final Written Critical Analysis Reflection
- Group Critique

Common assessments including the end of unit summative assessment:

- Compare/Contrast Artists
- Jewelry Project Design Development
- Jewelry Project Design Solution: Form, Theme & Craftsmanship
- Written Reflection addressing Essential Question
- 21st Century Skills Critical Thinking
- 21st Century Skills Problem Solving

Rubrics

- Design Strategies Rubric
- Etching Jewelry Project Rubric
- Written Evaluation Rubric

Teacher notes:

- Safe Lab Practices MUST be reviewed for specific tools/techniques presented

Name of the Unit: #3 Bezel Setting Stones in Sculptural Forms	Length of the unit: 8-10 Blocks

Purpose of the Unit:

- Students will analyze the bezel setting work of Saul Bell Award Winners. This analysis of stones in form will be the foundation and inspiration for design development incorporating set stones into their work. Students will create a sculptural jewelry form incorporating their theme and a bezel set stone into their design. Conceptually, students are asked to identify their work as part of a whole, not as an isolated, separate piece. This design work must relate to what was created in the previous unit. Traditional bezel setting techniques will be introduced.
- Jewelry 1 unit "Forming & Forging Techniques" is the foundation for this unit.

Connecticut Visual Arts Standards:
Content Standard 5: Students will reflect upon, describe analyze, interpret and evaluate their own and others' work

- describe and analyze visual characteristics of works of art using visual art terminology
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of arts

Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas

- use, record and develop ideas for content over time
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning

Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	Essential Questions:
• Analysis of characteristics is the foundation of idea evolution. • Jewelry design is rooted in sculptural concepts.	• How does the critical analysis of our own work and the work of others lead to the improvement of our own work? • How do sculptural concepts impact dynamic jewelry design?
Students will know: • Stone Setting Techniques. • Contemporary Standards for Professionally Exceptional Jewelry Work.	Students will be able to: • Properly Bezel Set a Stone. • Create a Sculptural Jewelry Form. • Critically Analyze Professional Quality Work in order to understand professional standards as they develop their own work.

Significant task 1: Jewelry Construction
Through whole group instruction, students will complete Demo Notes Worksheets as the Teacher demonstrates critical techniques for this project during the corresponding blocks, including: bezel setting techniques, sculptural techniques for working in metal, safe working methods, and professional level finishing of the piece. Students will work individually to apply these understandings to the successful creation of a bezel set stone in a sculptural pendant based on their approved final design page. Students will have daily construction goals based on that day's demonstration. Students will informally critique each other and meet with the teacher to assess progress in relationship to the project rubric.

Timeline: Blocks 3-9 of Unit
Key vocabulary: sinter, bezel, relationship of mass & void, fusing vs. soldering
Resources: Student Demo Outlines, Bezel Setting Jewelry Project Rubric

Common learning experiences:

- Artist Research activity comparing and contrasting Saul Bell Award Winners
- Design Development Activities that include the Brainstorming, Final Design & Model Processes
- Technical Demonstrations (including bezel setting and sculptural metal techniques)
- Studio time to construct the final design solution
- Final Written Critical Analysis Reflection
- Group Critique

Common assessments including the end of unit summative assessment:

- Compare/Contrast Artists
- Jewelry Project Design Development
- Jewelry Project Design Solution: Form, Theme & Craftsmanship
- Written Reflection addressing Essential Question
- 21st Century Skills Critical Thinking
- 21st Century Skills Problem Solving

Rubrics

- Design Strategies Rubric
- Bezel Setting Jewelry Project Rubric
- Written Evaluation Rubric

Teacher notes:

- Safe Lab Practices MUST be reviewed for specific tools/techniques presented

Name of the Unit: #4 Bronze Carved Rings/3D Printing	Length of the unit: 6-8 Blocks

Purpose of the Unit:

- Students will consider the impact of technology on both jewelry design and value as they are exposed to bronze carved rings and 3D printed rings. Students will begin by analyzing the bronze metal clay carvings of contemporary artisan jewelers. This analysis of form and technique will be incorporated into their theme based design as students are asked to continue to identify their work as part of a whole, not as an isolated, separate piece. This design work must relate to what was created in the previous unit. Students will create a functional bronze metal clay ring. Students will then work with peers in the Advanced CAD Class to be exposed to basic CAD techniques being used in jewelry design. Students will work with the CAD program to modify a simple ring design and 3D print it. Students will then analyze the role of technology in contemporary jewelry production. Metal clay ring techniques and contemporary production techniques will be introduced.
- Jewelry 1 unit "Exploring Relief Forms in Metal Clay" is the foundation for this unit.

Connecticut Visual Arts Standards:

Content Standard 5: Students will reflect upon, describe analyze, interpret and evaluate their own and others' work

- describe and analyze visual characteristics of works of art using visual art terminology
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of arts

Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas

- use, record and develop ideas for content over time
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning

Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	Essential Questions:
• Technology is the practical use of human knowledge. • Value is defined by culture.	• How does technology impact media and process? • How does culture define value?
Students will know:	Students will be able to:
• Bronze Metal Clay Techniques. • Powdered Metallurgy Characteristics. • Basic CAD/3D Printing Techniques. • Ring Design Fundamentals. • The role of media as it relates to value. • The role of Production Jewelry in relationship to Artisan Jewelry in today's society.	• Create a functional bronze metal clay ring. • Apply Powdered Metallurgy Techniques to create a fully sintered, functional metal form. • Modify a CAD ring design for production. • Create 2 rings that fit a predetermined size comfortably (one bronze/one 3D printed).

Significant Task 1a: Jewelry Construction (Bronze Carving)
Through whole group instruction, students will complete Demo Notes Worksheets as the Teacher demonstrates critical techniques for this project during the corresponding blocks, including: bronze clay ring techniques, ring design/sizing techniques, base metal firing techniques, safe working methods, and professional level finishing of the piece. Students will work individually to apply these understandings to the successful creation of a functional bronze metal clay ring based on their approved final design page. Students will have daily construction goals based on that day's demonstration. Students will informally critique each other and meet with the teacher to assess progress in relationship to the Project Rubric.

Timeline: Blocks 3-6 of Unit
Key vocabulary: metal clay terminology, metal clay tools, firing terms for base metals, CAD, 3D Printing, Bronze, Metal Clay, Wear-ability, Fit, Space, Unity
Resources: Student Demo Outlines, Bronze Metal Clay Ring Jewelry Project Rubric

Significant task 1b: Jewelry Construction (3D Printing)
Working in partnership with the CAD class, students will be introduced to the process of 3D printing by having to modify a ring template and correctly size it. Activity will be assessed on the CAD Activity Rubric as a participation grade for basic form and correct sizing modification.

Timeline: Block 7
Key vocabulary: CAD Terms
Resources: CAD Ring Modification Activity

Common learning experiences:

- Artist Research activity comparing and contrasting Artisan & CAD Jewelry Designers
- Design Development Activities that include the Brainstorming, Final Design & Model Processes
- Technical Demonstrations (including metal clay and CAD techniques)
- CAD Ring Modification Activity
- Studio time to construct the final design solution
- Final Written Critical Analysis Reflection
- Group Critique

Common assessments including the end of unit summative assessment:

- Compare/Contrast Artists
- Jewelry Project Design Development
- Jewelry Project Design Solution: Form, Theme & Craftsmanship
- Written Reflection addressing Essential Question
- 21st Century Skills Critical Thinking
- 21st Century Skills Problem Solving

Rubrics

- Design Strategies Rubric
- Bronze Metal Clay Ring Jewelry Project Rubric
- Written Evaluation Rubric

Teacher notes:

- Safe Lab Practices MUST be reviewed for specific tools/techniques presented

Name of the Unit: #5 Body Adornment	Length of the unit: 6-8 Blocks

Purpose of the Unit:

- Students will analyze traditional cultural dress in comparison to the work of contemporary fashion designers. In this analysis students will consider the significance of the media used in the evolution of body adornment. Significance of media will be incorporated into their theme based design as students create a body adornment piece incorporating non-traditional materials. Again, students are asked to identify their work as part of a whole, not as an isolated, separate piece. This design work must relate to what was created in the previous unit. Media and techniques will vary; students must demonstrate advanced skills and craftsmanship in their work.
- Jewelry 1 unit "Researching Jewelry Across Time and Cultures" is the foundation for this unit.

Connecticut Visual Arts Standards:

Content Standard 5: Students will reflect upon, describe analyze, interpret and evaluate their own and others' work

- describe and analyze visual characteristics of works of art using visual art terminology
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of arts

Content Standard 4: Students will understand the visual arts in relation to history and culture

- analyze and interpret artworks in terms of form, cultural and historical context, and purpose
- compare works of art to one another in terms of history, aesthetics and culture; justify their conclusions; and use these conclusions to inform their own art making

Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas

- use, record and develop ideas for content over time
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning

Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	Essential Questions:
• Culture influences personal expression. • Media/Material impacts the message.	• How does dress define individuality? • How can media/material transform meaning?
Students will know:	**Students will be able to:**
• Traditional & Contemporary Design Inspiration. • Body adornment in relationship to culture. • Sculptural design in relationship to a moving surface. • How to identify good craftsmanship	• Critically analyze selected traditional and contemporary designs. • Design and create a sculptural form that functions on the body as it moves. • Distinguish quality work from shoddy craftsmanship.

regardless of media/techniques. • How to select appropriate media to communicate desired meaning.	• Select and apply media which best communicates desired meaning.

Significant Task 3: Jewelry Construction (Body Adornment)
Students will work 1:1 or in small groups with the Teacher who will demonstrate critical techniques for non-traditional material construction based on individual student need. Students will work individually to apply these understandings to the successful creation of a functional sculptural body adornment based on their approved final design page. Students will have daily construction goals based on individual designs. Students will informally critique each other and meet with the teacher to assess progress in relationship to the Project Rubric.

Timeline: Blocks 3-7 of Unit
Key vocabulary: Traditional Dress, Fashion Design, Costume, Body Adornment, Craftsmanship, Material Identity

Common learning experiences:

- Artist Research activity comparing and contrasting Traditional and Contemporary Fashion Design
- Design Development Activities that include the Brainstorming, Final Design & Model Processes
- Technical Demonstrations (individualized based on selected materials)
- Studio time to construct the final design solution
- Final Written Critical Analysis Reflection
- Group Critique

Common assessments including the end of unit summative assessment:

- Compare/Contrast Cultural and Contemporary Designs
- Jewelry Project Design Development
- Jewelry Project Design Solution: Form, Theme & Craftsmanship
- Written Reflection addressing Essential Question
- 21st Century Skills Critical Thinking
- 21st Century Skills Problem Solving

Rubrics

- Design Strategies Rubric
- Body Adornment Jewelry Project Rubric
- Written Evaluation Rubric

Teacher notes:

- Safe Lab Practices MUST be reviewed for specific tools/techniques presented

Windsor Public Schools
Curriculum Map for Secondary Level
Drawing 1
BOE Approval Date

Purpose of the Course:
Drawing concepts, principles, and methods are introduced using a variety of materials, techniques, and drawing surfaces with focus on observational drawing. Students learn to use the elements of art and the principles of design to express characteristics and illusions of surfaces, form, space, light, and shade to develop sound compositions. Students work from natural and man-made objects, the figure, and still life: both realistic and abstract approaches are explored. Drawing from observation and creative interpretations of assignments are emphasized. Students use technology for research. Historical and contemporary references to drawing media, techniques, and artists are made.

Name of the Unit: Unit 1 Observational Drawing: Basic Concepts and Techniques	**Length of the unit:** 8 – 9, 86 minute Block Periods

Purpose of the Unit:

- Three diagnostic assessments will be given to students to assess student knowledge and skill level: form rendering and value application, contour line drawing and responding to art
- Students will critically analyze basic form and apply the constructive drawing technique. This analysis and technique is foundational to observational drawing and rendering objects accurately. Students will develop an understanding of graphite media, basic drawing concepts and techniques, and apply knowledge and skills in the drawing of basic forms.

Connecticut Visual Arts Standards:
Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:
CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	**Essential Questions:**
• Art making is a thoughtful process not a mindless activity • Proportion is basic to form	• How/why is art making a thoughtful process? • What are the connections between

	drawing and mathematics?

Students will know:	**Students will be able to:**
• Whole arm drawing technique • Visual measuring concepts and analysis techniques • Constructive drawing concepts and technique • Rendering concepts • Pencils qualities • Form and Value concepts • Linear Perspective concepts • Illusion concepts	• Apply whole arm drawing technique • Visually measure, analyze form and develop proportion ratios • Utilize basic shapes to block in proportions and size /shape changes as measured • Render objects accurately, in proportion to self and others • Choose and utilize appropriate pencil to achieve desired affects • Apply value gradually from light to dark following the form of the object • Apply linear perspective to create the illusion of form • Apply value to create the illusion of form

Significant task 1: Drawing Three Objects
After whole arm drawing technique, analysis and deconstruction of forms, sighting, visual measurement technique and judging angles, judging proportions, and placement of objects in space learning experiences students will draw 3 forms from direct observation, in proportion to self and each other in a group and on different planes applying the constructive drawing technique. Work will be assessed using established criteria on the Multiple Object Rubric.

After the value and chiaroscuro and shadows learning experiences and completion of the "Value and Line follows Form" packets students will work from direct observation to accurately apply value and shadows to enhance the illusion of form of the 3 objects drawn. Objects will now have spotlights on then with lights shut off for students to observe value changes and shadows. Work will be assessed using established value application criteria to complete the Multiple Object Rubric.

Students will address the 2 essential questions in writing "How/why is art making a thoughtful process?" and "What are the connections between drawing and mathematics?" stating evidence related to their drawings.

Students will complete a Reflective Assessment of their multiple objects drawing following the reflective assessment outline. Work will be assessed based on supporting evidence provided and the WHS Critical Analysis / Thinking Rubric.

Timeline: 3 to 4, 86 minute block periods
Key vocabulary: visual measurements, sighting, ratio, proportions, illusions, value, chiaroscuro, pictorial planes, linear perspective, gradation, observational rendering, analysis techniques
Resources: "Masters of Illusion" video, Exemplars, Basic Form Rubric, Multiple Object Rubric, WHS Critical Analysis / Thinking Rubric, Value and Line follows Form Packet, basic shapes for analysis and

drawing

Common learning experiences:

- **Whole arm drawing technique**

Teacher will demonstrate (to the class then small groups and individuals) the whole arm drawing technique. Students will apply the whole arm drawing technique to develop basic shape drawings of circles, ovals, squares and cones varying in size. Basic shapes are the basis of the constructive drawing technique. The attributes of each shape is discussed and this learning activity is assessed on the accuracy of each shape drawn (equal diameters all around the circle, symmetrical oval with no straight lines, squares with lines parallel to paper and equal sides).

- **Analysis and deconstruction of forms**
- **Sighting, visual measurement technique and judging angles**
- **Judging proportions**

Teacher will demonstrate (to the class then small groups and individuals) the analysis and deconstruction of simple forms (cone, cube, bottles, jars, vases etc.) as related to basic shapes and proportions. Sighting, visual measurement technique and judging angles is demonstrated allowing students to follow on a large projected image and then transferred to paper in a demonstration applying basic shapes and ratios to reconstruct form.

  - Visually measuring width (smaller size) and comparing to height of object
  - Forming a ratio between width and height
  - Blocking out proportions using squares
  - Locating size and shape changes on objects by relating distance to known information (distance to shape change as ratio to width of base)
  - Comparing size changes to known information (bottle neck to width of base) to block in size changes accurately
  - Comparing shape changes to basic shapes or angles to block in shape changes accurately
  - Applying ovals at appropriate perspective based on point of view

- **Placement of objects in space**

Teacher will discuss how each object maintains its own area in space and must also do so as an illusion. Teacher will place multiple objects on a piece of paper and several students will be asked to trace the objects and label the location of each object front to back. Paper will then be displayed vertically and in small groups (3 or 4 students) students will analyze placement of objects within the composition distinguishing vertical location on page, proximity to each other, and horizontal placement then report out to class. Teacher will then demonstrate comparing the proportions of multiple objects of the first object drawn, allowing students to follow on a large projected image then transferred to paper in a demonstration.

- **"Masters of Illusion" video**
- **Form linear perspective**
- **"<u>Value and Line follows Form</u>" packet**

Students will view the video "Masters of Illusion" filling out accompanying worksheet. Video will be discussed around worksheet. Worksheet will be graded as a learning activity.
Using a spotlight, teacher will point out how light follows the form of a cylinder and sphere as well as reflected light on the objects. The gradual movement from light to dark (chiaroscuro) will also be pointed out for students to see. The concept of understanding form to understand how light hits the form will be stressed.

Teacher will then explain the concept of applying linear perspective, or a wire frame which follows the form to an object as seen on the video. Teacher will demonstrate the process in a large group, small groups and individually to students as needed. Discussion on drawing pencils and the qualities pencils B6 through H2. Value application techniques, moving gradually from light to dark will be demonstrated utilizing appropriate pencil grade.

Students will then complete the "Value and Line follows Form" packet. The packet consists of: a value study, applying value gradually from light to dark and dark to light to 5 horizontal bands; adding linear perspective (a wire frame) to a sphere and 5 symmetrical objects; and adding value following the form to a the sphere and 5 symmetrical objects. Linear perspective will be assessed for accuracy following the form of the objects as will the application of value as shown in exemplars presented.

- **Multiple Object Rubric, Basic Form Rubric, and WHS Analysis Rubric**

Teacher will handout and explain all rubrics prior to related assignment. Teacher will model the self-assessment process against each rubric.

- **Value application technique and shadows follow form cast upon**

Teacher will demonstrate to small groups of students (5) how shadows follow the form they are cast upon by holding a pencil over a variety of forms (sphere, cone, bottle, toy, etc.).

- **Reflective Assessment**

Teacher will explain how the reflective assessment process measures one's success against the established criteria. Teacher will demonstrate the process including providing supporting evidence for assessment against a work other than anyone's in class.

Common assessments including the end of unit summative assessment:

- The three diagnostic assessments
- Whole arm drawing technique – basic shape circles, ovals, squares and cones varying in size
- Constructive drawing techniques – basic bottle and vase forms
- Constructive drawing techniques - multiple objects on different planes
- "Value and Line follows Form" packet – providing linear perspective and shading of objects
- Application of value and shadows
- Written Reflective Assessment
- 2 essential questions – Assessed on evidence provided

Rubrics:

- Basic Form Rubric
- Multiple Objects Rubric
- WHS Critical Analysis / Thinking Rubric

Teacher notes:

- Reinforce visual measuring technique
- Reinforce the analysis process

Name of the Unit: Unit 2 Critical Analysis and Beginning Still Life	**Length of the unit:** 12, 86 minute Block Periods

Purpose of the Unit:

- The critical analysis process will be introduced. Students will critically analyze *Dempsey and*

Firpo by George Bellows. This analysis will focus on the illusion of form, spatial depth and compositional frame. Students will create a still life rendering from a set-up utilizing the constructive drawing technique and applying value to enhance the illusion of form. A view finder, compositional frame and spatial depth concepts will be introduced. Students will address the essential questions and complete a reflective assessment of their Still Life Drawing.

- Unit 1, "Basic Drawing Concepts and Techniques" is the foundation for this unit.

Connecticut Visual Arts Standards:

Content Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

- research and analyze historic meaning and purpose in varied works of art;
- defend personal interpretations using reasoned argument; and
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

Content Standard 4: Students will understand the visual arts in relation to history and cultures.

- analyze and interpret art works in terms of form, cultural and historical context, and purpose

Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	**Essential Questions:**
• The past informs the future • Learning is a process	• How can the analysis of a work of art inform our own artistic development? • Why is assessment necessary to attain ones desired outcomes?
Students will know:	**Students will be able to:**
• The critical analysis process • Compositional frame • The applications of a viewfinder • Thumbnails	• Analyze a work of art for form, content and context • Encapsulate the composition within the picture frame • Utilize a viewfinder to develop the compositional frame of the drawing • Develop thumbnails to work through the

• Spatial concepts • The artistic process • Reflective assessment process	compositional design process • Utilize spatial concepts to create the illusion of spatial depth within the composition • Plan, render from direct observation a still life set up, assess work against established criteria, refine their drawing to meet set expectations and present one's work • Create an observational still life drawing reflecting the illusion of 3D form and pictorial space • Complete a reflective assessment of their Still Life drawing

Significant task 1: Observational Still Life and Reflective Assessment
After the introduction of the critical analysis process and student small group critical analysis of Dempsey *and Firpo* by George Bellows, a full class discussion run by the teacher will begin this task to analyze past student still life drawings with questions related to proportions, image placement, illusion of form, spatial depth and compositional frame as review. Students will be prompted to ask their own questions based on established criteria for this drawing (Beginning Still Life Rubric).

Students will then develop four compositional thumbnails from the still life set-up in the room using viewfinders. Teacher will assess thumbnails with each student and students will determine best compositional layout. Students will create an observational still life drawing applying the constructive drawing technique. Value will be applied to enhance the illusion of form and spatial depth. Work will be assessed using established criteria on the Beginning Still Life Rubric.

Students will complete a Reflective Assessment of their Beginning Still Life drawing following the Reflective Assessment Outline for this project. Work will be assessed based on supporting evidence provided and the WHS Analysis Rubric.

Students will address the essential questions in writing "How can the analysis of a work of art inform our own artistic development?" stating specific evidence/examples and "Why is assessment necessary to attain ones desired outcomes?" stating evidence related to their drawings.

Timeline: 10, 86 minute Block Periods
Key vocabulary: Critical analysis, Elements of Art, Principles of Design, descriptive, aesthetics, aesthetic theories, realism, focal point, media, techniques, layout, spatial concepts, overlapping, linear perspective, atmospheric perspective, rule of thirds, viewfinders, thumbnails, chiaroscuro, value, compositional frame, contrast, dynamics, self-assessment, criteria, formative critique, summative critique, smudging tools
Resources: *Dempsey and Firpo* by George Bellows color print, Form, Space and Composition question sheet, Critical Analysis Guide, historical information on this fight, viewfinders, Space concept sheet, WHS Collaboration Rubric, past student work, Beginning Still Life Rubric, Reflective Assessment Outline, WHS Critical Analysis / Thinking Rubric, spotlights for still life

Common learning experiences:

- **The Critical Analysis Process**

The critical analysis process will be introduced. Students will critically analyze *Dempsey and Firpo* by George Bellows. This first analysis will focus on the illusion of form, spatial depth and compositional frame (Form, Space and Composition question sheet). Teacher will model the process with students. Then students, working in small groups of 3 or 4, will describe areas of form and spatial depth answering the questions and analyzing how the elements and principles have been used to achieve the effects. Students will report out by group to class then a full class discussion run by teacher will ensue to compare information found with techniques learned in first unit. (WHS Collaboration Rubric)

Teacher will provide historical background on this fight. Teacher will model the full critical analysis process (describe, analyze, interpret and judge) then students, working in their small groups will critical analysis the work (using the Critical Analysis Guide) taking content and context into consideration in their interpretation. Students will report out by group to class then a full class discussion run by teacher will ensue to compare and assess information provided by each group.

- **WHS Collaboration Rubric, WHS Analysis Rubric and the Beginning Still Life Rubric**

Teacher will handout and explain all rubrics prior to related assignment. Teacher will model the self-assessment process against each rubric.

- **Viewfinders**

Teacher will model use of viewfinder, and relationship to compositional frame and point of view.

- **Formative Critique**

Teacher will model formative critique process by questioning students with focus on objective assessment against the established criteria. As unit progresses students will become more responsible for running formative critiques.

- **Constructive Drawing Technique**

Teacher will reinforce throughout the unit visual measuring and analysis of form and space. Based on one-on-one critiques teacher will work with large and small groups of students to ensure understanding and application of technique.

- **Value Application**

Teacher will reinforce throughout the unit chiaroscuro – value application. Based on one-on-one critiques teacher will work with large and small groups of students to ensure understanding and application of value to enhance the illusion of form.

- **Reflective Assessment**

Teacher will explain how the reflective assessment process measures one's success against the established criteria. Teacher will demonstrate the process including providing supporting evidence for assessment against a work other than anyone's in class.

- **Summative Critique**

Teacher will demonstrate the unit end critique process against a work other than anyone's in class. Students will be expected to discuss their work including weaknesses when presenting their drawings.

Common assessments including the end of unit summative assessment:

- Group analysis of the illusion of form, spatial depth and compositional frame (Form, Space and Composition question sheet).
- Group critical analysis of the work (Critical Analysis Guide) taking content and context into

consideration in their interpretation.
- Observational beginning still life drawing
- Reflective Assessment
- Addressing the essential questions

Rubrics:
- WHS Collaboration Rubric
- WHS Critical Analysis / Thinking Rubric
- Beginning Still Life Rubric

Teacher notes:
- Suggested still life subject matter: White objects – various combinations of bottles, vases, cups, basic shapes, jars, gourds
- Continue to reinforce the visual measuring technique
- Continue to reinforce the analysis process

Name of the Unit: Unit 3 Line, Form and the Contour Line drawing technique	**Length of the unit:** 10, 86 minute Block Periods

Purpose of the Unit:
- The contour line drawing technique will be introduced. Students will critically analyze line drawings including contour line (Line Question Sheet). This analysis will focus on the expressive and descriptive qualities of line, and linear perspective and form. Contour line will be defined. Students will create a contour line drawing that reflects the character and form of the subject matter. Students will address the essential question and complete a reflective assessment of their Contour Line Drawing.
- Unit 1, "Value and Line follows Form" is the foundation for this unit.

Connecticut Visual Arts Standards:
Content Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- defend personal interpretations using reasoned argument; and
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

Content Standard 2: Students will understand and apply elements and organizational principles of art
- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes
- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes

- use art media and tools in a safe and responsible manner

Common Core State Standards:
CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented

Big Ideas:	**Essential Questions:**
• Lines have unique expressive qualities	• How can lines define the character of subject matter?
Students will know:	**Students will be able to:**
• Line qualities • Line and Form • The Blind Contour Line drawing technique • Visual analysis of form • The Contour Line drawing technique	• Utilize line to reflect the character of subject matter • Utilize line to create the illusion of 3D form • Create multiple blind contour line drawings with focus on eye hand coordination and concentration on the subject matter • Maintain concentration and eye hand coordination to draw subject matter accurately • Create a contour line drawing that reflects the character and form of the subject matter taking compositional frame into consideration

Significant task 1: Contour Line Drawing
After the critical analysis of line drawings and a series of blind contour drawings, students will create a line drawing applying the contour line drawing technique. Value will be applied to enhance the illusion of form and spatial depth incorporating line density. Work will be assessed using established criteria on the Contour Line Rubric.

Students will complete a Reflective Assessment of their Contour Line drawing following the Reflective Assessment Outline for this project. Work will be assessed based on supporting evidence provided and the WHS Critical Analysis / Thinking Rubric.

Students will address the essential question in writing "How can lines define the character of subject matter?" stating evidence related to their drawings.

Timeline: 7 to 8, 86 minute block periods
Key vocabulary: Contour line, blind contour, eye hand coordination, concentration, texture, line qualities, pattern, contrast, compositional frame
Resources: A variety of Line drawing, Line Question Sheet, Contour Line Rubric, Reflective Assessment Outline, WHS Critical Analysis / Thinking Rubric

Common learning experiences:

- **The Critical Analysis Process**

Teacher will, following the Line Question Sheet, review the critical analysis process using a work of art other than the work students will analyze. Focus will be on describing the subject matter and analyzing the use of line and interpreting the work with supporting evidence.
Students will critically analyze contour and cross-contour line drawings. This analysis will focus on the expressive and descriptive qualities of line, and linear perspective and form. Students will work in small groups (of 3 or 4) completing the Line Question Sheet. Students will report out by group to class and a full class discussion run by teacher will ensue to clarify information. (WHS Collaboration Rubric).

- **WHS Collaboration Rubric, WHS Critical Analysis / Thinking Rubric and the Contour Line Rubric**

Teacher will hand out and explain all rubrics prior to related assignment. Teacher will review the self-assessment process against each rubric.

- **Blind Contour Line Drawing Technique**

Teacher will demonstrate the blind contour line drawing technique with emphasis on eye hand coordination and concentration on the form of the subject matter. Students will complete a series of quick blind contour line drawings as learning activities in preparation for the contour line drawing.

- **Contour Line Drawing Technique**

Teacher will demonstrate the contour line drawing technique with continued emphasis on eye hand coordination and concentration on the form of the subject matter.

- **Formative Critique**

Teacher will prompt students to objective assessment work in progress against the established criteria and provide suggestions to each other. Students will become responsible for running formative critiques.

- **Reflective Assessment**

Teacher will review the reflective assessment process.

Common assessments including the end of unit summative assessment:

- Group Critical Analysis of line drawings (Line Question Sheet)
- Blind contour line drawings
- Contour Line Drawing
- Reflective Assessment
- Addressing the essential questions

Rubrics:

- WHS Collaboration Rubric
- Contour Line Rubric
- WHS Critical Analysis / Thinking Rubric

Teacher notes:

- Suggested subject matter: Shells, pods, corn, pinecones, flowers, sunflowers
- Reinforce the analysis process as related to the contour line technique
- Include Van Gogh in the drawings analyzed

Name of the Unit: Unit 3 Fabric and Folds	**Length of the unit:** 8-9, 86 minute Block Periods

Purpose of the Unit:

- This unit incorporates both the constructive and contour line drawing techniques learned this semester. Students will analyze drawings with focus on the technique that is the most suitable to render the variety of subject matter accurately including cloth. Rendering hard and soft images will be the focus. Students will create a drawing that accurately reflects the subject matter. Students will address the essential question and complete a reflective assessment of their Still Life with Cloth Drawing.
- The constructive drawing and contour line units are foundations for this unit.

Connecticut Visual Arts Standards:

Content Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

- research and analyze historic meaning and purpose in varied works of art;
- defend personal interpretations using reasoned argument; and
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

Content Standard 2: Students will understand and apply elements and organizational principles of art

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work

Content Standard 1: Students will understand, select and apply media, techniques and processes

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- use art media and tools in a safe and responsible manner

Common Core State Standards:

- CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented given within the document.

Big Ideas:	**Essential Questions:**
• Technique influences visual outcomes • Visual characteristics convey meaning	• How can soft and hard objects be differentiated in a drawing? • How can perception influence interpretation?
Students will know:	**Students will be able to:**
• Techniques create different visual characteristics • How to communicate desired intentions	• Choose the technique that best fits desired outcomes • Render cloth and solid images reflecting

• Principles of design - Composition • Implied lines describe a change of plane	the objects physical characteristics • Design a well-balanced dynamic composition • Utilize implied line concepts to render folds in cloth • Create an observational still life drawing reflecting the illusion of 3D form and pictorial space of a still life with cloth

Significant task 1: Still Life with Cloth
After students analyze drawings with focus on the technique that is the most suitable to render the subject matter, students will create a drawing applying both the constructive and contour line drawing techniques. Focus will be on rendering the physical properties of the subject matter including the folds of cloth. A balanced, unified composition incorporating high contrast in value application is expected.

Students will address the essential questions and complete a reflective assessment of their Still Life with Cloth Drawing.

Timeline: 7, 86 minute Block Periods
Key vocabulary: Emphasis, balance, harmony, variety, movement**,** rhythm, proportion, unity, contrast, pattern, compositional frame, physical properties
Resources: A variety of drawings including those with cloth or fabric folds, Still Life with Cloth Rubric, Reflective Assessment Outline, WHS Critical Analysis / Thinking Rubric

Common learning experiences:

- **The Analysis Process**

Students will work in small groups (of 3 or 4) to analyze drawings with focus on the technique that is the most suitable to render the subject matter. Students will report out by group to class supporting decisions. A full class discussion run by teacher will ensue to clarify information.

- **Contour Line Rubric and the WHS Critical Analysis / Thinking Rubric**

Teacher will handout and explain all rubrics prior to related assignment. Teacher will review the self-assessment process against each rubric.

- **Contour Line Technique and drawing the folds of cloth**

Teacher will provide small group and one-on-one demonstrations applying the contour line drawing technique to accurately render folds in cloth. Line will be discussed relating to the softness of the cloth.

- **Formative Critique**

Teacher will prompt students to objective assessment work in progress against the established criteria and provide suggestions to each other. Students will become responsible for running formative critiques.

- **Reflective Assessment**

Teacher will review the reflective assessment process.

Common assessments including the end of unit summative assessment:

- Still Life with Cloth Drawing
- Reflective Assessment

- Addressing the essential questions

Rubrics:

- Still Life with Cloth Rubric
- WHS Critical Analysis / Thinking Rubric

Teacher notes:

- Suggested still life subject matter: cloth with stripes; white objects - blocks, simple toy shapes, eggs
- Continue to reinforce the visual measuring technique
- Continue to reinforce the analysis process

Windsor Public Schools
Curriculum Map
Course Title: Recording Tech 1

Purpose of the Course:

This course is for students who want to create and produce their own music. Various techniques of recording music are explored, including MIDI sequencing, digital recording, sampling, mixing and effects processing. The course requires that students create their own original music projects while they learn the various techniques of modern recording. Students produce a final demo CD of their work during the year. Class size is limited to 16 students.

Name of the Unit: Fruity Loops Project 1	Length of the unit: 7 classes of 86 minutes each

Purpose of the Unit:

The purpose of this unit is for each student to successfully create and record an original music composition in a specific musical style. Students will use the Pattern function in Fruity Loops to create short rhythmic and melodic phrases, and then use the Playlist function to sequence their patterns into a longer composition. At the end of the unit, students will reflect on the creative process they went through during the creation of their composition. Their reflection will require them to identify what went as expected, what happened that was not expected, and what they would do differently if they were to do the same project again

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Connecticut Arts Curriculum Framework – Music 9-12

- Content Standard 4: compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- Content Standard 4: arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- Content Standard 4: compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf Pg 19

Big Ideas:	Essential Questions:
• Multiple musical elements are used when writing music. • Multiple techniques and recording software are used when recording music. • The use of musical elements depends on the nature of the music being written/recorded. • The use of recording techniques and software will vary depending on the appropriateness of the technique to the music being recorded, and the personal preferences of the artist doing the recording.	• What is the best way to create and record an original music composition?
Students will know: • The computer music program Fruity Loops can be used to create original music. • When original music is composed, it is composed in a specific style. • Fruity Loops is well-suited to creating rhythm-oriented music, often referred to as "beats."	Students will be able to: • Use the music recording program Fruity Loops to create an original composition. • Identify the musical style their composition is in. • Self-assess their work using the grading rubric provided at the beginning of the unit.

Significant task 1: "Create a "Beat."

Students receive their Project Sheet for Project 1 – Fruity Loops. The project is described by the teacher, and the grading rubric is reviewed. Students are then presented with a PowerPoint that introduces the program Fruity Loops. The PowerPoint begins with a short description of how the program is generally used by professionals, and an introduction on how to navigate within the program. The main part of the PowerPoint consists of screen shots and written descriptions of how to use Fruity Loops to create Patterns, and how to sequence those Patterns into a larger composition using the Playlist. Each step of this process is modeled live by the teacher to support the visuals of the PowerPoint. Also included in the PowerPoint are examples of how simple notated rhythms learned in Music Fundamentals can be transferred to Fruity Loops. Students are free to use the PowerPoint at any time during this unit for reference and/or guidance.

Students have a maximum of 2 blocks to complete a description of how they plan to produce their project. Students have 7 blocks to complete their projects. Students do not have the option to produce group projects, although they are free to collaborate with each other to share ideas. The teacher checks in regularly with each student during the process to listen to their work in progress, provide feedback, and answer questions.

At the end of the project, students complete the self-assessment, and use the rubric to assign the grade they believe they have earned. The teacher then meets with each student individually to listen to their final project and discuss their final grade.

Timeline:
7 blocks of 86 minutes
Key vocabulary:

- Rhythm, pattern, channel, playlist, sample, song/track, musical style, loop, instrumental or "backing track," audio, digital audio.

Resources:
Fruity Loops folder

Common learning experiences:

- Direct instruction of how to use Fruity Loops to create an original musical composition, including how to access sound samples, combine sounds into patterns, and how to combine patterns into longer arrangements in the playlist.
- Individual student use of Fruity Loops to create an original music composition.
- Individual student reflection on the creative process used in the creation of their composition.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Fruity Loops Project Sheet in Fruity Loops Folder)
Fruity Loops Project Sheet

Name of the Unit: Acoustics – Properties of Sound:	Length of the unit:
Lectures & demos, hands-on student application	3 classes of 86 minutes each

Purpose of the Unit:
This unit serves as a bridge between the Fruity Loops Project and the Pro Tools Project. By the end of the unit, students will be able to describe and apply specific knowledge that relates directly to subsequent projects and hands-on activities. This knowledge includes how computers process digital audio information, differences in digital sampling rates and resolution as applied to recording and editing music, and how wave motion is evidenced in loudspeakers and microphones. Students will use this knowledge when they mix, record and import digital audio in different formats for use in Fruity Loops and Pro Tools.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

Connecticut Arts Curriculum Framework – Music 9-12

- Content Standard 8: explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf pg 23

Big Ideas:	Essential Questions:
• Wave motion is seen as a pressure wave, a mechanical wave, and an electromagnetic wave when described in terms of recording and listening to music. • The action of a dynamic microphone and a loudspeaker are essentially the same, except that they are the exact opposite of one another.	• What is the most important way that wave motion affects the recording and perception of a piece of music?
Students will know:	Students will be able to:
• Music is sound, and sound exists as a pressure wave that is perceived by a living entity. • Sound waves can be observed and manipulated in a digital audio format. • Common digital audio formats are used across multiple computer recording programs. • Manipulation of sound affects the perception of sound in the listener.	• Describe how humans perceive sound. • Describe and demonstrate how to edit digital audio. • Demonstrate the fact that digital sound can be used across multiple computer recording programs. • Demonstrate how the relative strengths of different sound sources in a composition affect the listener.

Significant task 1:
(Include links for differentiated tasks.)

Students observe, participate in, and write about three guided presentations/chapters of the Acoustics unit. Each presentation is accompanied by a printed packet that has been compiled and edited by the instructor. Presentations require student participation when wave motion is studied, and when computer chips are examined. Each chapter has a series of questions at the end which require each student to go back and re-read the text of each chapter, and write their answers in their own way. These responses are not graded, but all students have to complete the sheets to receive credit, which is represented as 10% of the marking period grade.

Timeline: Three blocks of 96 minutes each
Key vocabulary: sound wave, pressure wave, medium (air, water, wood, etc.), eardrum, cochlea, zero point, loudness (amplitude) sampling rate, sampling resolution, CD-quality sound, mp3, wav, compressed digital audio, uncompressed digital audio, binary number set, bits, bytes.

Resources:
Acoustics folder
Slinky, microchips on a computer card, electronic keyboard, oscilloscope

Common learning experiences:

- Students will produce a wave motion using a slinky, and compare this motion to the motion of sound waves.
- Students will experiment with different mediums (specifically air and wood) to see which conducts sound better.
- Students will play different sounds on a piano keyboard and describe the shape of the corresponding wave shape as displayed on an oscilloscope.
- Students will examine microchips on a computer board.
- Students will mix their Fruity Loops project as a 16-bit, 44,100 Hz wav file.
- Vocabulary will typically be "front loaded" at the beginning of the unit using a traditional paper listing of terms and definitions.
- Integration of vocabulary will occur throughout the unit, and may use techniques such as word splash, quick write, picture and vocabulary association, short essay at the end of the unit describing how the terms are used in actual practice, and use of vocabulary in student project presentations to class.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- Students will describe the motion of a sound wave, the mechanism of the human ear, and how computers allow us to store and edit digital audio.
- Students will read tutorial packets that complement each chapter, and write responses to end-of-chapter review questions to demonstrate your understanding of each chapter.
- Students will experiment with different mediums (specifically air and wood) to see which conducts sound better.
- Students will play different sounds on a piano keyboard and describe the shape of the corresponding wave shape as displayed on an oscilloscope.
- Students will examine microchips on a computer board.
- Students will mix your Fruity Loops project as a 16-bit, 44,100 Hz wav file.
- Optional Quiz: There is a multiple choice quiz that has been used in the past. A pre-test is given to make students aware of the topics covered in the Acoustics unit. A summative quiz was given at the end of the unit, and scores were much higher, as one would expect. It was decided not to use this quiz this year in favor of using printed packets and guided questions which required students to read and write.

Acoustics Pre-Quiz
Acoustics Post-Quiz

Acoustics Project Sheet: Acoustics Unit: Description and Requirements
Acoustics Unit Chapters and Review Questions;

Name of the Unit: Pro Tools Project 2 – (2 part project)	Length of the unit: 18 classes of 86 minutes each
Purpose of the Unit: Part 1 – The purpose of part 1 of this unit is for each student to individually demonstrate the ability to run a complete recording session using the program Pro Tools. Part 2 – The purpose of part 2 is for each student, working individually or in groups, to demonstrate mastery of the process of recording with Pro Tools by producing a complete piece of music that incorporates at least one track recorded live using a microphone.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Connecticut Arts Curriculum Framework – Music 9-12

- Content Standard #4: Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound source. http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf
- Content Standard # 7: Evaluate a performance, composition, arrangement or improvisation by comparing it to similar of exemplary models. http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf

Big Ideas:	Essential Questions:
• Audio recording programs (and on a larger level, most computer programs) are designed for specific purposes. • Audio recording programs are not all the same – each one is designed to excel at specific sets of tasks. • There is a basic skill level that students must reach in order to effectively use a program for the purpose it was designed for. This basic skill level does not change much from student to student. • Once the basic level is reached, the user will start to develop skills that are specific to the way he or she uses the program, and the intended outcomes he or she wants to reach.	• What is the best way to create and record an original music composition? • What is the best way to use a microphone?

Students will know: • Pro Tools is different from Fruity Loops. • Audio files from Fruity Loops can be imported into Pro Tools. • Recording with a microphone is different than creating "beats" with Fruity Loops. • Microphones settings are different for each recording situation, and for each type of microphone. • There is a specific skill set that must be learned in order to produce a complete Pro Tools recording session.	Students will be able to: • Produce a Pro Tools session from start to finish, demonstrating the following skills in a one-to-one hands on quiz with the teacher: ○ Set up a session ○ Import an audio file ○ Set the recording interface (MBox) ○ Set the Pro Tools mixer so it communicates with the MBox ○ Create new audio track; record vocal track while listening to imported audio file ○ Normalize the vocal track ○ Mix both tracks; bounce to disc as 16bit wav file ○ Save session to network • Produce an original song that uses a microphone for at least one audio track.

Significant task 1:

Students receive their Project Sheet for Project 2 – Pro Tools. The project and grading rubrics are reviewed with the class. There are 2 parts to the Pro Tools project :

1. A hands-on quiz where each student "produces" me, to demonstrate ability to run a basic Pro Tools session from start to finish.
2. The recording project itself, where students record and produce an original song using Pro Tools and a microphone for at least one audio track.

Part 1 – Hands-On Quiz:
Two Power Points are presented to the class. The first covers basic vocabulary terms and how they relate to the recording process. Some of the terms have been encountered in previous projects. Through guided class discussion, connections are made between those terms, new terms, and how many terms are used across multiple programs and recording techniques. The second PowerPoint introduces students to the interface that is used with Pro Tools – the MBox. A third PowerPoint has been used in the past that goes through the steps of recording a basic Pro Tools session. However, the PowerPoint was a little wordy, and the decision was made to change to a video format. Two videos are then presented to students – one is a video which outlines and demonstrates each of the steps to producing a Pro Tools session. The second video is of a former student taking the hands-on quiz. These videos are shown at the beginning of successive blocks. Students may practice the hands-on quiz using microphones in class, and are allowed to use the video for the actual quiz. When a student is ready, he or she will tell the teacher that they are ready, and the student goes through the 8 steps to produce a finished version of a song that uses a microphone for at least one audio track. The quiz has to be given when each student is ready, because each student understands the process in their own way. Students

who understand the process better than others help those who need it.
Part 2 – Recording Project
Students determine whether they are going to work alone or in a group, and write their plan on their project sheet. All students participate in a class activity of mixing their Fruity Loops project as a wav audio file, and then importing it into Pro Tools. Students sign out the available vocal booths to use when they are ready, and those students who want to record live instruments sign out the "rock room" when ready. All students make initial recordings, while working out the process for themselves as to how to do it. The instructional videos are used as guidelines when needed, and teacher intervention is common. Both parts of this project work together: hands –on quiz and recording project both support the student's ability to produce a session. A listening session occurs at the end of the project, and students are required to present using the 21st century skill set in use at the high school.

Timeline: 18 classes total, of 86 minutes each. Students work on the hands-on quiz and their recording project at the same time – there is no set schedule except for student sign-outs of rooms.

Key vocabulary from PowerPoint 1: Line level, mic level, XLR connector, ¼" connector, stereo, mono, volume, decibel, peak, distortion, pad
Key vocabulary from PowerPoint 2: MBox, input, gain, source select, mix, monitor level, headphone level, headphone out, mic level vs. DI (direct in).

Resources:
Pro Tools folder

Common learning experiences:

- Direct instruction of how to use the program Pro Tools to create an original music composition that uses a microphone for at least one audio track.
- Individual and group student use of Pro Tools to create original music compositions.
- Individual student reflection on the creative process used in the creation of their composition.
- Class listening session where students listen and respond to students' composition and 21st century skill #3 presentation.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Pro Tools Project Sheet in Pro Tools Folder)
Pro Tools Project Sheet

Name of the Unit: Make a Microphone & a Speaker Lectures & demos, hands-on student application	Length of the unit: 2-3 classes of 86 minutes each
Purpose of the Unit:	

In groups, students will build a speaker using cardboard, plastic plate, copper wire, a magnet, and a small piece of PVC pipe. Each student will describe how a speaker works in an essay at the end of the project. Each student will evaluate the success of their project by using the rubric presented at the beginning of the unit.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

Big Ideas:	Essential Questions:
• Magnetic induction is responsible for how dynamic microphones and loudspeakers work. • A dynamic microphone and a loudspeaker work on the same principle of magnetic induction. • Dynamic microphone and a loudspeaker are essentially the same thing, except they work in reverse of each other. • A person can build a dynamic microphone, and a loudspeaker.	• Are a dynamic microphone and a loudspeaker more similar, or more different from each other?
Students will know:	Students will be able to:
• When a coil of copper wire moves within a magnetic field, electricity is produced. This is called magnetic induction. • The concept of magnetic induction is used for many things, two of which are building microphones and loudspeakers. • Dynamic microphones and loudspeakers work on the same principle, but each works in the exact opposite way than the other.	• Build a dynamic microphone and a loudspeaker from commonly found materials. • Explain how magnetic induction (i.e moving a coil of copper wire within a magnetic field) is used to create a dynamic microphone and a speaker. • Explain the difference between a dynamic mic and loudspeaker.

Significant task 1:
Students are given a pretest, consisting of multiple choice, matching and short essay questions. The pretest is corrected by students immediately after they finish, and serves as their study guide for the post quiz.
A PowerPoint presentation is given by the teacher that describes and illustrates different types of

microphones, how microphones work, and how loudspeakers work. At appropriate places in the presentation, teacher lets students look at and handle microphones and speakers that have been taken apart so they can see the inner workings.
At the end of the PowerPoint. Students watch a video of the teacher constructing a microphone and speaker from a magnet, a coil of copper wire, and a paper plate. Other items used in the construction are hot glue, springs, cardboard and short pieces of wooden dowel.
At the end of the video, students divide into groups around preset carts containing the elements they need to build a microphone/speaker. The project sheet and rubric are also on each cart, and they are reviewed by teacher and students before construction begins.
Students construct their microphone/speaker in groups, and test the results using their own phones or iPods as music source for the speaker.
Students assess their group achievement using the rubric on the project sheet.
Each speaker is signed by each member of the group, and are hung on the classroom wall on the "Homemade Speaker Hall of Fame."
Students take the post quiz, which consists of multiple choice, short answer and short essay questions.
There are 2 grades for this unit – one grade for the post quiz, and one for the group grade on the construction project.

Timeline: 2-3 classes of 86 minutes each.

Key vocabulary: Coil (copper coil), diaphragm, magnet, electrical signal, sound wave, microphone, speaker (loudspeaker).

Resources:
Make A Speaker Resource folder, which includes Project Sheet and Rubric, Pre quiz, post quiz, instructions for building a mic and speaker, PowerPoint and instructional video.
Make A Mic and Speaker Folder

Building materials: 4 of each – cart, magnet, coated copper wire (thin), sheet of acetate, ruler, scissors, scotch tape, hot glue, cardboard square approx. 6"x9", matches, wooden peg (1" high, ¾" round), amplifier for checking mic, microphone for checking speaker.

Common learning experiences:

- Direct instruction on how mics and speakers work, and how to build a homemade mic/speaker.
- Students assume specific roles in a group format (facilitator, recorder, production worker) as described in WHS 21st Century learning skills.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Project Sheet in Make A Speaker and Microphone Folder)
Make A Speaker Project Sheet
End of Unit Quiz (in Make a Microphone and a Speaker Folder
Mic and Spkr Quiz

Teacher notes:
This unit requires a minimum of ½ hour prep time before the class arrives to prepare carts for group work.

Name of the Unit: Mastering Project 3	Length of the unit: 3 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is for students to finalize their most recent recording project (Pro Tools, project 2) into its final distribution form. This process is called mastering.	

Common Core State Standards Addressed in the unit:

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics.*

Big Ideas: Mastering is a process that is done at the end of a recording project. The purpose of mastering is to save the recording project into its final format. The final format is dependent on several factors: • How will the project be listened to (radio, iPod, CD)? • What quality will the project need to be in (high quality for CD's, lower for iPods, very low for streaming)? • Will the entire project be heard, or just a short segment (demo songs are usually full length, songs for purchase are often 30-second samples of the song)?	Essential Questions: • What is the best way to master a piece of music?
Students will know: • The purpose of mastering. • How and when mastering is done. • What format of mastering is appropriate for a given situation.	Students will be able to: • Use the program Audacity to master their original Pro Tools project from Unit 2. • Verbally describe how and why music is mastered.

Significant task 1:
The teacher introduces the Mastering project with a pre-quiz designed to assess knowledge and to guide students towards successful performance on the final quiz. Once students have taken the pre-quiz, the answers are gone over and students make corrections to their own copy. A copy of the study guide is handed out and reviewed by the class. Students then put their pre-quiz and study guide into their class folders.
The teacher demonstrates the process of mastering an audio file (piece of music saved on a computer) using the program Audacity. The entire process that each student will go through to master their project is demonstrated at this time. A step by step instructional handout is included for students to refer to. There should be a final bounce (saving a piece of music in a high quality format called a .WAV file) of each group's Pro Tools project from Unit 2. Each student will open the bounced .WAV in the program called Audacity, and perform the steps that the teacher has demonstrated. Each student will end up with a 30-second mp3 of their project. The rubric is included on the project sheet.
A post quiz is given at end of unit to assess learning and ability to describe the mastering process.

Timeline: 3 classes of 86 minutes each

Key vocabulary: Trim, crop, mastering, fade in, fade out, normalize, amplify, mp3, .wav, decibel, silence.

Resources: Mastering Resource folder, which includes Project Sheet and Rubric, pre quiz, post quiz, demo sheet – how to master using Audacity, study guide for quiz, text describing difference between mp3 format and .wav format.
Mastering 1

Common learning experiences:

- Direct instruction of how to use the program Audacity to perform basic mastering techniques to an un-mastered music recording.
- Individual student use of Audacity to apply basic mastering techniques to their Pro Tools project (Project 2).

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Mastering Project Sheet in Mastering Folder)
Mastering Project Sheet
End of unit quiz (in Mastering Folder)
Mastering Quiz

Name of the Unit: MIDI Sequencing 1 Project 4 – Using the program Reason	Length of the unit: 10 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is for students to individually demonstrate mastery of how to create an original music composition using the MIDI sequencing program Reason.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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- Content Standard 4: compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- Content Standard 4: arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- Content Standard 4: compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf Pg 19

Big Ideas:	Essential Questions:
• MIDI (music instrument digital interface) is not sound. • MIDI is used to control virtual instruments in music sequencing programs like Reason. • A well written song should have a structure. • The two most basic elements of song structure are verse and chorus.	• What is the best way to use a MIDI sequencing program to create an original music composition? • How do you write a song?
Students will know: • The compute program Reason can be used to create original music. • MIDI sequencing allows the composer to use a keyboard to control virtual instruments and sounds. • A well written song should have a basic	Students will be able to: • Use the MIDI sequencing program Reason to create an original music composition. • Compose a song that uses a verse/chorus structure. • Self-assess their work using the grading rubric provided at the beginning of the

structure that uses verses and a chorus.	unit.

Significant task 1:
A pre-quiz is given at the beginning of the unit to assess prior knowledge and to prepare students for what will be covered in this unit. Students correct their own quizzes as a group at the end of the quiz, and use this as their study guide for the post-quiz. Following the pre-quiz, the project sheet is distributed and reviewed by teacher with class.
An instructional guide sheet is distributed to each student for each day's lesson. There are four guided instructional lessons, and each one lasts for one block. Each lesson consists of teacher demonstrations of a specific skill, followed immediately by students performing the same skill on their computer. The teacher circulates the room to check student work, and to determine when the next skill should be presented. Each student should have their own computer to work at. The skills are presented in an empirical manner, with each skill building on the last one, so that students can begin to create a song as quickly as possible. When each day's lesson is completed, students continue to work on their song/project, adding to or revising what they have already created, or beginning a new piece if desired. Teacher demonstrations are conducted using a projector, the program Reason, and the instructional guide sheet handed out to each student prior to each lesson. Each lesson must be chunked into small sections to facilitate student comprehension. Chunking must be determined by the teacher depending on how much students seem to be able to handle on that particular day. At some point in each lesson, when students are actively working on creating their song, the lesson should stop to let students continue to work at their own pace, rather than disrupting their work flow. Chunks that are not covered in one lesson can be covered the following day. Similarly, the teacher can elect to include chunks from the next day's lesson if appropriate.
A post-quiz is given at the end of the unit, and students assess their performance/composition using the rubric from the project sheet.

Timeline: 10 classes of 86 minutes each.

Key vocabulary: MIDI sequencing, MIDI event, patch, controller quantize, instrument or device, Edit window, Arrange window, clip, arrow tool, pencil tool, lane, track, mute, solo.

Resources: Reason resource folder, which includes project sheet and rubric, pre-quiz, post-quiz, four instruction sheets for students and teacher use in working through each unit, pictorial guide of the main screen and various tools used in Reason.
Reason Folder

Common learning experiences:

- Demonstration and directed instruction of each chunked portion contained in each lesson (four units total).
- Individual student use of the program Reason to create a music composition.
- Individual student reflection on the success of their project.
- Individual student assessment of skill attainment as outlined on project sheet rubric.

Common assessments including the end of unit summative assessment:

End of unit summative assessment (on back of Mixing Project Sheet in MIDI w Reason Folder) Reason Project w 21st Century Skill End of unit quiz (in MIDI w Reason folder) Reason Quiz

Name of the Unit: MIDI Sequencing 2 Project 5 – Using MIDI in Fruity Loops	Length of the unit: 5-6 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is to let students apply the MIDI sequencing skills learned in the Reason Unit to the program Fruity Loops.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.) RST.11-12.3, RST.11-12.7 Connecticut Arts Curriculum Framework – Music 9-12 Content Standard 4 - Composition http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf Pg 19

Big Ideas:	Essential Questions:
• MIDI sequencing can be used in multiple computer music programs. • The techniques of MIDI sequencing are basically the same in multiple sequencing programs.	• What is the best way to sequence music using MIDI?
Students will know: • Fruity Loops is a MIDI sequencing program as well as a program to make simple "beats." • The skills learned in the Reason Unit are applicable to Fruity Loops.	Students will be able to: • Use the program Fruity Loops to create an original music composition that makes use of the techniques of MIDI sequencing. • Compose a song that uses a verse/chorus structure. • Self-assess their work using the grading rubric provided at the beginning of the unit.

Significant task 1:
Note: there is no pre-quiz or post-quiz for this unit.
Teacher hands out project sheet and reviews the requirements and grading rubric with the students. Then, the MIDI Sequencing in Fruity Loops handout is distributed that lists all the sound-producing devices and virtual instruments that will be covered in this unit. Using a projector, the teacher works through each one of the sound-producing devices and virtual instruments, demonstrating various ways in which they can be used to create musical compositions.
The demonstrations are divided into four segments, each one occurring at the beginning of successive blocks. Each demo lasts for approximately 45 minutes. The teacher assigns one computer per student, and then conducts a review of the basic skills learned in the first Fruity Loops project. The teacher then asks that each student create a quick beat. Teacher monitors class, and determines when students are ready to continue. Once students have something created, the teacher shows where other useful sounds are located, using the handout as a guide. Fruity Loops is a program that uses a lot of different sounds and sound-generating devices, and it can be confusing to remember where everything is.
The teacher continues the first demo with a demonstration of quantizing (making notes align to a grid), using the Direct Wave piano as a sound source. Using the Direct Wave piano is like recording live, so the recorded parts will need to be quantized to sound perfect. The students are asked to record and quantize something to add to their project. The students spend the rest of the block working on their project, or beginning a new one.
The three remaining demos are conducted in the same fashion, with the teacher introducing one item at a time and asking the students to use it in their compositions. The students have approximately 45 minutes at the second half of each block to work independently.
The second demo introduces the FPC (Fruity Percussion Controller), Pro 53 (virtual model of a classic synthesizer called the Prophet), and the Bass Synth 2.
The third demo introduces the Scratcher (emulates hip hop style record scratching), Granulizer (allows sounds to be chopped in different ways), and the 3x osc (a classic analog-style synthesizer model).
The fourth demo reviews the verse/chorus format, introduces the Slayer guitar emulator, and introduces using an envelope to control how a sample sounds. Additionally, teacher should use time to review anything covered in any of the demos that students have questions about.

Timeline: 5-6 classes of 86 minutes each

Key vocabulary: DirectWave, quantize, generator, plug-in, virtual instrument, FPC (Fruity Percussion Controller), Pro 53, Bass Synth, Scratcher, Granulizer, Slayer, verse, chorus, envelope.
Resources: MIDI and Fruity Loops Folder

Common learning experiences:

- Students will watch teacher-directed demonstrations of virtual instruments and sequencing techniques used in Fruity Loops.
- Students use MIDI virtual instruments and sequencing techniques demonstrated to produce an original music composition.

Common assessments including the end of unit summative assessment:
End of unit summative assessment (on back of Project Sheet in MIDI with Fruity Loops folder)
MIDI Sequencing in Fruity Loops Project Sheet

Teacher notes: This unit can be expanded or reduced depending on the teacher's comfort level with each of the virtual instruments that Fruity Loops contains. Additionally, some students may work with Fruity Loops already, and should be allowed to demonstrate virtual instruments and/or techniques to class in addition to the teacher demos.

Name of the Unit: Mid Term Exam Performance Project and Written Reflection	Length of the unit: 1 class of 120 minutes
Purpose of the Unit: The purpose of the mid-term unit is for students to demonstrate mastery in the use of one of the three recording programs we have studied this year.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.) • RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Connecticut Arts Curriculum Framework – Music 9-12 • Content Standard 4 - Composition http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frarts.pdf Pg. 19

Big Ideas:	Essential Questions:
• Multiple software programs are available for creating computer-based music recordings. • Certain programs may be better than others for recording in various circumstances. • Part of using recording software is knowing what works best for each person.	• What is the best program to use to create and record original music?
Students will know:	Students will be able to:

• They have a choice of computer programs to work with when they are required to create and record original music. • The choice of a particular program or programs depends on personal preference as well as appropriateness of each program to the specific task.	• Create and record an original piece of music using one of the three recording programs we have learned in the course so far. • Create their piece in a limited amount of time. • Demonstrate mastery of the techniques associated with the program they have chosen. • Reflect on what program they prefer to work with, and how it is appropriate for the project they choose to record.

Significant task 1:
(Include links for differentiated tasks.)
Teacher hands out the mid-term sheets and written reflection form on the day before the exam. The structure of the mid-term is reviewed, along with the rubric for each project choice. Students are asked to make the decision on what program they will use for the exam, who they will work with (if anyone) and what area of the music lab they will work in. Teacher collects the mid-term sheets and tells the students to complete the written reflection.
Note: the written reflection has just been added, and was not included on this year's mid-term. It does not appear on the rubric, but the feeling is that it will count for 10% of the exam grade.

Timeline: 1 hr. on the day before the exam
Key vocabulary: Fruity Loops, Pro Tools, Reason, ABA or verse/chorus song construction, samples, patterns, microphone, gain setting, recording, normalizing, mixing, instruments, part, track.
Resources: Mid-term exam folder

Significant task 2:
(Include links for differentiated tasks.)
On exam day, teacher reviews the decisions made on the previous class as to what program each student will use, who they will work with, and where they will work. Mid-term exam sheets are handed out, and students begin the exam. Students work until they are finished with their song. Finished songs are reviewed by the teacher at the end of the block, and grades are assigned with the students using the rubric associated with their project.

Timeline: 2 hrs.
Key vocabulary: same as Significant Task 1
Resources: Mid-term exam folder

Common learning experiences:
- Students will produce an original music recording individually or in groups, in a specified amount

of time, using one of the three music recording programs studied in the course. • Students will write a reflection on why they chose the program they did, and what advantages they feel it has over the other two programs they have studied.
Common assessments including the end of unit summative assessment: (Provide link to assessments and rubrics.) Mid-term exam sheets and written reflection form: Mid-term exam folder

Name of the Unit: Mixing Project 6 – Mixing in FL, PT, & Reason	Length of the unit: 7-8 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is for students to create and record an original song that demonstrates their mastery of the basic mixing techniques of setting volume levels, working with a master track, applying panning, and creating an automation.	

Common Core State Standards Addressed in the unit:

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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Big Ideas:	Essential Questions:
• Mixing techniques can be used to enhance a song after the individual tracks have	• What is the best way to mix the individual tracks in a recording?

been recorded. • A recording is not finished just because all the tracks are recorded.	• When is a song finished?
Students will know: • There are certain basic techniques that are commonly used in mixing. • Basic mixing techniques include setting volume levels, working with a master track, applying panning, and creating an automation. • Using these techniques can enhance the overall sound of a song.	Students will be able to: • Apply the mixing techniques of setting volume levels, working with a master track, applying panning, and creating an automation to individual tracks of their song. • Add the mastering plug-in called Ozone to the master track in Pro Tools. • Write a reflection on the success of their project.

Significant task 1:
Teacher distributes the project sheet on the first day of the unit and reviews the objectives, requirements and rubric for the unit. Then the teacher briefly explains the three mixing techniques in a lecture. The students will follow along with the written explanations that are included on the front of the project sheet.
The teacher then proceeds to demonstrate the three techniques and how they are used in Pro Tools, Reason and Fruity Loops. Ideally there are two demos that occur over two class periods, but this may be changed if the students are unable to maintain focus. The first demo is the longest, and is the logical one to split if necessary.

Demo 1: Teacher starts by demonstrating volume levels. Teacher opens Pro Tools project *Good Stuff for Demos*, and demonstrates the effect that changing the volume levels of individual tracks has on the sound of the song. Ask students when the levels sound like they are balanced – when they are "mixed" well. The teacher then demonstrates the same process of setting levels using the song *Duffek Smooth Beat* in reason, and the song *New Happy Piano* in Fruity Loops.

The teacher then moves to explanation and demo of panning. Using the *Footsteps* demo, the teacher demonstrates what the stereo field is, and how sounds can be placed anywhere from the far left to the far right for different effect. Then the teacher demonstrates the *Like A Star* demo to show how panning can be used to add dimension to the three part vocals. The three vocals should be panned center at first, and then spread to left, center and right to increase the "width" or the sound. Ask students which they like better, and how far apart they like the vocals to be panned for best effect. The teacher then uses the Reason song *Cool Beat,* and the Fruity Loops song *New Happy Piano* to demonstrate panning in the same manner as above.
Finally, the teacher plays three examples of popular music that uses panning. The songs are: *Funk 49* by James Gang, which has a guitar that moves from left to right, *Blank Generation* by Richard H which puts each of the two guitars far left and far right to simulate the sound of the band performing live, and *Poker Face* by Lady Gaga which has Gaga's vocal dead center while all the other instruments are panned somewhere to the left or right to increase focus on the vocal.
Teacher collects project sheets at end of demo. Students will fill out the project description after the

second demo, or at the beginning of the first class after both demos are finished. Students have the rest of the block to start to work on their new project.

Demo 2: Teacher demonstrates automation in the second demo. Teacher opens the *Good Stuff for Automation* Pro Tools file, and demonstrates the process of adding a lane under the track that is to be automated, and assigning that lane to be for volume, panning, or muting. A new lane is added by clicking the small arrow in the lower left of the track box. By clicking points on the volume line and raising or lowering them, the teacher demonstrates how to automate a volume fade in at the very beginning. Then, the teacher opens a second lane and assigns it as a panning lane. The teacher demonstrates how to add points and drag them to make the sound move from left to right. This is usually a new experience for students, as most of them pay no attention to this when they listen to music. Make sure you make the panning dramatic enough so they hear it. Repeat this process using the Reason song *Duffek Smooth beat for automation* and the Fruity Loops song *New Happy Piano w Automation*. In Reason, you right-click any dial, fader, or control that you want to automate, and click Edit Automation. Draw in the points as you would in Pro Tools. In Fruity Loops, right-click any dial, fader or controller and click Create Automation track. Add and adjust points as desired. At the end of the demo, ask the class what panning is, what volume levels are, and what automation is.

Review the project requirements again at this point. You can project the project sheet from the projector, or hand them out to go through as a class. If you feel that students have a good idea of what they want to do, tell them to fill out the project description before the end of the block. Otherwise, make it due at the beginning of the next block. It is a good idea to not open any of the room doors until every student has completed a description – this is a good incentive for kids to finish the description.

Students work individually or in groups to finish the compression project. Teacher circulates to monitor progress, provide assistance, and answer questions. When the project is finished, teacher sits with each student or group of students and uses the grading rubric to arrive at a grade for each student. If students work in a group, each one must demonstrate mastery of each of the techniques listed. All students must also complete the project reflection on the back of the project sheet.

Timeline: 7-8 classes of 86 minutes each
Key vocabulary: stereo, stereo field, mono, volume, volume level, master volume, mixing, balance, panning, automation, lane, track, points
Resources: Mixing Project Folder

Common learning experiences:

- Direct instruction of how to apply common mixing techniques in Pro Tools, Reason and Fruity Loops to enhance the quality of sound recordings.
- Individual and group student use of Pro Tools, Reason and Fruity Loops to create original music that incorporates the basic techniques of mixing.
- Individual student reflection on the success of their project, and their degree of mastery of the techniques presented.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Mixing Project Sheet in Mixing Folder)
Mixing Project Sheet

Name of the Unit: **Project 7: EQ (Equalization)**	Length of the unit: 7 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is for students to demonstrate mastery of the technique of applying EQ (equalization) when recording original music. EQ is a standard recording technique that is generally categorized under the broader term of signal processing.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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Big Ideas:	Essential Questions:
• All sounds occupy their own specific space in the frequency range of human hearing. • You may need to adjust the frequencies of individual sounds in an original recording to achieve a balanced overall sound. • Sound frequencies can be adjusted by applying the technique called EQ. • There is not a “one size fits all” technique for applying EQ. Each recording situation is different, and so applying EQ is different for each recording situation.	• What is the best way to EQ sounds in an original music recording?

Students will know:	Students will be able to:
• EQ is used to make sure that all the sounds in a recorded piece of music occupy their own unique space, so they can be heard clearly in the mix. • EQ can also be used to enhance a recording by eliminating frequencies that may be undesirable, or to shape sound in unusual or unexpected ways.	• Apply EQ to at least one track or channel in their song recording. • Describe very specifically how they applied EQ, and how it affected the final version of their song. • Write a reflection on the success of their project.

Significant task 1:
(Include links for differentiated tasks.)
For this unit, there are two classroom demos that should occur on two sequential class blocks. On the first day of the unit, the teacher hands out EQ project sheet and EQ Vocabulary packet to the class. Students will hand back the project sheets at the end of the first demo since they will not be ready to write their project description yet.
Demo 1: Project the project sheet onto the screen, and review the objectives, requirements and grading rubric that will be used. Then project the EQ Vocabulary documents and introduce the material to the class in lecture format. Describe what equalization is, common terms that will be used, differences in filter types, and the types of equalizers they will encounter in Pro Tools, Reason and Fruity Loops.
Then, demonstrate how to add EQ in each of the three programs. First, open the Pro Tools file *Hip Hop* from the *Drum Beats EQ and Comp Trimmed* folder. Add a one-band notch filter to the snare at 816 Hz to eliminate the ringing sound. Put a one-band low pass filter on the kick drum so just the "thump" is heard.
Next, open the Reason file *cool drums add Dr. Rex.* Drag the M-Class Compressor under Dr. Rex in the instrument rack and boost the kick with a band filter at 300 Hz. Then, use a second band filter to cut at 5kHz to bring out the sound of the claps in the Redrum instrument track.
Then, Open the Fruity Loops file *duff basic beat EQ.* Send the Snare to its own mixer channel, and add the Fruity EQ to it. Sweep the frequency range to find the right frequencies to boost, and adjust the Q as necessary. Then send the Kick to a different mixer channel and repeat the process. After this, go back to the snare drum and add a high pass filter so that the kick drum is more prominent. As mentioned above, collect the project sheets from the students, and let them use the rest of the block to begin working on their project.
Demo 2: Ask students to explain what they remember about EQ. Use the projector to show the EQ Vocabulary packet again, and go to the page called *Pro Tools – 1-Band and 7-Band.* Review the differences and similarities. Tell them they are going to see a four-band and seven-band EQ and open *THE SONG for EQ* from the *THE SONG for EQ* folder. Play the piece first without any EQ. Ask them if they can hear all the instruments clearly. Then insert a four-band EQ on the piano part, making sure to cut the lower frequencies. Then, insert a four band EQ on the bass part, and EQ as desired, cutting the upper frequencies somewhat. Alternatively, you could apply a low-pass filter to cut the upper frequencies. Compare the EQ'd version with the original version, and ask students to describe the difference. The instruments in the EQ'd version should sound much clearer, and less muddy.
Finally, open *The Beat Is Crazy* Pro Tools file, and insert a seven-band EQ on the vocal. Shape the voice (cut lows and highs but boost middle) so it sounds like a telephone call. Ask students what frequency range a telephone speaker is in, and then ask them to relate that to making the voice sound like a

telephone. Make other adjustments if the students have suggestions of questions.
At the end of the demo, hand out the project sheet, and tell students they must complete the project description by the end of the block.
Students work individually or in groups to finish the EQ project. Teacher circulates to monitor progress, provide assistance, and answer questions. When the project is finished, teacher sits with each student or group of students and uses the grading rubric to arrive at a grade for each student. If students work in a group, each one must demonstrate mastery of each of the techniques listed. All students must also complete the project reflection on the back of the project sheet.

Timeline: 7 classes of 86 minutes
Key vocabulary: Frequency, frequency range, hertz, low pitch, high pitch, equalization, filter, low pass filter, high pass filter, low shelf filter, high shelf filter, band filter, notch filter, Q, band.
Resources: EQ Project Folder

Common learning experiences:

- Direct instruction of how to use EQ to alter sounds in a recording project.
- Individual and group student use of EQ in Pro Tools, Reason and Fruity Loops.
- Individual student reflection on the success of their project, and the degree of mastery achieved.
- Class listening session where students listen and respond to students' composition and 21st century skill #3 presentation.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of EQ Project Sheet in EQ Folder)
EQ Project Sheet

Name of the Unit: **Project 8: Compression**	Length of the unit: 6 classes of 86 minutes each

Purpose of the Unit:
The purpose of this unit is for students to demonstrate mastery of the technique of applying compression when recording original music. Compression is a standard recording technique that is generally categorized under the broader term of signal processing.

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

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Big Ideas:	Essential Questions:
• The difference between the softest sound we can hear and the loudest sound we can hear is called dynamic range. • When recording music, we don't always need to hear the full dynamic range. • The technique of compression allows us to "squeeze" the dynamics of sounds so that they sound fuller and punchier.	• What is a good sound? • What is loud? What is soft? • What is the best way to use compression when recording original music?
Students will know: • Recorded tracks of music can be compressed to increase their fullness and punchiness. • Tracks and songs that are properly compressed are perceived by listeners as sounding stronger and "better."	Students will be able to: • Apply compression to at least one track or channel in their song recording. • Describe very specifically how they applied compression, and how it affected the final version of their song. • Write a reflection on the success of their project.

Significant task 1:
Teacher hands out project sheet to students, and project the project sheet onto the screen to review the objectives, requirements and grading rubric that will be used. Then project the Compression Vocabulary documents and introduce the material to the class in lecture format. Describe what compression is, common terms that will be used, and what parameters they will be working with when they apply compression to the projects in Pro Tools, Reason and Fruity Loops. Ask students what it means to compress something, like a sponge. Make the analogy that audio compression is the same thing, except you are squeezing sound instead of water. Explain what dynamic range is, and highlight the difference between dynamic range (compression) and frequency range (EQ).
Open the *Billie Jean Drum Intro* Pro Tools project from the *Compression* project folder. Demonstrate the process of inserting a compressor onto a track, and applying the various aspects of compression. Highlight the fact that in order to hear any difference, you must boost the gain once you have set

compression values. Demonstrate how changing the threshold, ratio, and gain affects the perceived sound. Explain that compression normally is applied before EQ in the "signal chain." Also explain that in order to save memory resources, a n audio track can be compressed directly by using the compression commands found in the Audio Suite menu of Pro Tools. Demonstrate what compressing an audio file using the compression commands in Audio Suite is like.
Then, the teacher can opt to open the Pro Tools file *Hip Hop drums* to demonstrate what the effect will be when compression is applied separately to a kick drum and a snare drum. Alternately, the teacher can go directly to the *Good Stuff for compression* Pro Tools file to add compression to the drum track.
Then the teacher opens the New *Happy Piano* Reason song to demonstrate what adding compression in the program Reason is like, and the *Duff Basic Beat* Fruity Loops song to demonstrate in Fruity Loops. The techniques for adding a compressor in Reason and Fruity Loops are the same as in the EQ project.
When the demo is finished, inform the students that they have until the end of the block to write their project description on the project sheet. Students work individually or in groups to finish the compression project. Teacher circulates to monitor progress, provide assistance, and answer questions.
When the project is finished, teacher sits with each student or group of students and uses the grading rubric to arrive at a grade for each student. If students work in a group, each one must demonstrate mastery of each of the techniques listed. All students must also complete the project reflection on the back of the project sheet.

Timeline: 6 classes of 86 minutes
Key vocabulary: compression, dynamics, decibels, volume, threshold, ratio, attack, release, hard knee compression, soft knee compression, gain, signal chain.
Resources: Compression Project Folder

Common learning experiences:

- Direct instruction of how to use Compression to affect the dynamics of sounds in a recording project.
- Individual and group student use of Compression in Pro Tools, Reason and Fruity Loops.
- Individual student reflection on the success of their project, and the degree of mastery achieved.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
End of unit summative assessment (on back of Compression Project Sheet in Compression Folder)
Compression Project Sheet

Name of the Unit: **Project 9 – Delay, Reverb, Aux Sends**	Length of the unit: 9 classes of 86 minutes each

Purpose of the Unit:
The purpose of this unit is for students to demonstrate mastery in the techniques of applying Delay and Reverb, which are classified as effects, and using Aux Sends, which is classified as signal routing.

Common Core State Standards Addressed in the unit:

- RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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Big Ideas:	Essential Questions:
• Effects such as Delay and Reverb can be added to recordings to enhance the sound of the finished song. • Adding effects can be subtle, so that the listener is not consciously aware of it. • Adding effects can also be very obvious, so that the listener is conscious of it. • Within a recording session, sounds or tracks can be routed in various ways to make it easier to apply effects and to simplify the process of mixing. • The most common method for routing is by using aux sends.	• What is the best way to use effects like delay and reverb? • What is the best way to organize a recording and mixing session?
Students will know:	Students will be able to:
• Delay and reverb can be applied creatively to their recordings in various ways to enhance the quality of their songs. • Aux sends can be used to streamline the recording process. • Aux sends can be used to add delay or reverb in specific places for specific amounts of time.	• Use delay on at least one track in their recording project. • Use reverb on at least one track of their recording project. • Use delay or reverb on an aux track in their recording.

Significant task 1:
Teacher projects the Delay, Reverb, Aux Send project sheet and reviews the objectives, requirements, and grading rubric. Teacher will collect project sheet at the end of the first demo since students will not

know what their project description will be yet. There are three demos for this unit, which may be combined if appropriate.
Demo 1: teacher demos delay in Pro Tools. Teacher plays examples of delay in popular songs from the *FX Examples* folder. Examples are taken from The Temptations, Pink Floyd, Ozzie Osbourne, Mobb Deep, Stevie Wonder and Steve Lukather. Ask students where the delay is, and what effect it has on the songs. Open the *Hip Hop trimmed* Pro Tools file and add delay to the snare drum to add depth. Bring student's attention to the fact that this could not exist in real life – you would never hear a drum set played live where the snare had an echo on it but the rest of the drum kit did not. However, even though it could never exist in real life, it sounds good. Then, open the *See the Light Session* and add delay to the vocal using an Aux Send and automation. Students may spend the rest of the block starting to work on their project.
Demo 2: teacher demos how to add delay using the programs Reason and Fruity Loops. Open the Reason song *Duffek Smooth Beat* and insert a delay on the drum track. Illustrate how changing the delay parameters of time and feedback affects the sound of the delay. Then, open the Fruity Loops *aux send demo* and demonstrate how to set up a delay on an aux send. Students may use the rest of the block to work on their projects.
Demo 3: This demo can be piggy-backed onto demo 2 if students are ready and not too antsy to get to work. Teacher demos reverb in Pro Tools and Reason. Teacher plays reverb examples from the *FX Examples* folder. Examples include Bob Marley, Stevie Wonder, Earth Wind and Fire, and Gregorian chant (natural reverb). Use the *Good Stuff for Demos* Pro Tools file to demonstrate adding reverb. Then, use the Reason song *Duffek Cool Beat* and the Fruity Loops song *Duffek Basic Beat* to demonstrate adding reverb. Hand out the project sheets and have students complete the project description by the end of the block. Students should know what they want to do by now, and should work for the rest of the block on their project. Students work individually or in groups to finish the project. Teacher circulates to monitor progress, provide assistance, and answer questions. When the project is finished, teacher sits with each student or group of students and uses the grading rubric to arrive at a grade for each student. If students work in a group, each one must demonstrate mastery of each of the techniques listed. All students must also complete the project reflection on the back of the project sheet.

Timeline: 9 classes of 86 minutes
Key vocabulary: delay, echo, reverb, aux send, return, bus, aux track, millisecond (ms), delay time, feedback, mix,
Resources: Delay Reverb Aux send Folder; FX Examples Folder

Common learning experiences:

- Direct instruction of how to use Delay and Reverb to alter and enhance the sounds in a recording project.
- Individual and group student use of Delay and Reverb in Pro Tools, Reason and Fruity Loops.
- Direct instruction of how to use aux sends to streamline the workflow of a recording session.
- Individual and group student use of aux sends in Pro Tools and Fruity Loops.
- Individual student reflection on the success of their project, and the degree of mastery achieved.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

End of unit summative assessment (on back of Delay Reverb Project Sheet in Delay and Reverb Folder) Delay Reverb Project Sheet

Name of the Unit: Final CD Project 10 – Final "Portfolio"	Length of the unit: 4 classes of 86 minutes each
Purpose of the Unit: The purpose of this unit is for students to create a final "portfolio" that incorporates their best work from the year, as well as written and visual materials that support their original music pieces.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.) • RST.11-12.3, Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Big Ideas:	Essential Questions:
• A portfolio is a collection of exemplary and broad-ranging work that lets the viewer get information about the student without a face to face meeting. • A portfolio is a very individual product, and reflects the specific talents and abilities of the student.	• What is the best format for a portfolio?
Students will know: • Creating a portfolio requires the student to assess their work over a period of time. • Creating a portfolio requires the student to put all their work into an accessible and logical presentation format.	Students will be able to: • Create a demo CD of three of their best original songs created throughout the school year. • Create original artwork, album title, song titles and credits and/or liner notes for the CD.

Significant task 1: (Include links for differentiated tasks.) This final project should be introduced before the end of the Delay Reverb Aux Send project, so that

students can begin to think about how they want to structure their final portfolio. The teacher should begin by handing out the final demo CD project sheet, and review the objectives, requirements and grading rubric.
Then, using a projector, demonstrate how to use the Photoshop template and the Microsoft word template to create a single-fold insert for a slimline CD jewel case. Teacher should demo how to create a final .jpg of their final image in the exact size of the CD insert. The template is sized for this already. Photoshop functions such as copy, paste, scale, paint brush, spray gun, layers, transparency, magic wand, skew and filters may be demonstrated to provide creative interest to students. A fun technique is for the teacher to use a scanned picture of themselves to insert onto an unusual background. Then the teacher should show students how to insert the finished cover image into the Microsoft Word template. Microsoft Word functions such as format picture, text wrapping, text boxes, fonts, font size, and layers should be demonstrated. The teacher demonstrates how to use picture formatting to move picture to the proper spot in the template, how to add text boxes to add the title, song titles, and credits/liner notes. The finished cover should be printed, the excess edge should be trimmed with scissors, and the final cover inserted into the slimline CD jewel case.
Students should then be shown how to burn a CD with their chosen songs on it. Teacher should show how to import songs, and how to put them in the desired order. Students should be made aware that most CD burning programs allow you to add 2 seconds of silence between each song if needed. Students should begin the process of gathering their songs of choice, creating cover art for their CD's, and writing the credits and liner notes they want to use. Each student gets one or two CDR's and one or two slimline cases. One copy must stay with the teacher at the end of the course. The student may burn/create a second for their own use if they wish.
The student and teacher use the grading rubric to assign the grade at the when the student has completed their demo CD. Student should create a packet of all their project sheets, quizzes, and class materials from the year and arrange them in order. Then each student should fill out the reflection sheet in the project folder, and staple this along with the packet into one complete packet. This can be reviewed at the same time that the teacher and the student meet to discuss the final grade.
Timeline: 4 classes of 86 minutes
Key vocabulary: Photoshop, copy, paste, scale, paint brush, spray gun, layers, transparency, magic wand, skew, filters, Microsoft word, format picture, text wrapping, text boxes, fonts, font size, layers, CDR, CD burning.
Resources: Final CD and Reflection folder; slimline CD jewel cases, CDR's.

Common learning experiences:

- Direct instruction of how to use Photoshop and Microsoft Word to create a CD insert.
- Direct instruction of how to burn a CDR.
- Direct instruction of common information normally included on a CD.

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)
Final demo CD project sheet from Final Demo and Reflection folder.
Final Demo Project sheet
Final reflection form from Final Demo and Reflection folder.
Final reflection form

Windsor Public Schools
Curriculum Map
Music – K: Fundamental Singing Skills
BOE Approval Date

Grade Level: K
Course Name: General Music
Name of the Unit: Fundamental Singing Skills
Length of the Unit: *See Teacher Notes*
Purpose of the Unit: This unit develops the fundamental concepts of using a singing voice. These include proper posture, pitch matching, singing alone and with others, as well as inflection, expression, tone, and dynamics in singing. Singing is an important form of musical expression as the voice is the most readily available instrument. Singing has been a part of human culture since the earliest records of human existence.
Common Core State Standards Addressed In The Unit: *Adapted Standards from National Common Core Standards.* **RF.K.2** Demonstrates understand of *sung* words, syllables, and sounds. **SL.K.1** Participate in collaborative conversations with diverse partners about *music related topics* with peers. **L.K.6** Use *domain specific* words and phrases acquired through conversations. **Music Standards*:** **MU:Cr1-K(a)** - (Imagine) With guidance, explore music concepts (such as beat and melodic contour) through performance. **MU:Cr3-K(a) -** (Evaluate & Refine) With guidance, discuss and apply peer and teacher feedback in refining selected musical ideas. **MU:Cr3-K(c)** - (Present) With guidance, share final version of musical ideas with peers that represents a specific interest or purpose and demonstrates expressive qualities (such as dynamics and tempo). **MU:Pr6-K.a** - (Present) With guidance, demonstrate readiness to perform in starting and ending their presentation, memorization, and focused performance. **MU:Pr6-K.b** - (Present) Perform appropriately for the audience and purpose. **MU:Pr6-K.c** - (Present) Demonstrate the music's expressive qualities. **MU:Re9-K.b** - (Evaluate) Explore the music's relation to the purpose * Currently there are no adopted Common Core State Standards for music. The included standards are from the latest draft copy released by the National Coalition for Core Arts Standards.
Big Ideas: 1. Our body and breathing affect the sounds we are able to make. 2. There is a difference between a speaking and singing voice. 3. Different ways of talking and singing can express different emotions. 4. Singing together, as a group, involves listening to and matching with others.

Essential Questions:

1. What different types of sounds can a voice make?
2. How does posture and breathing affect the singing voice?
3. What is a singing voice and a speaking voice?
4. How mood and emotion are expressed through a singing voice?
5. What is the difference in technique between singing alone, and singing with others?

Students Will Know:

1. the difference between a speaking and singing voice
2. the difference between a chest (low register) and head (upper register) singing voice
3. the basic bodily kinesthetics of singing (Eg. how air from our lungs moves through our throat to produce sound or how opening our jaw allows for a louder sound.)

Students will be able to:

1. stretch appropriately to prepare their bodies for singing
2. demonstrate a natural breathing cycle by releasing the lower abdomen
3. demonstrate a difference between a talking voice and a singing voice
4. match pitch in echo singing and call and response songs
5. sing simple songs together as a group, matching pitch
6. sing simple songs independently while maintain a general tonal center with a singing voice

Significant Task 1: ***Developing Singing Function and Posture***
The following exercises are taught explicitly with focus on proper posture and breathing and use of head voice during pitch exploration. After the initial instructional period, these exercises are used weekly as warm-ups and an opportunity for remedial instruction as needed.

1. Posture - Muscle Movers (taken and adapted from Kenneth Phillips, Teaching Kids to Sing) are taught explicitly over the first few weeks of the significant task. They then are used throughout the rest of the year as a warm-up for almost every lesson to promote body awareness.

Set 1	**Set 2**	**Set 3**
1. *Spinal Stretch*	1. *Side Stretch*	1. *Torso Twist*
2. *Shoulder Roll*	2. *Shrug*	2. *Trap Stretch*
3. *Head Roll*	3. *Yes and No*	3. *Heel March*
4. *Knee Flex*	4. *Toe Jam*	4. *Up Periscope*

2. Breathing - Natural Breathing (taken from Kenneth Phillips, Teaching Kids to Sing) the following exercises, taught over a series of a few weeks will develop a natural correct breathing technique that will be fundamental to proper singing technique in future years.
Horizontal Breathing - Focuses students on properly breathing using abdominal muscles.
Balloon Breathing - Focuses attention to proper expansion of the rib cage during breathing.
Sipping Breath - Encourages relaxed breathing function to eliminate throat and jaw tension.

3. Breathing - Abdominal Lift (taken from Kenneth Phillips, Teaching Kids to Sing) These exercises are the first steps in the conscious breath management used in singing.
Isometric Exercise - Explores the concept of separation of conscious muscle movement from the act of breathing.
The Lift - Engages students in proper muscle contraction to encourage proper singing breath.

The Cycle - Connects the proper contraction and relaxation of breathing muscles to a relaxed and tension free breathing cycle.

4. Pitch Exploration Various exercises taken and adapted from Teaching Kids to Sing (Phillips) and The Book of Pitch Exploration (Feierabend). Some examples may include; vocal glissandi, imitation of animal sounds to explore upper and lower registers, use of speaking voice vs. singing voice, and transitioning from the lower register (chest voice) to the upper register (head voice).

5. Vocal Resonance (adapted from Teaching Kids to Sing (Phillips) These exercises help develop sustained vocal sound and focus on beginning to feel vocal resonance in the "singer's mask".
Whole-note Hum - Students practice open mouth/closed lip humming both on sustained whole notes both with and without an abdominal pulse.
Humming Movement - Engage students in sustained humming exercises using various vocalises

6. Mouth Placement and Vowel Formation
These activities develop a released jaw that is crucial for proper vowel formation and a singing voice independent of singing songs.
Chewing Jaw - Students learn to relax and release their jaw by engaging in exaggerated jaw movements
Drop Jaw - Help students explore dropping their jaw into a wide open position by relaxing the jaw and applying light pressure to the TMJ.
[u] as in Blue - Teacher will model the proper formation of the [u] sound and lead students through forming it first with a speaking voice and then transitioning to a singing voice.

Timeline: August-October/8 to 9 lessons (*See teacher notes for more information*)
Key vocabulary: Posture, stretch, relaxed, tension, breathing, abdominal muscles, head voice, chest voice, singing voice, speaking voice, pulse, breath,
Resources: Teaching Kids to Sing, Phillips; The Book of Pitch Exploration, Feierabend; Pitch Exploration Pathway Cards, Feierabend

Significant Task 2: ***Expressive Speaking and Singing***
The following activities are designed to develop student ability to speak and sing with appropriate expression. This ties in significantly with language arts goals related to reading with appropriate inflection and expression.
1. Emotion and Inflection in speaking
Using familiar chants and fingerplays ("Chop, Chop, Chippity Chop", "Engine, Engine Number 9", etc.) the teacher will demonstrate emotions for the students to guess. Then students will be asked, as a group and then individual to apply emotional moods to speaking such as angry, sad, happy, scared, like a baby, like an old man, tired, and others.
2. Musical Qualities of Inflective speaking
Using work from above, students will explore the musical qualities of various emotions. Students will be introduced to the terms timbre, loud and soft, fast and slow. Other qualities may be explored and defined at teacher discretion (sharp, smooth, fluttery, hard, gentle).
3. Emotion and Inflection with purpose
Students will be asked to make conscious decisions as to the emotional mood that is appropriate for songs based on the text and sing the song with the appropriate vocal expression. (E.g. Lullaby's should be soft and gentle, dancing games should be sung happy

and light, etc.) Teachers may also include activities and songs that use multiple emotional affects within one song; "5 Little Monkey's", "Grandma Moses"

Timeline: November-December/6-8 lessons (*See Teacher Notes for more information*)
Key vocabulary: emotion, mood, inflection, loud, soft, fast, slow, dynamics, timbre, various vocabulary associated with specific moods.
Resources: Nursery Rhymes, The Book of Finger Plays and Action Songs, The Book of Circles with Non-Beat Motions, Feierabend; Handy Play Party Book, Riddell; 120 Singing Games and Dances for Elementary Schools, Choksy

Significant Task 3: ***Developing Beginning Singing Voices***
These activities are focused on developing the beginning elements of the singing voice, such as pitch matching, echo singing, group blend and active listening. Students will be asked throughout instruction to reflect on their own performance and the performance of their peers.
1. Echo Songs
Echo songs will be used as a primary measure for developing and assessing pitch matching. Students will be asked, as a group, to perform echo songs with the teacher. After a few weeks to become familiar with the echo song students will be asked to perform echoing independently. Students who experience difficult in pitch matching will be paired with other students who echo well as an assistive support. Teachers are also encouraged to use high achieving students as leaders and models.
2. Simple Songs
Short songs will be taught via rote with the teacher modeling the song for multiple weeks. Students will sing the song, first as a whole class, then in small groups and eventually independently (for assessment purposes). The focus of simple songs moves beyond simple pitch matching to the student ability to maintain a tonal center independent of teacher modeling for the length of the song.
3. Creative Song Making
Students will be asked to creatively use their singing voices in a variety of ways. Songs created by students should demonstrate both a concept of steady beat and a tonal center. Teacher will provide several models and examples before students first attempt the task.
Songs with Neutral Syllables - Students will create songs using neutral vowels or appropriate animal sounds or a single repeated phrase.
Songs with Nursery Rhymes - The teacher will take a known nursery rhyme and students will improvise melodies for the text.

Timeline: December-March/8-10 lessons (*See Teacher Notes for more information*)
Key vocabulary: flat, sharp, pitch, singing voice, listening, blend, improvisation, echoing
Resources: The Book of Echo Songs, Feierabend; The Book of Simple Songs, Feierabend; First Steps in Music for Pre-School and Beyond, Feierabend; The Little Black Bull, Trinka; My Little Rooster, Trinka; John the Rabbit, Trinka;

Significant task 4: ***Continuing Development of Beginning Singing Voices***
These activities are focused on expanding upon elements of the singing voice developed in the previous significant task. Differentiated instruction during these activities will allow for re-teaching of concepts to select students as needed while enriching those students who have displayed competency.
1. Fragment Singing
Echo songs used in this significant task are longer in length and may include non-echoing elements. Additionally call and response style songs are added to repertoire. More advanced

students may be used as student leader leading the class independently or as a small group. Struggling students may be included in the leading group to encourage participation and promote confidence.

2. Simple Songs

Simple songs can be longer and contain more difficult rhythmic or pitch elements. Additionally the class can explore the idea of self-accompaniment on basic mallet or non-pitched percussion instruments..

3. Creative Song Making

Creative improvisation tasks become more complicated as student comfort and ability increases:

Songs to Answer Questions - Students expand on their ability to form longer songs by experimenting with creating short answers to questions.

Musical Questions and Answers - Students are introduced to the idea of answering a musical question or with a complementary musical answer. These are textless melodic fragments often sung on a neutral syllable. Students are expected to match a similar tonal center, pitch range, and tempo as the teacher while still creating an independent "response."

Timeline: March-June/10-12 lessons (*See Teacher Notes for more information*)
Key vocabulary: flat, sharp, pitch, singing voice, listening, blend, improvisation, echoing
Resources: The Book of Echo Songs, Feierabend; The Book of Call and Response, Feierabend; The Book of Simple Songs, Feierabend; First Steps in Music for Pre-Schoolers and Beyond, Feierabend; The Little Black Bull, Trinka; My Little Rooster, Trinka; John the Rabbit, Trinka

Common Learning Experiences:

Required Songs/Activities:

These songs will be used by all teachers and form a basis for a shared knowledge of songs that will be used in later grade levels.

[To Be Determined by Department]

Supplemental Songs/Activities/Resources:

These are songs and resources suitable for use in the various significant tasks. This is not an exhaustive list and teachers are encouraged to use other age appropriate materials and resources.

- The Book of Call and Response, Feierabend - Call and Response - Significant Task 4
- The Book of Echo Songs, Feierabend - Echo Songs - Significant Tasks 3 and 4
- The Book of Pitch Exploration, Feierabend - Pitch Exploration - Significant Task 1
- Teaching Kids to Sing, Phillips - Pitch Exploration - Significant Task 1
- The Little Black Bull, Trinka - Various - Significant task 2, 3, and 4
- My Little Rooster, Trinka - Various - Significant task 2, 3, and 4
- John the Rabbit, Trinka - Various - Significant task 2, 3, and 4
- The Book of Action Songs, Feierabend - Call and Response - Significant Tasks 2, 3, 4
- The Book of Simple Songs, Feierabend - Call and Response - Significant Tasks 3, 4
- 120 Singing Games and Dances, Chosky - Various - Significant Task 2, 3, 4

Common Assessments, including the end of unit summative assessment:

- Assessment of Pitch Matching - Rubric
- Assessment of Singing Voice - Rubric
- Creating Emotion in Singing - Rubric/Task
- Singing Posture and Breathing - Checklist

View assessments online: Click Here

Teacher Notes:
General Notes: Currently, Kindergarten students receive music instruction once a week for 45 minutes per week. Typically this means students meet 32-36 times per year, with variations based on the day of the week and the school calendar. This means that students receive 24 to 27 hours of music instruction each academic year.

Length of Unit: This unit encompasses an entire year of vocal instruction in Kindergarten. While this unit is broken into a sequence of significant tasks elements from each significant task are included in almost every lesson. Every lesson at the kindergarten level should include elements of pitch exploration (Significant Task 1) and singing alone and with others (Significant Tasks 3 and 4).

Timeline for Significant Tasks: Each task has a stated timeline, but, as mentioned above, elements from certain tasks are included in lessons throughout the entire year. The timeline for each significant task refers more to the period during which there will be a strong focus of explicit instruction.

Windsor Public Schools
Curriculum Map
Music – K: Fundamentals of Beat and Rhythm
BOE Approval Date

Grade Level: K
Course Name: Music
Name of the Unit: Fundamentals of Beat and Rhythm
Length of the Unit: *See Teacher Notes*
Purpose of the Unit: This unit develops the fundamental concepts of steady beat as well as basic concepts of rhythm. This skill is the underpinning of all ability to accurately perform rhythms in general and music as a whole. Without the strong foundation of an internal sense of steady beat musical training and instruction is extremely difficult; similar to trying to teach language fluency to a student who lacks an understanding of the alphabet.
Common Core State Standards Addressed In The Unit: *Adapted Standards from National Common Core Standards.* • CCSS.ELA-Literacy.W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • CCSS.ELA-Literacy.SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly. • CCSS.ELA-Literacy.RF.K.1 - Demonstrate understanding of the organization and basic features of *music.* **Music Standards*:** **MU:Cr1-K.a** - (Imagine) With guidance, explore music concepts (such as beat and melodic contour) through performance. **MU:Cr3-K.a** - (Evaluate & Refine) With guidance, discuss and apply peer and teacher feedback in refining selected musical ideas. **MU:Pr4-K.b** - (Analyze) With guidance, explore and demonstrate through performance awareness of music concepts (such as beat and melodic contour). **MU:Pr4-K.c** - (Interpret) With guidance, explore and demonstrate through performance awareness of the music's expressive qualities (such as dynamics and tempo). **MU:Pr5-K.b** - (Rehearse, Evaluate & Refine) Apply teacher and peer feedback to refine the performance. **MU:Re7-K.c** - (Analyze) With guidance, demonstrate a specific music concept (such as beat or melodic direction) through performance. * Currently there are no adopted Common Core State Standards for music. The included standards are from the latest draft copy released by the National Coalition for Core Arts Standards.
Big Ideas:

1. The steady beat is a pulse in music that is consistent that rhythm is built upon.
2. The steady beat is independent from, but related to, the rhythm of the song.
3. Steady beat helps provide synchronicity (togetherness) when performing in a group.

Essential Questions:

1. What is a steady beat and what does it do in music?
2. How is a steady beat and rhythm different?
3. What feels different when a steady beat matches or does not match a rhythm?

Students Will Know:

1. the difference between rhythm and steady beat
2. how the temp of a steady beat changes the speed and feeling (affect) of a song

Students will be able to:

1. independently create and maintain a steady beat using body percussion and basic instruments
2. match a steady beat with a song or chant they are performing both in a group and independently both with fine and gross motor movements
3. match the steady beat both as a group and independently in response to recorded music both with fine and gross motor movements
4. echo steady beat in groups of two and three
5. echo basic rhythms and perform basic rhythms from familiar songs and chants

Significant Task 1: ***Steady Beat as Accompaniment***

Student Initiated Beat

Students will perform a steady beat while the teacher matches the steady beat with a song or rhyme such as "Listen, Listen Here I Come" or "Engine, Engine Number 9". Teacher will wait for student to establish a steady beat before performing and teacher will follow the student's steady beat. After several lessons of the teacher leading the song, the teacher should have a student maintain a steady beat while the rest of the class joins in, matching the student's steady beat.

Steady beat may be performed with unpitched percussion, pitched percussion instruments, body motions, etc. Students should be instructed in proper playing technique for whatever instrument is used and should be careful to select instruments that do not inhibit a child's ability to perform an accurate steady beat.

Teacher Initiated Beat

The teacher asks students to copy a steady beat while performing a song. The teacher will perform the song solo in the first few weeks while students perform the beat motions, then the students will perform the song as a group while matching the steady beat. The beat may be performed using body percussion or simple instruments. This is different in student initiated beat in the sense that students will perform their steady beat in unison, developing a sense of synchronicity.

Timeline: 8-10 lessons (September-December) (*See Teacher Notes for more information*)
Key vocabulary: Steady Beat, together, listening, tap, pat, scrape, strike
Resources: Movement in Steady Beat, Weikhart; The Book of Songs and Rhymes with Beat Motions, The Book of Beginning Circle Games, The Book of Finger Plays and Action Songs,

Feierabend, Kids Make Music, Babies Make Music Too, Kleiner

Significant Task 2: ***Steady Beat in Recorded Music***
Over several weeks students will practice matching steady beat to recorded music. All music used should have a steady beat between 120-136 BPM. All songs should maintain a consistent tempo with little variation or rubato. Music should include a mixture of duple and triple meter. Each of the following elements should be introduced in sequence.

Teacher led single beat - Teacher maintains a steady beat in one location changing the location frequently. Changing beat location maintains interest and helps develop a range of gross motor skills.

Teacher led grouped beats - Teacher maintains a steady beat in metered groups (2 or 3) and moves between two locations, varying locations frequently.

Student led single beat - Students who are able to independently maintain a steady beat can be used as student models and given a chance to keep a steady beat in a single location.

Student led single beat/instrument - One leader can maintain the steady beat with unpitched percussion while the rest of the class places the steady beat on a body location.

Single student beat matching - Students are asked to independently find and match the steady beat of recorded music. This will be used as a basis for assessing student ability to maintain steady beat.

Timeline: 8 to 10 lessons (December-March) (*See Teacher Notes for more information*)
Key vocabulary: Steady Beat, follow, groups
Resources: Various recordings of appropriate music; Movement in Steady Beat, Weikhart

Significant Task 3: ***Differentiating Beat from Rhythm***
This task begins to help students understand the difference between beat (the steady pulse that underlies music) and rhythm (the long and short sounds that make up musical thought).

Performing Beat and Rhythm Separately
Students will perform songs while maintaining the steady beat using body percussion or instruments. Students will then be asked to perform the rhythm of the song using body percussion or instruments. Discussion will center around the differences between beat and rhythm, how the rhythm follows the sounds in each word but a steady beat is like a heartbeat.

Students can be broken into groups where some students will perform the chant or song, some students will perform the rhythm with body percussion or instruments, and some students will perform the steady beat using body percussion or instruments. Smaller and smaller groups will require increased student independence.

Differentiating Between Beat and Rhythm
Building on the work above, students will be asked to listen to a teacher performance and differentiate between what instrument or body percussion is being used to perform the steady beat and what instrument or body percussion is being used to perform the rhythm of a song. This song can be improvised or based off a familiar song.

Performing Beat and Rhythm Simultaneously
Students will work on developing the ability to march to a steady beat in place while also clapping along with the rhythm of a song or chant that they, or a peer, are performing. More advanced students can be called on to attempt performing beat and rhythm either on the same instrument simultaneously (such as a barred instrument) or with two different instruments or with a non-walking beat motion.

Timeline: 8-10 lessons (April-June) (*See Teacher Notes for more information*)
Key vocabulary: beat, rhythm, syllable
Resources:Movement in Steady Beat, Weikhart; The Book of Songs and Rhymes with Beat Motions, The Book of Beginning Circle Games, The Book of Finger Plays and Action Songs, Feierabend

Common Learning Experiences:
Required Songs/Activities:
These songs will be used by all teachers and form a basis for a shared knowledge of songs that will be used in later grade levels.
[TBD with Colleagues]
Supplemental Songs/Activities/Resources:
These are songs and resources suitable for use in the various significant tasks. This is not an exhaustive list and teachers are encouraged to use other age appropriate materials and resources.
[TBD with Colleagues]

Common Assessments, including the end of unit summative assessment:
Assessment of Steady Beat and Rhythm - Student profile
This profile contains several skills based assessments. Teacher will develop common assessment tasks to complete this profile. Below are sample suggestions.
Creating a Steady Beat - Students will be assessed using classroom observation during significant tasks 1 and 3.
Matching a Steady Beat - Students will be assessed using classroom observation during significant task 1.
Finding Steady Beat in Recorded Music - Students will be assessed using classroom observation during significant task 2.
Differentiating Beat and Rhythm - Independent student assessment, can be administered as a pull out while students perform in other centers with support.
Performing Beat and Rhythm - Students may be assessed either using classroom observation during significant task 3 or as part of a pull out assessment.
A draft of the profile is viewable here.

Teacher Notes:
General Notes: Currently, Kindergarten students receive music instruction once a week for 45 minutes per week. Typically this means students meet 32-36 times per year, with variations based on the day of the week and the school calendar. This means that students receive 24 to 27 hours of music instruction each academic year.

Length of Unit: This unit encompasses an entire year of steady beat and rhythmic instruction in Kindergarten. While this unit is broken into a sequence of significant tasks, elements from each significant task are included in almost every lesson. Every lesson at the kindergarten level should include elements of performing a steady beat motions with a song or chant

(Significant Task 1) and moving to the steady beat of recorded music (Significant Task 2)

Timeline for Significant Tasks: Each task has a stated timeline, but, as mentioned above, elements from certain tasks are included in lessons throughout the entire year. The timeline for each significant task refers more to the period during which there will be a strong focus of explicit instruction.

Windsor Public Schools
Curriculum Map
Music – K: Fundamentals of Movement
BOE Approval Date

Grade Level: K
Course Name: General Music
Name of the Unit: Fundamentals of Movement
Length of the Unit: *See Teacher Notes*
Purpose of the Unit: Music and movement are fundamentally linked. Movement is useful for allowing students to understand aesthetic elements of music, such as articulation, dynamics, phrasing, style, and form, on a conceptual level. Movement activities included also develop core musicianship skills such as hand independence (later used in instruments), group awareness and attentiveness to others, as well as synchronicity.
Common Core State Standards Addressed In The Unit: *Adapted Standards from National Common Core Standards. (See Teacher Notes)* • CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately • CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) • CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **Music Standards*:** **MU:Cr1-K.b** - Generate musical ideas that represent specific interests or purpose. **MU:Cr2-K.a** - With guidance, select musical ideas. **MU:Cr3-K.a** - With guidance, discuss and apply peer and teacher feedback in refining selected musical ideas. **MU:Pr4-K.b** - With guidance, explore and demonstrate through performance awareness of music concepts (such as beat and melodic contour). **MU:Pr4-K.c** - With guidance, explore and demonstrate through performance awareness of the music's expressive qualities (such as dynamics and tempo). **MU:Pr5-K.a** - With guidance, demonstrate what they like about their performance. **MU:Pr5-K.b** - Apply teacher and peer feedback to refine the performance. **MU:Pr5-K.c** - Apply appropriate strategies to improve the performance. **MU:Pr6-K.c** - Demonstrate the music's expressive qualities. **MU:Re8-K.a** - With guidance, demonstrate awareness of the music's expressive qualities (such as dynamics and tempo) through performance. * Currently there are no adopted Common Core State Standards for music. The included standards are from the latest draft copy released by the National Coalition for Core Arts Standards.
Big Ideas: 1. Music moves in different ways. 2. The way music moves can be shown with body movements.

3. Music and movement or dance are connected.
4. Games and dances are made up of sequences of movements.

Essential Questions:

1. What are different ways someone can move their body?
2. How can a body move to show musical ideas?
3. How can a body move to show expression and mood?
4. How can someone make their dancing fit to music?
5. Why does the order of movements or directions matter?

Students Will Know:

1. several descriptive words for describing motion (e.g. fast/slow, hard/soft, smooth/bouncy, free/restrained)
2. a number of simple folk dances
3. several basic circle games
4. the connection between dance and music

Students will be able to:

1. perform several folk dances with limited instruction or assistance
2. perform several folk games (circle games) independently
3. move creatively and independently in response to music, demonstrating clear choice of motion
4. demonstrate a wide range of motions connected to specific music expressions
5. watch, mimic, and describe the motions of others

Significant Task 1: ***Movement Exploration and Expression***
Each lesson should include a movement exploration activity. These are crucial to help students develop a bodily kinesthetic vocabulary. These exploration activities tie to a modified list of Laban's Themes of Motion. Every 4 to 6 weeks of instruction students should be assessed on their ability to use these themes appropriately in response to music through creative motion activities.

1. Movement Exploration - Each lesson's movement exploration should explore one of the 9 Themes of Motion (see **Teacher Notes**). Teachers should make a checklist of which themes (and sub themes) have been addressed so that all areas are covered. See **Resources** for a collection of movement exploration activities, a few examples have been included below.

Listen and Move - (Theme 1.1, Whole Body) Use an instrument such as a hand drum or wood sticks. Tell the students to move around the room when they hear the instrument and stop when it stops. Divide the class in half, have half move when the instrument is playing and half to move when it stops.

I'll Count to Ten - (Theme 2.2, Clock Time) Have a group of students move from one end of the room to the other; tell them to arrive at the other side exactly when you reach the count of 10. They don't want to be early or late. Count to 10 with a steady beat. Try with different counts.

Inside the Bubble - (Theme 3.1, Personal Space) Have students pretend to blow a bubble as big as they are. Have them then step inside their bubble. Now have them paint their bubble with their hands, this clearly defines their "personal space". You can now use the term "get in

your bubble" as a reminder of this space.

Counting Shapes - (Theme 4.1, Awareness of Levels) Divide the class in halves or thirds. Have one group dance and move around using different levels. At the sound of the drum all must freeze at different levels (high/middle/low). Have other students count how many students are low, middle, and high.

Tap the Bubble - (Theme 5.2, Strong/Gentle) Have the teacher blow imaginary bubbles out to the class. Students are to lightly tap the bubbles up into the air without breaking them. You can then direct students to move while tapping their bubbles.

Break the Balloon - (Theme 5.2, Strong/Gentle) Hand each student an invisible balloon to have them hold under their arm. Tell them one of the balloons has a coupon for a free ice cream cone. Have students try to squeeze the balloon, but it won't break. Have them punch the balloon, but it won't break. Finally have them stomp and jump on the balloon.

2. Movement to Classical Music for Expression

Almost every lesson should include a listening and movement activities where students mirror the teacher as the teacher performs a scripted set of motions to a piece of classical music. These pieces should vary week to week, but include multiple repetitions throughout the year to build familiarity. Connections should be drawn between the musical examples played and the themes of motions being explored (smooth, fast, strong, gentle, etc.) During the beginning lessons the teacher should explicitly make connections between movement exploration and examples from classical music. As student familiarity with terminology and kinesthetic awareness of movements grows they may be called on to describe, demonstrate, and draw connections between the movements and the music.

3. *Student Created Movement -* These activities should be included every 4 to 6 weeks of instruction. They serve as a way to formally, or informally, assess student performance as well as providing opportunities for students to use their developing kinesthetic vocabulary in a more creative and unrestricted manner. There are several activity suggestions in the resources, below are a few examples:

Narrative Stories with Student Motions - (Theme 10.1, Representative Movement) Create a short story that includes several opportunities for students to move in a variety of manners. Do not limit the narrative to one particular motion (i.e. "They all jumped up and down") rather include a choice of motions to give students more freedom to explore (i.e. "They jumped and played and ran and danced happily through the forest."). Stories can include all students acting at once or students broken into groups.

Dance with the Music - (Theme 10.2, Non-representative Movement) Play an interesting selection of music. Try to choose something with multiple ideas students may latch onto for different movement ideas. Restrictions or limitations may be placed such as "move only in your space" or "use only motions we practiced today" or students may be given more freedom. The goal of this is to encourage truly independent motion. As students learn more possibilities for movement throughout the year their improvisations will become more refined and interesting. The teacher should "remind" students of movement ideas but should not dictate direct action: "Remember the three levels, high, middle and low" instead of "Show me how you can move low."

Timeline: *This task continues throughout the entire year. See Teacher Notes for a suggested sequence of instruction of various themes.*
Key vocabulary: fast, slow, general space, personal space, heavy, light, strong, gentle, levels, high, middle, low, walking, jumping, running, hopping, sliding, gliding, striding, sudden, sustained, bound, free, movement
Resources: The Book of Movement Exploration, Feierabend; Round the Circle, Weikart; Movement Plus Music: Activities for Children Ages 3 to 7, Weikart

Significant Task 2: ***Beginning Games and Dances***
Games and dances are way for students to practice their singing voices while also working on fundamental skills of sequencing and memorizing motions, imaginative play, partnering, and interacting socially.

1. Stationery/Limited Movement Games - These foundational games teach the basics of direction following. Many of them involve students following directions in the song (i.e. Hokey Pokey, Looby Loo) or making representative of improvised motions based on the text or form of the song (i.e. Oliver Twist, William He Had Seven Sons, Did you Ever See a Lassie). These games should be taught to students by having students perform the motions while the teacher sings the song. As students become comfortable with the motions and familiar with the music the teacher should withdraw and allow students to take over fully.

2. Beginning Dances - Beginning dances feature either limited motions **or** only one or two active partners. As with all games and songs, the teacher should first demonstrate the motions and then sing for the class while the class concentrates on performing the motions. As students become more comfortable with the motions they can take over the singing of the song as well until they are able to perform independently.

Timeline: September-December *(See Teacher Notes for more information)*
Key vocabulary: Partner, active player, wait, turns
Resources: 120 Singing Games and Dances for Elementary Schools, Choksy; The Book of Beginning Circle Games, Feierabend; Jump Jim Joe, Amidon

Significant Task 3: ***Intermediate Games and Dances***
These games and dance include games that move from stationary to travelling games as well as some limited travelling games. Games and dances taught in the second half the year have more complicated rules or steps that require a higher ability to process sequential instructions and may include working with partners. As with Beginning Games and Dances, the motions should be taught independently of the song. As children advance in terms of body awareness and ability to perform locomotor actions, more emphasis can be placed on performing motions in a musical manner.

1. Stationary to Travelling Games - These games often start with students standing in a circle while one student travels around the circle. An emphasis during instruction should be to make the movement around the circle match the character and meter of the music. Conversely, some games may work in reverse where one child remains stationary, choosing other children, while the rest of the circle moves around the stationary child. *Examples: The Muffin Man, The Farmer in the Dell*

2. Follow the Leader Games - These games involve the class following one leader who may lead them in either an improvised path or along a path prescribed by the music. Some games

may include mechanisms for changing leaders, other games may have the same leader throughout. *Examples: Wind the Wool; Snail, Snail; Little Red Caboose;*

3. Chase Games - Chase games are similar to Duck, Duck, Goose but with musical elements and there are lots of them. They are useful for teaching sportsmanship, taking turns, and respectful and safe contact in the context of a game. If classroom space is sufficient they are very useful. These are used later in the year after students have developed and understanding of locomotion and how to move safely in a space. *Examples: A Tisket a Tasket, The Mill Wheel, I Wrote a Letter to My Love*

4. Dances - Dances at this level may begin to include the entire group moving at once. Directions or motions to the dance are often included in the text of the song or are repetitive to ease student learning. *Examples: Bow, Wow, Wow; Old Brass Wagon; Heel and Toe*

Timeline: January-June (or as student display proficiency required)
Key vocabulary: active player, rules, turns, safe, fair, partner
Resources: 120 Singing Games and Dances for Elementary Schools, Choksy; The Book of Beginning Circle Games, Feierabend; Jump Jim Joe, Amidon

Common Learning Experiences:
Required Songs/Activities/Resources
These songs will be used by all teachers and form a basis for a shared knowledge of songs that will be used in later grade levels.

- Inside the Bubble - Significant Task 1
- Star Dance - Significant Task 1
- Movements to Trois Gymnopedies - Significant Task 1
- Movements to Brahms Waltz in A-flat (Op. 39) - Significant Task 1
- Do, Do, Pity My Case - Significant Task 2
- William He Had Seven Sons - Significant Task 2
- Oliver Twist - Significant Task 2
- Amasee - Significant Task 2
- Bow Wow Wow - Significant Task 3
- A Tisket, A Tasket - Significant Task 3
- Little Red Caboose - Significant Task 3
- Move It!, Feierabend [CD]

Supplemental Songs/Activities/Resources:
These are songs and resources suitable for use in the various significant tasks. This is not an exhaustive list and teachers are encouraged to use other age appropriate materials and resources.

- The Book of Movement Exploration, Feierabend
- The Little Black Bull, Trinka
- My Little Rooster, Trinka
- John the Rabbit, Trinka
- The Book of Beginning Circle Games, Feierabend
- 120 Singing Games and Dances, Chosky
- Handy Play Party Book, Riddell
- Round the Circle, Weikart
- Movement Plus Music: Activities for Children Ages 3 to 7, Weikart
- Jump Jim Joe, Amidon

- Alabama Gal, Amidon

Common Assessments, including the end of unit summative assessment:
- Assessment of Themes of Motion
- Identifying Music Characteristics
- Creative Movement Rubric
- Assessment for Performance During Games and Dances

View assessments online: Click Here

Teacher Notes:
General Notes: Currently, Kindergarten students receive music instruction once a week for 45 minutes per week. Typically this means students meet 32-36 times per year, with variations based on the day of the week and the school calendar. This means that students receive 24 to 27 hours of music instruction each academic year.

Length of Unit: This unit encompases an entire year of movement instruction in Kindergarten. While this unit is broken into a sequence of significant tasks, elements from each significant task are included in almost every lesson. Additionally, elements and ideas from the significant tasks are often interwoven across music units. For example, while singing a song for a dance that is being played a teacher may remind the class about breath, posture, or projection, a reference to Unit 1/Significant Task 1.

Timeline for Significant Tasks: Each task has a stated timeline, but, as mentioned above, elements from certain tasks are included in lessons throughout the entire year. The timeline for each significant task refers more to the period during which there will be a strong focus of explicit instruction.

Laban's Themes of Motion (modified)
Below is a list of themes of motion for reference. More detailed information can be found in The Book of Movement Exploration (Feierabend). In significant task one each theme is referenced by its number on this list.

1. *Awareness of Body Parts and Whole*
   - *1.1. Whole Body Movement*
   - *1.2. Isolated Body Parts*
   - *1.3. Leading with a Part*
   - *1.4. Initiating with a Part*
2. *Awareness of Time*
   - *2.1. Quick and Slow Movement*
   - *2.2. Clock Time*
3. *Awareness of Space*
   - *3.1. Personal Space and General Space*
   - *3.2. Direct/Indirect Pathway (Straight/Twisted)*
   - *3.3. Inward Movement (Narrow)*
   - *3.4. Outward Movement (Wide)*
   - *3.5. Direction of Movement*
   - *3.6. Distance of Movement*
4. *Awareness of Levels*
   - *4.1. High/Middle/Low*
5. *Awareness of Weight*
   - *5.1. Heavy/Light*

5.2. *Strong/Gentle*
5.3. *Tense/Relaxed*

6. *Awareness of Locomotion*
   6.1. *Walking, leaping, running, hopping, jumping, sliding*
   6.2. *Galloping, skipping, striding, crawling, rolling, tiptoe, stomping, etc.*
7. *Awareness of Flow*
   7.1. *Sudden/Sustained*
   7.2. *Sequentials/Simultaneous*
   7.3. *Bound/Free*
8. *Awareness of Shape*
   8.1. *Becoming Shapes (individual)*
   8.2. *Becoming Shapes (group)*
9. *Awareness of others*
   9.1. *Partners*
   9.2. *Groups*
10. *Student Created Movement*
    10.1. *Representative Movement*
    10.2. *Non-Representative movement.*

Suggested Sequence of Instruction for Laban's Themes of Motion

This sequence is a **suggestion**. Students should be exposed to a variety of themes and that themes should not be presented merely sequentially (i.e. 1.1, 1.2, etc.).

- September: Themes 1.1 - 1.2 - 2.1 - 3.1
- October: Themes 1.2 - 3.3 - 3.4 - 6.1
- November Themes 1.3 - 4.1 - 5.2 - 7.1
- December: Review
- January: 2.2 - 7.3 - 8.1 - 9.1
- February: 1.4 - 3.5 - 5.1 - 6.2
- March: 3.6 - 5.3 - 7.2 - 9.2
- April - June: Review and reteach areas in need of improvement

Windsor Public Schools
Curriculum Map
Spanish 1
BOE Approval Date

Purpose of the Course: Through world language study students develop sensitivity to the cultural and linguistic heritage of other groups and their influence on our own culture and are prepared to participate in society characterized by linguistic and cultural diversity.

The goal of the world language program at WPS is to expose students to a different language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use modern world languages for meaningful communication in both spoken and written form. This introductory level course will emphasize language as it is used in various real-life situations that students are most likely to encounter. As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldviews, and contributions.

Name of the Unit: Mi Comida Favorita	Length of the unit: 9-10 (86 minute blocks) Middle school: 4-5 weeks (48 minutes daily)
Purpose of the Unit: Students will talk about food and beverages in the target language. They will discuss which foods they like and don't like using the verb “gustar” with nouns. They will also conjugate -er and -ir verbs in the present tense. Students will use interrogative words in Spanish to ask and respond to questions. Students will utilize idiomatic expressions with the verb “tener” (to have) related to hunger and thirst.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

1.1 Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• Food reflects culture • Meals are the center of the lives of many families in the world	• What are the influences on popular food choices in Spanish speaking countries and here in the United States?
Students will know:	Students will be able to:
• Vocabulary of food and beverages and interrogative words • Traditional foods of Spanish speaking countries • The changed endings for -er and -ir verbs in present tense based on the subject. • Idiomatic expressions of tener with hunger and thirst • The use of gustar with singular and plural nouns	• Say what foods they like and don't like in the target language • Ask and respond to questions about food • Conjugate in present tense verbs that end in -er and –ir • Ask questions in Spanish using interrogative words • Use the verb gustar with singular and plural nouns

Significant task 1: After learning and discussing food in Spanish speaking countries students will be creating a menu on the computer for a Spanish restaurant. The menu includes breakfast, lunch, drinks and desserts. Students will have images and prices with the food. Using their menus students will create and present a skit ordering at a food venue. Students will work in small groups and will use vocabulary and grammar from the chapter in the skit. This task directly targets the follow standards: 1.1, 1.2 and **1.3** Timeline: 4 blocks (5 periods) Key vocabulary: food, numbers, how to order in Spanish Resources: computers with word processing application, internet, paper template for planning purposes , restaurant and food props, menus

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- listening activities from the textbook and Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- create their menu in the target language
- create and present their skits in the target language
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing
- teacher directed questions about foods, meals, where they eat, when they eat, what they like and don't like to eat
- Realidades song about food with a teacher created handout http://phschool.com/atschool/realidades/hiphop/L1_3A.html
- communicative activities with a partner related to places in the school, feelings and emotions, and where someone is going
- Videos of Sr Jordan for grammar reinforcement with a teacher created handout http://www.senorjordan.com/2009/02/01-present-tense-regular-er-verbs/
- communicative activities with a partner related to food and beverage preferences

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar
- performance assessment about menu and skit for written and oral presentation

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
If a student chooses to do the menu on a paper pencil format, teacher should supply student with colors and markers.

Name of the Unit: En mi familia	Length of the unit: 11-12 (86minute blocks) Middle school: 5-6 weeks (48 minutes daily)
Purpose of the Unit: Students will learn to talk about their family. They will talk about people's ages, birthdays using the dates in the target language. Students also use possessive adjectives when discussing family members and numbers up to a million in the target language. Students will make comparisons in the target language.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
4.1 Students demonstrate understanding of the nature of the language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• Family structure varies in different cultures. • How people celebrate and observe the rites of passage reveal deep insight into their culture	• What is family? • How do celebrations reflect culture? • How do American families differ from Spanish speaking families?
Students will know:	Students will be able to:
• Vocabulary of family members, numbers up to a million and birthdays and ages • Possessive adjectives must agree in number with the noun they describe • Several comparative phrases in Spanish	• Describe family members including their birthdays and ages in the target language • Ask and respond to questions regarding birthday and age • Use the possessive adjectives to talk

used to make comparisons • What activities take place at a Quinceañera celebration	about the relationship of family members • Compare family members • Describe a quinceañera celebration • Compare/contrast a quinceañera celebration with similar celebrations in the U.S.

Significant task 1: Mi familia Presentation-

Students will create a presentation about 5 members of a family of choice. They will include the family members' names, relationship to them (if applicable) and age. They will also use images to represent their family members' favorite foods, drinks and activities. (They can have it like a scrapbook). Then using a recording program will create an audio (so that it is like photostory) describing each family member with the things that they like to do, eat, and activities in the target language. After they create their digital/audio story they will select two family members and write a more complex paragraph about their family members. In their paragraph they include: name, age, relationship, favorite foods, drinks and activities, physical and personality description. In addition, they include two compare contrast phrases learned in the chapter.

This task directly targets the follow standards: **1.3** and **4.1**
Timeline: 4 blocks (6 periods)
Key Vocabulary: family members, numbers, comparison words, months, age, physical descriptions and personality traits, review conjugations of ser and gustar and adjective agreements
Resources: computers with word processing and presentation applications and recording capabilities, internet, , recycle foods and activities vocabulary, textbook and vocabulary lists from previous chapters and dictionary

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- listening activities from the textbook and Spanish proficiency exercises http://www.laits.utexs.edu/spe/beg08.html
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- create their presentations on the computer
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing

- teacher directed questions about family members, relationships, birthdays, ages
- communicative activities with a partner related to family members
- video of Sr Jordan for vocabulary reinforcement with a teacher created handout http://www.senorjordan.com/2009/04/01-la-familia/
- Quinceañera video by Teachers Discovery and video quiz
- Cultural reading from Avancemos textbook on la Quinceañera
- Sweet Fifteen video with teacher created worksheets for comprehension and comparisons of birthday celebrations and culture

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar
- performance assessment about presentation of family members for a written and oral grade

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
Teacher must emphasize that students can create their “fictional families” so that they are aware about some students being very sensitive when it relates to family members.

Name of the Unit: Vamos de compras	Length of the unit: 9-10 (86 minute blocks) Middle school: 4-5 weeks (48 minutes daily)
Purpose of the Unit: Students will learn to talk about what clothes they want to buy and what they wear in different seasons. Students learn how to ask and respond to questions about cost, color, size and fit. Students learn stem-changing verbs to talk about the clothes they want to buy. Students learn how to use direct object pronouns in Spanish.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
1.2 Students understand and interpret written and spoken language on a variety of topics.
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.

Big Ideas:	Essential Questions:
• People shop out of necessity and for fun whether it be for food, clothing and for gifts. • Seasons, climate and culture dictate, in part, what types of clothing are worn in a given country.	• What elements influence clothing choices? • How is commerce different in Spanish-speaking countries? • How do your clothes and style compare to that of someone from another culture?
Students will know:	Students will be able to:
• Vocabulary of clothing, colors and seasons • Vocabulary related to currency • How to form e→ie stem changing verbs • How to use direct object pronouns in Spanish as it relates to clothing you want to buy	• Describe the clothes that they are wearing. • Ask and respond to questions about size, price and color of clothing. • Talk about clothes that are worn in different season and weather • Use stem changing verbs to talk about clothes they want to buy

	• Use direct object pronouns to talk about the clothes they wear and want to buy

Significant task 1: Clothing Catalog for Windsor Public School students

With a partner students will create a digital catalog of clothes that Windsor Public school students (boys and girls) should wear during different seasons to school. They include outfits for gym and school dances. Students should have at least 8 outfits. In each page, they will describe the outfits and the cost of each clothing item and where students can buy the in the target language. Students present their catalogs to the class.
After the presentations, students will pick one presentation from another group and take on the role of a school administrator and critique the outfits displayed. They will need to write two to three sentences about each outfit and whether it is appropriate or not for school.

This task directly targets the follow standards: **1.1** and **1.3**
Timeline: 4 blocks (6 periods)
Key vocabulary: clothing, colors, adjectives, stem-changing verbs, gustar with nouns
Resources: vocabulary and grammar from the textbook, internet access, presentation

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- plan/create their fashion show or clothing advertisement in the target language
- present their tacky outfits or clothing advertisement in the target language
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing
- teacher directed questions about what they are wearing, what color the clothing is, how much something costs and what they wear during certain seasons
- Clothing Nouns video
- Word art activity
- communicative activities with a partner related to colors of clothing and prices of clothing.
- Señor Jordan video introducing clothing vocabulary and the verb llevar http://www.senorjordan.com/?s=clothing+words

Common assessments including the end of unit summative assessment:

(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar
- performance assessment for clothing catalog presentation and department rubric for written critique

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
Word art assignment is an artistic representation of clothing using the clothing vocabulary and color, written in the shape of the clothing itself. Teacher may want to show students examples from google images.

Name of the Unit: ¿Qué hacemos esta noche?	Length of the unit: 9-10 (86minute blocks) Middle school: 4-5 weeks (48 minute daily)
Purpose of the Unit: Students will learn to describe places and events in town. Students will also learn to talk about different means of transportation. Students learn to say what they are going to do and how to order things from a menu in the target language. Students learn the forms of o→ue and e→I stem changing verbs. Students research and create a presentation about the popular places of interest and attractions in Madrid and Santiago de Chile.	

Common Core State Standards Addressed in the unit: (Provide the link to the specific standards.)

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions
1.2 Students understand and interpret written and spoken language on a variety of topics
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own

Big Ideas:	Essential Questions:
• Travel provides opportunities to gain new insight about self and the world • Fluency in the local language can enhance travel opportunities	• What determines the value of my experience in a foreign city? • How will fluency in the local language enhance my travel experience?
Students will know:	Students will be able to:
• Vocabulary of places to go in town, means of transportation, and ordering a meal	• Describe places of interest to visit in a town and explain the forms of transportation they use to arrive there.

• How to form o→ue and e→I stem changing verbs • Popular places and attractions in Madrid and Chile	• Order a meal in Spanish • Talk about things they are going to do • Compare weekend activities in Spain, Chile and the U.S.

Significant task 1: Itinerary for a weekend trip-

The purpose of the unit was to learn and be able to describe places in town with activities to do in each place. To accomplish this, students participate in a travel Expo. In small groups students create a an entertainment guide for different Spanish-speaking capitals. Each group selects the capital and will use the internet to research different events in that city. They select 6 events and write a short description (4-6 sentences) in the target language. These can include exhibits at museums, sales at stores, events in parks, sport events, concerts, special menus in restaurants etc. In the description they include information about transportation to each event. Students include pictures or drawings to show what the events look like. They will display these "travel guides" on tri-fold boards that will then be presented to the group.
After the groups present their travel guides, students individually assess each board, asks questions (if necessary) and select their top three travel destinations and write a 2 or more paragraphs about their choices and why they selected them as their top three. Students use the expressions "ir +a + infinitive" and "poder" and "querer" in their presentations and in their top three choices

This task directly targets the follow standards: **1.3** and **3.2.**
Timeline: 2-3 blocks (4 periods)
Key vocabulary: places to visit, "ir +a+infinitive", recycle activities, "querer", "poder"
Resources: computers with power point or presentation program, color printers, tri-fold boards

Common learning experiences:

- whole group instruction of vocabulary, grammar and activities in the textbook
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook and workbook
- video activities from the textbook that include vocabulary, tele 1, tele 2 and tele 3
- student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- teacher created materials for reinforcement of vocabulary and grammar
- classzone.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing
- teacher directed questions about activities to do in different places in town (ex el café) and food to order at a restaurant,
- communicative activities with a partner related to places in the town, and ordering food at a restaurant

- Mi Vida Loca, an interactive learning series provided by the BBC used to reinforce the grammatical and communicative and cultural concepts learned in Spanish 1. Provides native speaker Spanish and authentic culture of Spain. Since the students read about different places in Madrid, this series shows students the authentic sites. http://www.bbc.co.uk/languages/spanish/mividaloca/syllabus.shtml

Common assessments including the end of unit summative assessment:
(Provide link to assessments and rubrics.)

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar
- performance assessment for travel Expo exhibit graded using NEASC rubric 1: Using technology for research and NEASC rubric 3: Effective Communication.
- Performance assessment of top three choices is graded with the departmental writing rubric.

Teacher notes:

Check prior to lesson to make sure YouTube video is working.
Check that school filter does not block the classzone activities.
Teachers must order tri-fold boards ahead of time so that students can create them.
Teachers might not have time to show the whole video series of Mi Vida Loca. Students can watch the whole series in the summer since it is interactive and they can have English subtitles. Series takes place in Spain and it is rich in culture.

Windsor Public Schools
Curriculum Map
French 1
BOE Approval Date

<table>
<tr><td>Name of the Unit: Chapitre Préliminaire</td><td>Length of the Unit: 5- 86 minute blocks
(2 weeks at the Middle School)</td></tr>
<tr><td colspan="2">Purpose of the Unit: In this chapter students will begin to form an understanding of just how many places in the world use the French language on a daily basis. Students will be introduced to the French alphabet and numbers.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

• 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
• 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
• 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
• 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
• 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td></tr>
<tr><td>Big Ideas:

• Why learn French?
• French as a world-wide language</td><td>Essential Questions:

• Why is learning a second language important?
• How are French and English related?
• Why is culture an important aspect of learning a language?
• What is the Francophone world like?
• What can I learn about my own language and culture from the study of others?</td></tr>
<tr><td>Students Will Know:

• French alphabet
• Numbers in French
• French accents
• French classroom commands
• French culture: will know where French is spoken and some famous people from Francophone countries</td><td>Students will be able to:

• Spell words using the French alphabet
• Count from 0-20 in French
• Respond and react to oral classroom commands</td></tr>
<tr><td colspan="2">Significant Task 1: Famous people in the Francophone world and beyond.

Individually assess prior knowledge with a KWL chart of the French speaking world of where French is spoken. As a class, students will learn where French is spoken in the world. Students will explore the</td></tr>
</table>

Francophone world using the Chromebooks in pairs. Next, they will choose a region and present a short synopsis of that region or country. Students will give an overview of the region or country; for example, how did the region/country begin to speak French, what is the weather like, what are the regional specialties related to this area, what are important exports, what type of currency do they have etc. There will be a class discussion on comparing the French speaking regions to the United States.

Using their region, students will choose a famous French person; politician, celebrity, sports figure, etc. After this, students individually create a technology based presentation (PowerPoint, prezi, infographic, screencast, iMovie) about this famous person and compare to someone similar in the United States. In their presentation they include, who are they, what do they do, why are they famous, etc. Students present their famous people presentation to the class. As a class, students will generate addition well-known people as comparisons. After this, the class will create a bulletin board compiling the shared information.

Standards addressed: 1.1 and 3.2

Timeline 4-5 high school blocks/2-3 weeks for middle school

Key vocabulary: Francophone countries and geography

Resources: Allez-viens 1 textbook and ancillary materials , computers and SMART board

Common Learning Experiences:

- KWL chart
- Chromebooks for famous people
- Creation of bulletin board
- Example of Product https://docs.google.com/a/windsorct.org/file/d/0B9FPBNfMqODbbndUV3FrbUlVajQ/edit
- Students read and learn about the Francophone world.
- Quizlet flashcards: http://quizlet.com/2016840/mme-stoy-french-numbers-0-20-flash-cards/
- Alphabet song: http://www.youtube.com/watch?v=lWNWobUPAtM
- Students participate in listening activities related to the French alphabet.-
- Students view and complete video activity from Allez-viens 1 preliminary chapter where they are introduced to the Francophone world.
- Students participate and complete spelling activities with the French alphabet.
- Students brainstorm names of US cities with French names and backgrounds
- Students discuss French brands in the US (Dannon, Evian, Rocher, L'Oreal etc)

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- https://docs.google.com/file/d/0Bw0aLhi0bCa6RGFHQ09Oa1F0b1k/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6aDFkUnlxaGFYLWs/edit
- Formative: KWL chart, quizzes regarding French alphabet, numbers and name spelling and geography quiz
- Performance assessment: Famous people presentation and bulletin board
- NEASC Rubric #3 Effectively Communicates Information

Teacher Notes:

- Teacher should create flashcards for the alphabet and numbers for 5 minute drills after students were introduced to these concepts.
- Teacher might want to have a list of famous people for students to choose from.
- Teacher should sign out lab or computers so that students can research and create their technology based presentations
- Teacher can find many helpful websites and apps for student's pronunciation practice with French alphabet and numbers.

Name of the Unit: **Faisons connaissance!**	Length of the Unit: 8-9 (86 minute blocks) Middle School 3-4 weeks
Purpose of the Unit: Students learn to greet people and say goodbye; asking how people are and telling how they are: asking someone's name and age and giving their name and age. Students will learn to communicate in the target language about likes and dislikes.	
Common Core State Standards Addressed In The Unit (Provide the link to the specific standards): • 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • 1.2: Students understand and interpret written and spoken language on a variety of topics • 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own • 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Big Ideas: • Gaining knowledge about and empathizing with other people and cultures leads to a more tolerant society.	Essential Questions: • How are French and English related? • How does acceptable and unacceptable behavior vary among cultures?
Students Will Know: ● How to make greetings and introductions in culturally appropriate ways in many parts of the French-speaking world. ● Vocabulary related to past times, daily activities, greetings, personal information ● The conjugations of the verb aimer with their subject pronouns	Students will be able to: ● Talk about activities that they like and don't like to do ● To communicate in written and oral format greetings, their name, age and how they are

Significant Task 1: Autobiography- Who am I?

Students learn vocabulary and ways to express what they like and don't like to do in French such as; **J'aime le football, Je n'aime pas les maths, J'adore le français,** etc... Students have also practiced asking other students what they like and don't like to do in the target language. Now students will have a speaking assessment where they are given a circle split in half. Students draw pictures representing 5 activities that they like and 4 activities that they don't like. Students present this activity in the target language to the class. After presenting, students are randomly placed in groups of 3 and will write 3 sentences about common likes and 3 sentences about common dislikes emphasizing the use of **Nous aimons** and **Il/Elle aime** (we like and he/she likes).

Students will participate in a survey asking 5 people if that person likes what they like...**J'adore la glace. Tu aimes la glace?** After asking this, they record it in the survey categories under **Oui, il/elle aime or Non, il/elle n'aime pas.**

Students will create a Wordle
https://docs.google.com/a/windsorct.org/file/d/0B2tLrqwoWTHBUmJ5cGRZSm9XV3c/edit
in the computer lab. With Wordle students will create text cloud that uses the size of the text to represent the frequency of each word in the source sample.

After creating a questionnaire, students will participate in a whole-class activity of "getting to know you" as they move from person to person introducing themselves, listening to their partner and writing their information in French. Students will create and present a "Wordle" word cloud about one class member and everyone will have to guess who they are talking about.

Significant Task 1: This task directly targets the following standards: **1.1, 3.1, 4.2**

Timeline: 4-5 high school blocks/6-8 middle school class periods

Key vocabulary:Greetings, introductions, likes, dislikes, negative,
Resources: Allez-viens 1 textbook Unit 1.1, 1.2 and ancillary materials, dictionaries, computers and Smart Board, art supplies and poster board.

Common Learning Experiences:

- "Getting to know you" activity.
- Wordle presentation http://www.wordle.net/
- Listening comprehension practice activities from Allez-viens 1 textbook CD
- Allez-viens "Practice" workbook-written activities, communication activities
- quizlet flashcards: http://quizlet.com/2818938/ch1-1-flash-cards/
  http://quizlet.com/1962128/vocab-chapter-1-2-flash-cards/
- http://quizlet.com/3039487/er-verbs-flash-cards/

Common Assessments, including the end of unit summative assessment:

- Formative assessments include Allez-viens 1 assessments
- Performance assessments would include presentation of Wordle (Presentations scored with NEASC Rubric #3)

- Summative assessment would include students creating a dialogue with the vocabulary from chapter 1 and practicing it with a partner
- https://docs.google.com/file/d/0Bw0aLhi0bCa6LTV2eXhHRlRJT2s/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6OEN4VGIwX2U1TDQ/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6dFZhSU1wV2xuZ2c/edit

Teacher Notes:
A good place to mention that EQ's should be posted and referred to at strategic points during instruction. Objectives should also be posted.

Name of the Unit: **Vive l'école**	Length of the Unit:9-10 (86 minute blocks) Middle school: 4-5 weeks

Purpose of the Unit:
Students will obtain a general idea of French culture by reading culture inserts related to school schedules, l'heure official (military time), the grading system (both how grades are given in France and how they are ordered), school vacations and school life. Students will use prior knowledge of numbers to ask and tell time, and discuss daily schedules, including days of the week. Students will learn to describe their school subjects and classroom activities. Students will use the present tense of the verb AVOIR to say what they have and tell what they have to do. Students will use the expressions of interest to describe how they feel about their classes.

Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

- Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions. Students understand and interpret written and spoken language on a variety of topics.
- Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
- 4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• Educational opportunities vary among cultures. • The concept of time varies from culture to	• How does the way students feel about school reflect a culture?

<table>
<tr>
<td>culture.
• Cultural values differ based on community and family traditions.
• Languages are distinguished by their grammar and structure.</td>
<td>• What accounts for the value placed upon education in different cultures?
• How will my knowledge of English grammar help me understand French Grammar?</td>
</tr>
<tr>
<td>Students Will Know:

• Vocabulary related to courses and time
• The conjugation of Present tense Avoir
• Expressions of interest</td>
<td>Students will be able to:

• Describe and talk about their school schedules
• Students will communicate likes and dislikes in written and oral format in the target language
• Ask and tell time in the target language
• Read and write short text related to school environment</td>
</tr>
<tr>
<td colspan="2">Significant Task 1: School here and there

Students will create a graphic representation of seven to ten different classes they have on a regular basis. Students must include a picture and a sentence with each illustration. Students will present their graphic representation to the class.
http://www.inspiration.com/Kidspiration

Next, learners will explore schools in French-speaking countries in pairs using the Chromebooks and teacher-made resources https://docs.google.com/a/windsorct.org/file/d/0B2tLrqwoWTHBU2tHWmtHUkxWN1k/edit. Groups of 3-4 students will choose one aspect of schooling (i.e. ages, types of schools, uniforms, private vs. public, rules etc.) and research that aspect for U.S. schools and French schools. Then, each group will use the jigsaw technique to teach the rest of the class about their aspect (http://www.jigsaw.org/steps.htm)

Students will be given a scenario (based on a current topic possibly occurring in French school systems and will need to brainstorm a solution based on the facts they have learned and support their answers with information they have learned in their jigsaw lesson.
https://docs.google.com/a/windsorct.org/file/d/0B9FPBNfMqODbLTdvVG5Wb0piQ28/edit

This task directly targets the following standards :1.1, 1.2, 1.3 and 4.1

Timeline: 4-5 blocks (High School), 8-9 classes (Middle School)

Key vocabulary: courses, feelings of interest and ER verbs, the verb avoir and time

Resources: Allez-Viens textbook, auxiliary materials, computer, Internet, Chromebooks, paper, printer, Smartboard.</td>
</tr>
</table>

Common Learning Experiences:

- Whole group instruction of vocabulary, grammar and activities in the textbook
- Listening activities from the textbook and French proficiency exercises
- Grammar activities from the textbook and ancillary materials
- Writing activities from the textbook and workbook
- Video activities from the textbook that include Mise en Train and Panorama Culturelle
- Create and present their kidspiration in the target language
- Student created flashcards for multiple vocabulary activities (bingo, call out, matching)
- Teacher created scenario cards
- Quizlet.com where students complete exercises for reinforcement of vocabulary, grammar and writing http://quizlet.com/3185912/chapter-2-1-allez-viens-flash-cards/ http://quizlet.com/2092592/chapter-2-2-avoir-and-vocab-flash-cards/
- http://quizlet.com/3449465/av-ch-2-3-asking-forexpressing-opinions-flash-cards/
- Teacher directed questions about their school schedules, daily activities, things you have to do and how you feel about them
- YouTube videos for school culture: http://www.youtube.com/watch?v=ovO18E-hgew
- DVD from Quack on the verb AVOIR for reinforcement
- Communicative activities with a partner related to time, school activities and daily activities and how the students feel about their courses

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- Warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- Vocabulary and grammar quizzes
- Summative assessments for vocabulary and grammar from the Allez-Viens on-level assessment book
- Performance assessment about jigsaw activity for critical analysis and thinking https://docs.google.com/a/windsorct.org/file/d/0B9FPBNfMqODbTnA2V1RKS2YzWkE/edit
- Consider the 21st Century Learning Framework when designing common assessments
- https://docs.google.com/file/d/0Bw0aLhi0bCa6d0lqZ3pPYmpaaEU/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6Y2pHMXppLVBVVW8/edit

Teacher Notes:

- Check prior to lesson to make sure YouTube video is working.
- Check that school filter does not block the quizlet activities.
- Teacher should supply a list of -Avoir verb expressions so that students can expand their knowledge and be able to create more complex sentences.
- Teacher has to review subject pronouns prior to verb conjugation of AVOIR verb.

<table>
<tr><td>Name of the Unit: Tout pour la rentrée</td><td>Length of the Unit:9-10 (86 minute blocks)
Middle school: 4-5 weeks</td></tr>
<tr><td colspan="2">Purpose of the Unit:

Students will continue learning about schools in French speaking countries as they learn how to describe objects and classes. Students will learn how to express needs, request information and use appropriately polite responses in the target language. Students will be able to write and communicate in complex sentences about their classes and supplies needed for their classes.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

• Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions.
• Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
• 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
• 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
• 4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
• 4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.</td></tr>
<tr><td>Big Ideas:

● Educational opportunities vary among cultures.
● Cultural values differ based on community and family traditions.
● Languages are distinguished by their grammar and structure.
● Language can be used to demonstrate respect.</td><td>Essential Questions:

• What accounts for the value placed upon education in different cultures?
• How will my knowledge of English grammar help me understand French grammar?
• Why is it important to use manners?</td></tr>
<tr><td>Students Will Know:

• Vocabulary related to making requests (grammar), the verb AVOIR (grammar), time, days of the week, school supplies, and expressing gratitude.
• Students will know what life is like for the typical French student including their typical schedule, how they are graded and how the students move from grade to grade as well as graduation requirements.</td><td>Students will be able to:

• Make and respond to requests in French
• Communicate in written and oral format in the target language what they like to do
• Use appropriate phrases in French to express gratitude
• Read and write short text related to school environment</td></tr>
</table>

Significant Task 1: Dans le sac-a-dos
(include links for differentiated tasks)

After the teacher has spent class time teaching vocabulary, time and the culture of a typical school age child from France, the students will be prepared for this task. Students will be given a back pack template that they will decorate. Inside the backpack they will draw images of 5 school supplies needed for different classes in a school day. They will also include their schedule and talk about what time they meet (based on the French system and schedule discussed in class). This will also help students highlight the difference between their schedule and that of a French student. Using the backpack students will prepare an oral presentation based on the supplies in the backpack. Students will talk about each item, identify which class they need it for and include two sentences about the class they need that supply for.

This task directly targets the following standards : **1.2** and **1.3**

Timeline: 2-3 blocks (3-4 periods)

Key vocabulary: school supplies, classes, key expressions Qu'est-ce qu'il me faut?, Il me faut…, days of the week, time

Resources: computer, Internet, textbook, auxiliary materials, scissors, glue, poster board, and markers or color pencils

Common Learning Experiences:

whole group instruction of vocabulary, grammar and activities in the textbook
grammar activities from the textbook and ancillary materials
writing activities from the textbook and workbook
video activities from the textbook that include vocabulary
create and present their backpacks in the target language
student created flashcards for multiple vocabulary activities (bingo, call out, matching)
teacher created materials for reinforcement of vocabulary and grammar
quizlet.com where students complete exercises for reinforcement of vocabulary, grammar, listening, reading and writing http://quizlet.com/3482366/ch-3-1-school-supplies-flash-cards/
http://quizlet.com/3572472/ch-3-2-flash-cards/

Teacher directed questions about classroom objects and needs, "Qu'est ce qu'il te faut pour…?"
YouTube video about school supplies
http://www.youtube.com/watch?v=X4fwGXfYNWE&list=PL89ACAC75DCEA0893

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- warm up and exit activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar
- performance assessment "le sac-a-dos" (Scoring Rubric Labels here.)

- Consider the 21st Century Learning Framework when designing common assessments.
- https://docs.google.com/file/d/0Bw0aLhi0bCa6OWVXdHpQRmNaUFE/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6c1BOSlcwVXdPb1U/edit

Teacher Notes:

Check that school filter does not block the quizlet activities.
Teacher should supply a list of polite phrases to encourage increasingly complex sentence structure.

Name of the Unit: **Sports et passe-temps**	Length of the Unit:8-9 blocks (84 minute blocks) Middle school: 3-4 weeks

Purpose of the Unit:

The purpose of the unit is for students to engage in meaningful vocabulary that they can relate to doing in their spare time. Students will finish this unit with the understanding of culture similarities and differences among Francophone and United States interests in sports and pastimes. The students will gain a general idea of Quebec, Canada and winter carnaval. Students learn about Canadians in Quebec and will learn to communicate in the target language about likes and dislikes.

Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

- 1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• European influence culture in Quebec • Activities and sports may vary by country or region • Gaining knowledge about and empathizing with other people and cultures leads to a more tolerant society.	• How does acceptable and unacceptable behavior vary among cultures? • How have European roots affected culture in Quebec? • How and why do young peoples' activities differ in Canada? • Why do certain cultures celebrate a holiday while others may not?
Students Will Know:	Students will be able to:
• Daily activities based on weather	• Talk about activities that they like and

conditions, seasons, and months • Expressions of frequency • Vocabulary related to past times, daily activities, and weather expressions • The conjugations of the verb 'faire' and 'jouer' with their subject pronouns and the prepositions "de" and "à	don't like to do • To communicate in written and oral format the months of the year, weather and seasons

Significant Task 1: " Je circle"

Students learned activities that they like and don't like to do. Students have also practiced asking other students what they like and don't like to do. Now students will take those informal lessons and have a speaking assessment where they will combine these lessons. Students will be placed in a circle split in half. Students draw pictures representing 5 activities that they like and 4 activities that they don't like. They may also cut these from magazines or search for them pictures on the Internet. Students present this activity in the target language to their assigned circle.

After presenting, students are randomly placed in groups of 3 and will write 3 sentences about common likes and 3 sentences about common dislikes emphasizing the use of nous aimons and Il/Elle aime as well as je joue/je fais in order to use new vocabulary as well as recycle formally presented information (we like and he/she likes, I play/do). While the students present to one another, the teacher will score each student using a speaking rubric and the written work (the sentences) will also be scored based on a rubric.

This task directly targets the following standards : **1.3** and **1.2**

Timeline: 2-3 blocks

Key vocabulary: activities, verbs to like, to play, to do/make (aimer, jouer, faire) with its prepositions "de" and "à"
Resources: Allez-viens 1 textbook, white paper and dictionary, auxiliary materials, Chromebooks, Internet

Common Learning Experiences:

- listening activities from the textbook,
- grammar activities from the textbook
- writing activities from the textbook
- video & activities from Caranval de Quebec video .
- online research and presentation of their designated U.S. city
- Weather vocabulary video: http://www.youtube.com/watch?v=29YhdAteI-c
- student created material; "Je circle" and "circle of friends"
- student created flashcards for multiple vocabulary activities at www.quizlet.com to reinforce listening, reading, writing, grammar and vocabulary, culture from the chapter
- http://quizlet.com/2309652/ch-4-1-flash-cards/
- http://quizlet.com/3981617/weather-flash-cards/
- http://quizlet.com/2351724/months-and-seasons-flash-cards/

- http://quizlet.com/2336476/faire-flash-cards/
- partner interviews and significant task asking and responding to introductions and things that students like and don't like to do
- teacher directed questions about likes and dislikes such as "what do you like to do after school? On the weekends, in a certain month or season...etc.?
- Watching a weather report in French: http://www.youtube.com/watch?v=pUBmgF_-pEA

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- warm up activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from Allez-viens 1 on-level assessment book
- performance assessments would include research and presentation of their city
- NEASC Rubric #3 -
- https://docs.google.com/file/d/0Bw0aLhi0bCa6ZUxlakNYVldmd0E/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6WWNTMEY5UVNjeFU/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6eFBUOUg4cjU4dWM/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6UFBnS29qZFJsVk0/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6VlZZeWNEUTM1WGs/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6aF9aSEI0Y0QwZVk/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6d1VLVTVzdWRGRmM/edit

Teacher Notes:

Teachers should create a large circle divided in half to avoid loss of class time.
Teachers should pre-select groups for Je Circle in order to match abilities to student and/or teacher needs.

Name of the Unit: **On va au café?**	Length of the Unit:8-9 (86 minute blocks) Middle School 3-4 weeks

Purpose of the Unit: The purpose of the unit is to immerse students in the rich culture of French cuisine and dining. Students will learn how to make plans to go to a place, order at a restaurant, make suggestions/commands, and comment about the food they eat. Traditional foods will be introduced as well as etiquette of dining and the expectations of timing of meals.

Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

- Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics
- Students present information, concepts and ideas to an audience of listener or readers on a variety of topics

<table>
<tr><td colspan="2">

- 3.1 Students reinforce and further their knowledge of their disciplines through Spanish
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

</td></tr>
<tr><td>

Big Ideas: ·

- Each culture has its own customs and values
- Ability to communicate effectively is a necessity especially when travelling
- A culture demonstrates the beliefs and values of its people

</td><td>

Essential Questions:

- How do customs differ from one country to another?
- How would I communicate my needs to survive in a Francophone country?
- What is life like in France?

</td></tr>
<tr><td>

Students Will Know:

- Customs related to going to a café
- Products from a Francophone country
- Vocabulary related to ordering at a café, making plans and discussing their meal
- The verb “prendre”
- The imperative conjugations of regular and irregular verbs

</td><td>

Students will be able to:

- Order a meal
- Discuss practices of people in France in terms of dining
- make plans with friends
- Discuss their likes and dislikes in terms of food items

</td></tr>
<tr><td colspan="2">

Significant Task 1: Le menu

Students will create their own menu which illustrates the typical fare of a French restaurant as well as includes the typical cultural aspects of dining in France. The menu will be created using the brochure format in Publisher, or it may be created in the classroom using construction paper, colored pencils or markers, magazines, glues and scissors.

Students will research a Parisian restaurant in order to model their menu after. They be expected to look up the hours of operation, if service is included or not, the different meals offered, the categories of foods (appetizers, main course, dessert), the location of the restaurant and any other pertinent information related to that restaurant (if/why it is famous, an interesting fact about the restaurant, who its owners are, what the closest attraction is to it, etc.).

This task directly targets the following standards: **1.3** and **4.2**

Timeline: 3-4 blocks

Key vocabulary: food vocabulary, cultural vocabulary related to leaving a tip, days of the week, hours of operation and naming a restaurant
Resources: Allez-viens textbook chapter 5 and ancillary materials, dictionaries, computers, and library media resource center

</td></tr>
</table>

Significant Task 2: Au café
(include links for differentiated tasks)

Students infuse their work from significant task one in order to create a realistic skit where they will take the role of a server or a customer. The students will work in small groups of 3-4 students each to create a skit. The skit will include the students making a plan to meet, order at a restaurant, take an order and pay the bill. Students will use their menus from significant task one in order to have a prop to work off of during the skit.

Out of the 4 students in the group, one will act as a French exchange student (this could work in to our differentiation since the 'French student' would need to be more advanced with their vocabulary). Having this student act as an exchange student will help highlight the differences between American and French customs when dining. The students will all write collaboratively but will be graded individually on their writing and their performance. Teacher can decide if they want the students to go to a typical American restaurant or a typical French restaurant. Students may have the opportunity to choose their restaurant and setting.

This task directly targets the following standards: **1.1, 3.1, 4.2**

Timeline: 3-4 blocks

Key vocabulary: making plans, accepting or rejecting plans, ordering, making suggestions, asking for an order, discussing their meal and paying the bill.

Resources: Allez-viens textbook chapter 5 and ancillary materials, rubric, dictionaries, and writing paper

Common Learning Experiences

- Students will work through the textbook and workbook exercises
- Students will use the Smartboard to reinforce vocabulary
- Students will watch YouTube clips of restaurant etiquette http://www.youtube.com/watch?v=jvY5oYl-p3U
- Online vocabulary practice using quizlet.com http://quizlet.com/16384523/ch-5-3-expressing-likesdislikes-and-paying-the-check-flash-cards/
- http://quizlet.com/2867008/chapter5-2-av-flash-cards/
- http://quizlet.com/2818837/chapter-5-restaurant-flash-cards/
- Online listening comprehension practice activities
- Create a menu activity
- Collaborate on a skit, working in small groups

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- https://docs.google.com/file/d/0Bw0aLhi0bCa6WG9BTy1NVklqUDA/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6dEZ2ZnpiTXIzblU/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6RVhGVHlBR3ZVeUk/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6WTN1eWM5SXZRRXc/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6aUcwYkdTNTBSckk/edit
- https://docs.google.com/file/d/0Bw0aLhi0bCa6aHRvcndNT3V0WlE/edit
- Formative assessments including quizzes from the text, finding a French restaurant and creating a menu
- Summative assessments including chapter test
- Performance assessments including the skit

Consider the 21st Century Learning Framework when designing common assessments.

Teacher Notes:

Pre-select groups in order to differentiate abilities/expectations

Name of the Unit: **"Amusons-nous!"**	Length of the Unit: 8-9 86 minute blocks Middle School 3-4 weeks

Purpose of the Unit: How…
In this unit students will learn to talk about what they like to do for fun. They will extend and respond to invitations and discuss making plans with someone. Students will also review military time and are introduced to the 12-hour clock and expressions on the half hour and quarter hour. Foundations for the unit are based on vocabulary from French 1 related to town/city-related vocabulary. Students will learn how to use the irregular verb aller in the present and near future tense (aller + infinitive) and 'to want' (vouloir). Students will also learn how to make a contraction with the preposition "à" + the definite articles, 'le la les.' Students will continue building on the basic skills of listening, speaking, reading and writing through the use of authentic and textbook activities .

Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

ACTFL Standards

- Students engage in conversations, provide and obtain information, feelings and emotions and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics
- Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics
- 2.1 Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the

<table>
<tr><td colspan="2">language studied and their own
• 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own</td></tr>
<tr><td>Big Ideas:

• Culture determines past-times and how teenagers hang out.</td><td>Essential Questions:

• How and why do young people's activities differ throughout the world?</td></tr>
<tr><td>Students Will Know:

• Vocabulary related to making plans and things to do
• That aller + infinitive describes activities and events that will occur in the near future tense
• The present tense conjugations of irregular verbs aller and vouloir
• How to use information questions to make arrangements to meet someone</td><td>Students will be able to:

• Identify vocabulary related to places in the city.
• Compare and contrast popular activities in the United States and Francophone countries.
• Read, translate and write multi-paragraph compositions related to.
• Accurately use aller & vouloir</td></tr>
<tr><td colspan="2">Significant Task 1:

"Qu'est-ce-que tu veux faire?"
Create and perform a skit making plans to meet someone in town. Students will be put into small groups of 3 or 4. Each group will write a short skit where members negotiate their plans for the evening. This will include asking and answering questions about each person's preferences.

As a whole class, students will already have completed listening, reading, writing and speaking activities of locations/buildings and related vocabulary from the unit of where, when and at what time to meet someone. They will have been involved in class discussions on different things to do and places to meet.

Students will be graded using the following rubric (ATTACH RUBRIC HERE).
This task directly targets the following standards: 1.1,1.2, 2.1

Timeline: 4 blocks

Key vocabulary: places, the verbs aller and vouloir as well as the the future tense, prepositions, making, accepting and refusing invitations, activities, questions related to making plans and time

Resources: Allez-viens 1 textbook and ancillary materials, dictionaries, computers, sports magazines, and the Internet</td></tr>
</table>

Common Learning Experiences:

- Practice and listening activities from the textbook
- Class discussions comparing and contrasting places in town in Windsor to a particular town in France
- quizlet.com/subject/**french-places-in-town** **http://quizlet.com/3310416/places-ch-6-1-flash-cards/**
- **http://quizlet.com/3433419/ch-6-2-invitations-flash-cards/**
- **http://quizlet.com/3556578/chapter-6-3-flash-cards/**
- Completing grammar activities from the textbook
- Writing a skit with a partner
- Oral SmartBoard activity in target language of asking each other "What are you going to do this weekend?" and students respond with 2 places in town they would like to go that are listed choices on SmartBoard

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- Summative assessments for the vocabulary and grammar
- Performance assessments: Skit using NEASC rubric #2(Effective Collaboration).
- Department ACTFL aligned rubric
- Consider the 21st Century Learning Framework when designing common assessments.

Teacher Notes:

Students need to be kept to a timeline.
Students struggle to accurately apply the near future tense.
This unit has a task that is sequential and students must complete each step.
During daily activities, teacher has to be aware of student grouping and possibly adjust the task if student cannot work with their assigned partners.

Name of the Unit: **La Famille**	Length of the Unit: 8-9 (84 minute blocks) Middle school: 3-4 weeks

Purpose of the Unit:
In this unit, students will be able to discuss themselves, introduce and speak about their family, including adjectives, names, ages, likes and dislikes. Students will also be able to talk about relationships between people using the possessive adjective and the verb être.

Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

Students engage in conversation provide and obtain information express feelings and emotions and exchange opinions
Students understand and interpret written and spoken language on a variety of topics
1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety

of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
4.1 Students demonstrate understanding of the concept of the language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of the culture through comparisons of the culture studied and their own.

Big Ideas:	Essential Questions:
• Nouns, adjectives and articles in French are gender and number specific. • Where did I come from people of any culture are unique	• How would I describe my family and myself to others? • What variables influence family life? • How do I introduce myself or others to someone new?
Students Will Know:	Students will be able to:
• Vocabulary related to personal descriptions and to identify who people are. • The conjugations of the verb être. • The uses of possessive adjectives. • The uses of noun- adjective agreement.	• Describe themselves and others • Communicate in written and oral format their own family heritage • Communicate about themselves and others in the target language Read and write short texts related to physical descriptions and likes and dislikes in the target language

Significant Task: Mon Album de Famille
Students will create a photo album of their own or a fictitious family. The students will have to discuss three generations of their family including their own generation. The students may create this on a power point, a photo story or using construction paper, colored pencils and markers. Students will describe the family members, how they are related, their ages, likes and dislikes. Students will present only 4 family members to the class but will include at least 10 in their project.

Students will prepare an oral presentation with the slides to present to the class in the target language talking about themselves and their chosen family member. As the students present their slides, other classmates are taking notes using a graphic organizer. When presentations are done, students will write a paragraph using the information from their graphic organizers in the target language. This significant task will have a speaking, listening and writing grade using department rubrics.

This task directly targets the following standards : **1.1** and **1.3**

Rubric

Listening Rubric
(include links for differentiated tasks)

Timeline: 2-3 blocks

Key vocabulary: adjectives, likes, dislikes, introductions, names, ages, familial relationship vocabulary, computer, Internet, Allez-viens textbook, auxiliary materials, graphic organizers, rubrics

Resources: computer, Internet, Allez-viens textbook, auxiliary materials, rubrics, construction paper, colored pencils, markers

Common Learning Experiences:

- listening activities from the textbook, French proficiency exercises
- grammar activities from the textbook and ancillary materials
- writing activities from the textbook that include vocabulary, Mise en train, and Panorama Culturel
- Quizlet links to reinforce vocabulary: http://quizlet.com/3719622/family-7-1-flash-cards/ http://quizlet.com/1686231/descriptive-adjectives-flash-cards/
- create and present their presentations in the target language
- student created flashcards for multiple vocabulary activities (bingo/LOTO, call out)

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- warm up activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from the Allez-viens on-level assessment book
- performance assessments would include creation and presentation of their albums
- Consider the 21st Century Learning Framework when designing common assessments.

Teacher Notes:

Teacher must create a graphic organizer ahead of time so that students can complete it as they listen to their classmates' presentations so that they can use that information to write their paragraphs in the target language. Teacher might also want to create cloze activities for French proficiency exercises from Quia

<table>
<tr><td>Name of the Unit: Au Marché</td><td>Length of the Unit: 3-4 weeks at the Middle School or 8-9 86 minute blocks</td></tr>
<tr><td colspan="2">Purpose of the Unit:
The purpose of the unit is for students to get a general idea of life in African countries and how integral the market is to their daily life. Students will gain an understanding of another culture while learning how to shop at a market. They will learn vocabulary related to food items, making, accepting and rejecting requests, the verb pouvoir, the partitive article, quantities and typical meal selections.</td></tr>
<tr><td colspan="2">Common Core State Standards Addressed In The Unit (Provide the link to the specific standards):

• Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions
• Students understand and interpret written and spoken language on a variety of topics
• 1.3 Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.
• 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
• 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
• 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.</td></tr>
<tr><td>Big Ideas:

• African influence culture in America
• Gaining knowledge about and empathizing with other people and cultures leads to a more tolerant society.
• Shopping in different settings may require a new set of rules</td><td>Essential Questions:

• How does acceptable and unacceptable behavior vary among cultures?
• How have French roots affected culture in Africa?
• How and why do activities differ in Africa?
• Why is the market so important to those in Western Africa?</td></tr>
<tr><td>Students Will Know:

• Food vocabulary related to the market, customs related to shopping at a market, a typical market set up, the verb prendre, the partitive article, making, accepting and rejecting requests, quantities and typical meals eaten in Francophone countries.</td><td>Students will be able to:

• Ask for items of a certain quantity
• Request favors and accept/turn those down
• Purchase items at a market</td></tr>
<tr><td colspan="2">Significant Task: Creating a Market

Step one: Students will work individually to find recipes from various francophone cultures. Students</td></tr>
</table>

will select a country from a list provided by the teacher and research popular foods from that area. Students will be expected to write about the popular foods and select one dish to highlight. They will look up that recipe and, if the student has the ability, will translate the recipe. (This will allow teachers to differentiate this portion based on students' individual abilities. If a student has the ability they can translate the entire recipe, or just the ingredients list). By translating these recipes- they will demonstrate their knowledge of the vocabulary learned.

After the students have researched their recipes, they will then "make" them for the market. Students who choose may actually make their dish and those who are not able to make the dish will create a representation of the dish either by printing a picture or drawing the dish. The students will then bring their dishes or representations in to the class and act as a "vendor" in a market scene.

Step two: Students will work in groups of 3-4 to create a market scene on butcher paper based off of the lessons on what a typical African market looks like. The students will use information from the cultural components of the lesson in order to complete this task. This will take one day for the students to plan their work on a small sheet of paper and another day for them to transfer their ideas to "life size" on butcher paper. Students will hang their work up on the classroom walls in order to prepare for the live market.

Step three: Students will come in to class with their recipes or their representations of their recipes in order to "sell" it as a vendor in the market they have created. Students will work individually as both a customer and a vendor. They will be given time to "shop" at the market where they will use their vocabulary of asking for certain items, using their quantities, being mindful of cultural differences when shopping (for example the vendor touches the food, not the customer, the vendor and customer engage in small talk, etc.). Since this is the last chapter of the year, we will expect students to recall information from previous chapters in order to make that small talk mentioned previously and also their numbers in order to discuss prices and making change.

This work will be done over the course of 5-6 blocks at the high school and about 2 weeks at the middle school.

This task directly targets the following standards : **1.3** and **1.2**
Timeline: 5-6 blocks
Key vocabulary: Food items, recipe quantities, Expressing need, food, making, accepting, and declining requests
Resources: Allez-viens 1 textbook, computers, printer, dictionaries, colored pencils, markers

Common Learning Experiences:

- listening activities from the textbook,
- grammar activities from the textbook
- writing activities from the textbook
- video & activities from Market video/video clips
- online research and presentation of their designated Francophone country
- student created material; "Market Scene"
- student created flashcards for multiple vocabulary activities
- www.quizlet.com to reinforce listening, reading, writing, grammar and vocabulary, culture

from the chapter
- partner interviews and significant task asking and responding to requests
- teacher directed questions about likes and dislikes such as “What do you need for…?”

Common Assessments, including the end of unit summative assessment:
(Provide link to assessments and rubrics).

- warm up activities from the textbook or teacher created ones for vocabulary and grammar concepts
- vocabulary and grammar quizzes
- summative assessments for vocabulary and grammar from Allez-viens 1 on-level assessment book
- performance assessments would include research and presentation of their recipe and the market scene

Teacher Notes:

Be sure to order butcher paper in advance to have in stock.
Have a list of francophone countries for students to pull their recipes.

Windsor Public Schools
Curriculum Map
Medical Emergencies I
BOE Approval Date

Purpose of the Course:

This course is designed to help students react to and treat real-life problems and to be confident performing lifesaving skills. “Medical Emergencies” is a skills-based course that requires all students to work hands-on with one another. Students must be willing to role-play and respect the classroom space and equipment. Upon successful completion of this course, and successful completion of all mandated assessments via The American Heart Association, students will leave this course with the following certification endorsed by the American Heart Association: BLS Healthcare Provider – good for 2 years.

Name of the Unit: Safety and Patient Assessment	**Length of the Unit:** 12 blocks (86 minutes each)
Purpose of the Unit: Students will gain an understanding of the basics associated with medical emergencies including how to secure a medical emergency scene, how to identify, treat, and prevent the spread of infectious diseases, how to assess vital signs, and how to differentiate between medical and trauma patients. This unit includes several scenarios both on paper and role-played for students to practice these emergent skills. In addition, students will participate in an investigation that analyzes factors that affect vital signs as well as construct a project on the spread of infectious disease.	

Common Core State Standards Addressed in the unit:
CT Science Framework – Grade 10 Strand IV: Cell Chemistry and Biotechnology

10.2 - Microorganisms have an essential role in life processes and cycles on Earth.

- D2. Describe how bacterial and viral infectious diseases are transmitted, and explain the roles of sanitation, vaccination and antibiotic medications in the prevention and treatment of infectious diseases

CT Science Framework – Enrichment Standard

Physiology: Organisms have a variety of mechanisms to combat disease.

NGSS

HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Common Core Standards

CCSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.8
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-Literacy.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

College and Career Ready Attributes:
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	**Essential Questions:**
• Before you can help someone during a medical emergency you must first secure the scene and take proper safety cautions. • The internal condition of the human body can be assessed using vital signs.	• Why do you properly secure a medical emergency scene? • How does the human body defend itself from pathogenic invasion? • What makes a vital sign vital?
Students will know:	**Students will be able to:**
• Scene size-up procedure • BSI practices • The causes and means of infectious disease spread • Prevention and treatment techniques for infectious diseases • The normal ranges for vital signs	• Properly remove medical gloves • Properly clean-up hazardous bodily fluids using BSI precautions • Identify the common pathogens of infectious diseases and describe how they spread across a population • Identify both prevention and treatment

• Standards of care practices including SAMPLE technique and head to toe examination procedure	steps to infectious diseases • Assess vital signs • Use standards of care practices in an emergency situation

Significant Task 1: Body Substance Scenario: Clean Up

Students will review procedures on how to properly remove medical gloves. They will also review the potential hazards of exposure to bodily fluids and how to protect against the spread of infectious disease. Students are then presented with three scenarios using mannequins in order to practice how to effectively deal with different hazardous bodily fluids. The first scenario involves an unconscious victim face-down in a pool of vomit. The second situation involves an unconscious victim bleeding from the head and neck due to a blunt force injury. The weapon responsible for the injury is part of the scene in order to provide instruction on potential crime scene situations. The third and final scenario involves an unconscious victim contaminated with urine and feces.

Students will work in groups to first practice the steps of scene size-up/safety. They will then request consent from the victim and equip themselves with the proper PPE (personal protective equipment) for each individual situation. Once they are prepared and have followed all necessary protocol, students will remove the patient and clean up the scene using proper biohazard removal materials. Each group of students will be expected to deal with all three scenarios provided only with limited resources to reflect real-life obstacles in similar situations. As a final product, students, working in groups will make a short video or PSA (public service announcement) demonstrating the correct clean-up procedure for one of the three scenarios.

As a formative assessment, throughout all scenarios, students will complete reflection questions.

Timeline: 2 blocks
Key vocabulary: PPE, biohazard, bodily Fluids, unconscious, BSI
Resources: Body Substance Cleanup Worksheets, First-aid mannequins, PPE, biohazard removal materials, imitation bodily fluids

Significant Task 2: Infectious Disease Project

Students will create either a brochure, a public service announcement via video, or a public service advertisement found in a magazine on an infectious disease of their choice. Students are given a choice as to the format they will take to complete their project. In addition, students will also be asked to consider the audience they want to address with their project (ex: teens or the elderly).

First students will research and take notes on the following aspects of infectious diseases:

- Causes and means of spread
- Signs and Symptoms
- Treatments
- Anatomy Background (Part(s) of body that are affected)

To help with their notes and research, students are given a handout with a series of guiding questions. As part of their project students will be required to include a formal works cited page, citing at least four

reputable sources.

Finally, students will present their project to the rest of the class.

Timeline: 3 - 4 blocks (roughly 1 block for computer research, 1 block to format and create project, 1 block to present)
Key vocabulary: Infectious disease, pathogen, antibiotics, antibodies, virus, bacteria, parasite, blood-born pathogen, contagious, transmittable
Resources: Project handout which includes all project requirements, guiding questions, and grading rubrics, computers, Internet access, personal video equipment (optional)

Significant Task 3: Patient Assessment Skills

Students will first learn how to use equipment to assess the following vital signs: blood pressure, body temperature, heart rate and sound, skin temperature and condition, and pupils. Next, students will practice assessing one other's vital signs. Working in groups, students will then perform an inquiry-based activity to answer the question, "How does exercise and body temperature affect vital signs?" During this inquiry, students will first assess their vital signs at rest. Next, they will assess their vital signs after 1 minute of exercise; and lastly, they will assess their vital signs after submerging their face in cold water.

As a class, students will analyze the class data to determine "normal" vital sign ranges for their age group and gender. They will then graph their personal data against the class averages and write a conclusion based on their comparisons.

As an extension to this inquiry, students will also be given an opportunity to investigate their personal "fitness" by collecting data on the time it takes for their vital signs to return to "normal" after exercise. As a class, students will analyze the data and discuss the factors that affect personal fitness including age, gender, weight, genetics, and lifestyle.

Once students are comfortable assessing vital signs, they will learn about standards of care protocols such as SAMPLE technique and head-to-toe exams. A series of scenarios, first written then role-played, will then be provided that allow students to determine the correct procedures for treating medical and trauma patients.

Timeline: 4 - 5 blocks (Vital sign introduction and practice 1 block, Vital sign inquiry 1-2 blocks, Standard of care procedures and practice 1-2 blocks).
Key vocabulary: Vital signs, blood pressure, hypertension, homeostasis, trauma/medical patient, sphygmomanometer, stethoscope, systolic pressure, diastolic pressure, respiration, PEARL, SAMPLE, AVPU, MOI, NOI
Resources: Vital Signs Inquiry handout, Written Scenario handout, Scenario Cue-cards, Vital Sign Charts for normal, low and high, Vital Sign Guide Handout, sphygmomanometers, stethoscopes, pen lights, thermometers,

Common learning experiences:
Role-playing during scenarios
Real-life connections to scenarios (students share personal experiences)
Internet research for Infectious Disease Project

Multimedia presentations for Infection Disease Project
Inquiry and conclusion writing for vital signs lab
Video clips and animated demos to demonstrate clean-up and vital sign skills
Higher order questioning during all scenarios

Common assessments including the end of unit summative assessment:
Formative Assessment:
Bodily Fluids Scenario Worksheet
Standards of Care Scenario Worksheet
Summative Assessment:
Bodily Fluids Clean-up PSA Video Rubric
Infectious Disease Project Rubrics
Science Department Inquiry and Conclusion Rubrics for Vital Signs Inquiry
Unit Test

Teacher notes:
Blood-Pressure (Auscultation) Simulation Website http://www.practicalclinicalskills.com/blood-pressure.aspx
Imitation Bodily Fluid Recipes and Notes on Scenario set-ups are in the shared folder.

Name of the Unit: Anatomy	**Length of the Unit**: 8 blocks (86 minutes)

Purpose of the Unit:
Students will gain an understanding of the anatomy of the mammalian body, with special emphasis on the circulatory, respiratory, muscular, and skeletal system. This knowledge of anatomy will in turn help students learn and execute first aid, which is the topic of the next unit.

This unit starts with students investigating the dynamics of the human lung via a lung capacity inquiry activity. This significant task is followed by a series of dissections which will help students identify major organs as well as understand how anatomical structure supports function. Since several different animals will be used, comparative anatomy will also be taught and students will be able to identify the similarities as well as the differences between human, mammal, and bird anatomical features. Ample opportunities for discovery learning through exploration are embedded into this unit, as students will be encouraged to "play" with specimens after they have completed the guided instruction in an effort to help them construct their own knowledge of as well as built enthusiasm for and engagement in the class.

Common Core State Standards Addressed in the unit:
CT Science Framework – Enrichment Standard
Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside

environment.

NGSS
HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Common Core Standards
CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.8
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College and Career Ready Attributes:
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	**Essential Questions**
• Body systems are connected and work together. • The structure of body systems and organs within those systems supports their function. • Feedback mechanisms within and between body systems maintain homeostasis.	• How does anatomical structure support function? • How does the human body use feedback mechanisms within and between systems to maintain homeostasis? • How is human anatomy similar and different to the anatomy of other types of animals?
Students will know:	**Students will be able to:**
• The major organs of the mammalian body. • The vocabulary used to describe anatomical location • The connections between the respiratory, circulatory, and digestive systems • The structure of the heart • The path blood takes through the body • The relationship between the structure and function of the heart muscle • How to assess various lung capabilities • The similarities and differences between	• Identify the major organs of the mammalian body and describe their location using scientific terminology • Measure tidal volume, expiratory reserve, and vital capacity of the lungs • Analyze and draw conclusions from tidal volume, expiratory reserve, and vital capacity data of the lungs • Describe the relationship between heart structure and function • Describe the flow of blood through the

muscles, tendons, ligaments, bones, and joints • How the structure of the muscular and skeletal systems support their function	circulatory system • Distinguish between muscles, tendons, ligaments, bones, and joints • Describe the relationship between the muscular and skeletal systems

Significant Task 1: Lung Capacity Inquiry

Students will explore the dynamics of the human lung by measuring their own tidal volume, expiratory reserve, and vital capacity using a make-shift spirometer. Once they collect this data, students will compare their results with their classmates. They will also compare their results against the average adult lung capacity for males and females. As part of this inquiry activity, students will be asked to graph their own data as well as answer a series of analysis questions that focus on the feedback mechanisms within the respiratory system as well as the connection between lung capacity and activities such as sports.

Once students are comfortable using a spirometer, they will design an experiment on an aspect of lung capacity. For example, they could ask how lung capacity differs among different types of athletes or different types of musicians. As part of their experimental write-up, they will be asked to include an in-depth discussion on how variables in human test subjects such as age and gender can complicate data analysis.

Timeline: 2 block
Key vocabulary: Spirometer, tidal volume, expiratory reserve, vital capacity, displacement
Resources: Balloons, rulers, Lung Capacity Inquiry handout, graph paper, 2-liter bottles (extension), rubber stopper (extension), glass pipettes (extension), water (extension), graduated cylinder (extension)

Significant Task 2: Comparative Anatomy Dissections

Students will first learn the location of internal mammalian organs by dissecting a rat. To do this there will be both class instruction as well as a handout with directions and comprehension question. After the students become familiar with the location and appearance of the major internal organs, they are asked to compare and contrast the rat's anatomical features with those of a human. Students will also be asked to infer how the respiratory, circulatory, and digestive systems interconnect and support one another based on their structure and location within the mammalian body. Also, since the rat specimens are injected with dyes, the students will be able to explore the directions of blood flow in the circulatory system. This will create a nice transition to the next dissection, where the students will examine the external and internal features of a mammalian heart to better understand the structure and function of the circulatory system, specifically the cardiac chambers, major vessels, and valves.

A major focus of this activity is for students to examine the depth of the cardiac muscle in different areas of the heart and make connections to the specific functions of each chamber. (*Note - the left side of the heart is considerably thicker than the right, as the left side of the heart pumps blood throughout the entire body, versus the right that pumps only to the lungs.) Students will also be asked to compare and contrast cow hearts with rat hearts.

In the last dissection students will examine the structure of muscles, bones and connective tissues by dissecting prepared chicken legs. Students will also be asked to compare and contrast analogous

features of birds and humans. Another goal of this dissection is for students to explore how these anatomical features look, feel, and respond to different stimuli. This in turn will help them better understand how to properly splint and care for strains, sprains, dislocations, and fractures during the next unit.

For all three dissections there will be both class instruction as well as directional handouts with comprehension and synthesis questions.

Note: Students who object to live dissections will be allowed to do dissection simulations on the computer as an alternative activity.

Timeline: 3 blocks
Key vocabulary: Distal, proximal, superior, inferior, anterior, posterior, ventricle, atrium, aorta, coronary artery, mitral valve, tricuspid valve, aortic valve, pulmonary valve, striations, smooth muscle, cardiac muscle, skeletal muscle, spleen, pancreas, gall bladder, ureters, liver, tendon, ligament, ball and socket joints, hinge joints, cartilage, tibia, fibula, femur, phalanges, integumentary system (skin)
Resources: Rats, Organ System Posters, PPE, Prepared calf hearts, Dissection kits, Color-Coded Heart Diagrams, Dissection handouts, Chicken legs

Common learning experiences:
Cooperative Learning – Students will work in groups to design lung capacity experiments. Students will also work in dissection groups.
Inquiry and conclusion writing for lung capacity lab.
Compare and contrast analysis during dissections.
Discovery learning during dissections.
Data analysis and graphing for lung capacity lab.
Synthesis questioning – Students must connect structure to function during dissections.

Common assessments including the end of unit summative assessment:
Formative Assessments:

- Dissections Handout Comprehension Questions
- Lung Capacity Lab Part 1: Graph and Comprehension Questions

Summative Assessments:

- Dissection Comparison and Synthesis Questions
- Science Department Inquiry and Conclusion Rubrics for Lung Capacity Inquiry
- Unit Test – written test with included lab practical section in which students identify internal features and directional terms marked by flags.

Teacher notes:

- Calf hearts can be ordered in advance from Arnolds Meats – East Longmeadow, MA (413) 525-5115
    - cost is approximately $1.99/lb.

- calf hearts come “prepared” and frozen – the pericardium as well as the majority of the aorta come removed
    - thoroughly thaw and rinse calf hearts before supplying to students
- Chicken Legs can be purchased as/is from Geissler’s Supermarket

Name of the Unit: First Aid	**Length of the Unit:** 10 blocks (86 minutes)

Purpose of the Unit:

Students will gain an understanding of basic first aid skills, including how to splint minor strains, sprains, dislocations and fractures, how to properly control bleeding, and how to apply them to real-life emergency situations.

Common Core State Standards Addressed in the unit:

CT Science Framework – Enrichment Standard:
Physiology: As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.

NGSS:
HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Common Core Standards
CCSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range

of formal and informal tasks.

College and Career Ready Attributes:
Students will demonstrate independence, strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

Big Ideas:	**Essential Questions:**
• Medical home remedies are often not effective and should not replace the need for proper medical care. • First aid is a toolkit of techniques. • SAMPLE protocol and Head to Toe examinations are part of first aid. • First aid materials can be improvised.	• Are home remedies based upon scientific findings? • How do you determine the procedure/technique to use given a particular medical situation? • When and how should you improvise during first aid?
Students will know:	**Students will be able to:**
• Definition characteristics of wound types. • The similarities and differences between a dressing and a bandage • The similarities and differences between a strain and a sprain • The similarities and differences between a dislocation and a fracture • How to properly immobilize bones and joints • How to properly dress a wound • How to make their own first aid materials	• Analyze home remedies to determine their validity and usefulness • Ascertain the type of wrap or bandage to utilize based upon the nature and location of a wound injury • Create makeshift splinting materials using unconventional first aid materials • Create a working ring-bandage using strips of cloth & triangular bandages • Create a working sling using strips of cloth & triangular bandages • Properly wrap a limb injury using the spiral-method • Properly wrap an ankle and/or wrist injury using the Figure 8-method • Control bleeding until paramedics can arrive on scene • Assess medical situations and determine proper care • Improvise care using prior knowledge skills and available equipment/materials

Significant Task 1: First Aid Myth Project

Students, working individually, will create a poster or another form of visual presentation that explores a common medical home remedy for first aid treatment. (For example: butter on burns). The goal of this project is to address misconceptions about first aid treatment as well as teach proper care.

The first portion of the project is for students to interview family members about home remedies they know and use for minor first aid treatment. Based on these interviews, students will a home remedy they would like to learn more about. The next class block, students are given a guiding handout and grading rubric to guide their research.

For their poster, students are asked to identify whether their home remedy of choice actually works or not from a scientific and medical perspective. In addition, they will then provide an explanation for their myth, including the proper method of treatment if the remedy is false. As part of the poster, students are expected to include appropriate images, and lastly, present their completed work to the class.

Timeline: 3-4 blocks (½ -1 day for introduction, 1-1 ½ days for research, 1 day for presentations)
Key vocabulary: Remedy, First Aid, misconception
Resources: Computers, Internet, Myth project handout, Myth project rubric, poster paper, art supplies.

Significant Task 2: Splinting and Wrapping Scenarios

Students will learn how to effectively care for strains, sprains, dislocations and fractures. During the first block of the lesson, students will rotate between stations which each emphasize a different type of immobilization skills including: straight arm, bend arm, straight leg, bend leg, and slings. Key concepts that are emphasized include: the difference between applying "traction" in the field and "reduction" in a health care facility; the difference between a splint and a brace; the difference between a strain and sprain; and the difference between a dislocation and a fracture.

On the second day, students are provided with scenario cards in order to practice their splinting and wrapping skills. During these role-playing sessions, the improvisational nature of caring for these injuries is emphasized. Guidance is provided, however, students are encouraged to troubleshoot the unique obstacles each injury presents as they arise. In addition to standard bandages, braces, splints, and slings; students are provided with unconventional first aid materials such as clothing items, sticks, and rope so they can practice using make-shift materials to deal with injuries in the field.

At the end of the lesson, there is a class reflection on the challenges and successes of the scenario. Students will then write and submit a personal reflection of their experience and how it might compare to a real life situation.

Timeline: 3 Blocks
Key vocabulary: Immobilization, Traction, Reduction, Splint, Brace, Strain, Sprain, Dislocation, and Fracture
Resources: Splinting and Wrapping Station handout, Splinting and Wrapping Scenario Cards, Bandages, Braces, Splints, Slings

Significant Task 3: Wound Care and Bleeding Emergencies

During the first block, students will share personal accounts of bleeding emergencies in order to activate prior knowledge and build enthusiasm for the lesson. A bleeding emergency instructional PowerPoint will then be presented, which covers the different categories of wounds as well as the types of materials available for care.

During the second block, students will learn the basics of wound care; first through demonstration and then by practice. The skills emphasized include: proper dressing materials and technique; how/when to use ring bandages; how/when to utilize a spiral wrap versus a figure 8 wrap; and how to properly dress puncture and penetration wounds. By the end of the lesson, students will know several bandaging techniques as well as criteria to help them decide which type of bandage/wrapping to utilize given the nature of the injury. In addition to bleeding control, students will be taught how to properly position a victim in preparation for the possibility of shock during a bleeding emergency.

In the third block, students will synthesize what they have learned through role playing. Students are provided with a selection of silicone simulation wounds and will work in small groups to create their own emergency scene. One member of each group will select a simulation "wound" from the box and role-play a bleeding emergency situation. Fellow group members must then approach the victim and use the skills they have learned to properly check for scene safety, request consent from the victim, request information from the victim about the injury (if conscious and alert) or ascertain information from the scene if the victim is unresponsive or non-verbal, and lastly, properly care for the injury and the victim in a timely manner.

Timeline: 3 blocks
Key vocabulary: Abrasions, Avulsions, Amputations, Lacerations, Dressings, Triangular Bandages, Ring Bandages, Ace Bandage, Figure 8 Wrap, Spiral Wrap, Sterile, Puncture, and Penetration
Resources: Bandages, PPE, Dressings, Wound Simulation Kit, Simulation Blood, Bleeding Emergency PowerPoint (viewer digression advised), Online Videos of Emergency Reenactments

Common learning experiences
Cooperative Learning – Students will work with partners for all first aid scenarios
Role-Playing for scenarios
Problem solving – Given a situation, students must determine the proper first aid technique
Improvisation during first aid scenarios
Demonstration and modeling of splinting, wrapping and wound care
Reflection on challenges and successes of scenarios and how they relate to real life
Skills practicum for all first aid skills
Research on home remedy myths
Oral presentations on home remedy myths

Common assessments including the end of unit summative assessment:
Formative Assessment:

- Scenario Reflections
- Scenario Practicum
- Bandaging Skills – technique & timeliness

Summative Assessment:

- First Aid Myth Poster Rubric
- Poster Presentations assessed via WHS School-wide Rubric #3 – "Effective Oral Communication"
- Unit Test – written & practical exam

Teacher notes:
Posters provide for great means to display student work as well as to inform "passers-by" in the hallways.

Wound Simulation Box – includes a variety of silicone and strap-on wounds
Simulation Blood – recipe to be determined

Name of the Unit: Basic Life Support	**Length of the Unit:** 15 Blocks
Purpose of the Unit: With the knowledge and skills learned in this course, students will be able to save a life. Students will learn the skills of CPR for victims of all ages and will practice CPR in a team setting. Students will learn how to use an automated external defibrillator (AED) and how to relieve choking (foreign-body airway obstruction). The skills learned in this course will enable students to recognize emergencies such as sudden cardiac arrest and know how to respond to them.	

Common Core State Standards Addressed in the unit:
Common Core Standards
CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Big Ideas:	**Essential Questions:**
• BLS and CPR can save lives • BLS and CPR are set procedures that are continuously revised and updated • BLS and CPR procedures are different for adults, children and infants	• What informs and influences our ability to save lives in emergencies?
Students will know:	**Students will be able to:**
• The basic steps of CPR for adults, children and infants • Similarities and differences of 1 and 2 rescuer emergency situations for adults, children, and infants	• Recognize the signs of cardiac arrest • Identify signs of choking • Relieve choking in victims of all ages • Take a pulse on adults, children and infants

• Adult and Pediatric "chain of survival" • When and how to operate an AED • How to recognize and relieve choking in adults, children and infants • How and when to perform rescue breaths on victims of all ages • When to use head-tilt/chin-lift versus a jaw thrust when opening the airway of an unresponsive victim	• Perform CPR on victims of all ages • Perform Rescue Breathing on victims of all ages • Properly operate an AED in all situations • Open the airway using both the head-tilt/chin-lift and the jaw thrust technique

Significant Task 1: BLS (Basic Life Support)/CPR for Adults

Students will start by activating prior knowledge by answering a questionnaire and discussing personal experiences with BLS and CPR situations. During this portion of the lesson, the importance of BLS and CPR in saving lives is stressed as well as the specific changes in regards to methodology that have taken place in the past several years.

Students will learn the adult "chain of survival," and the main steps of BLS including chest compressions, opening the airway, providing breaths, and defibrillation. During this task, students will be taught the skills necessary to properly perform these steps on adult victims specifically. They will then practice these learned skills using mannequins, pocket masks, and a defibrillator simulation device.

Once students are proficient at performing single rescuer BLS, they will learn how to provide BLS as a team of 2 rescuers. The students will be able to compare and contrast 1 and 2 rescuer BLS in regards to the proper equipment to be used as well as the steps taken for care. Students will then practice these skills together as a team using mannequins, adult BVMs, and a defibrillator simulator.

In order to demonstrate mastery of adult BLS/CPR, students are required to successfully pass a skills practicum as mandated by the American Heart Association. *Note* Should students fail to successfully pass the skills practicum on the first attempt, they are permitted to try again following remediation of skills.

Timeline: 3 blocks
Key vocabulary: CPR, Defibrillator, BLS, compressions, cardiac arrest, trachea, carotid artery, sternum (breastbone), emergency response system, pocket mask, BVM (bag/valve/mask), ventilation
Resources: BLS for Health Care Providers Manual and DVD, adult mannequins, pocket masks, adult BVMs, defibrillator simulator, PPE, AV Equipment

Significant Task 2: BLS (Basic Life Support)/CPR for Children & Infants

Students will begin by reviewing the skills they learned for Adult BLS/CPR. Students will be asked to predict how these skills and the steps taken for care might be different when a victim is a child or an infant. The students will construct a triple Venn Diagram to compare and contrast adult BLS/CPR skills and steps to those of child BLS/CPR and Infant BLS/CPR.

Students will learn the pediatric "chain of survival," and the main steps of BLS with reference to children and then infants including: chest compressions, opening the airway, providing breaths, and

defibrillation. Students will be taught the skills necessary to properly perform these steps for child and finally, infant victims specifically. They will then practice these skills using child and infant mannequins, and pocket masks.

Once students are proficient at performing single rescuer BLS for both children and infants, they will be taught the skills necessary to provide BLS as a team of 2 rescuers. The students will be able to compare and contrast 1 and 2 rescuer BLS in regards to equipment used and steps taken for care. Students will then practice these skills using child and infant mannequins, as well as child and infant BVMs.

In order to demonstrate mastery of **infant** BLS/CPR, students are required to successfully pass a skills practicum as mandated by the American Heart Association. *Note* There is no required skills practicum for child BLS/CPR. As mentioned above, should students fail to successfully pass the skills practicum on the first attempt, they are permitted to try again following remediation of skills.

Timeline: 3 blocks
Key vocabulary: CPR, Defibrillator, BLS, compressions, cardiac arrest, trachea, femoral artery, brachial artery, sternum (breastbone), emergency response system, pocket mask, BVM (bag/valve/mask), ventilation
Resources: BLS for Health Care Providers Manual and DVD, child and infant mannequins, pocket masks, child and infant BVMs, PPE, AV Equipment

Significant Task 3: Airway Emergencies for Adults, Children and Infants (Advanced Airway, Rescue Breathing and Choking)

Teacher begins the lesson with a demonstration of how to use a disposable face shield to give mouth to mouth breaths with an emphasis on how the procedures differ depending upon the age of the victim (infant vs. adult). Students will then brainstorm other types of barrier devices that could be used for mouth to mouth breathing if a pocket mask or disposable face shield is not available. This discussion also serves as a review of basic BLS/CPR steps and techniques.

Students will learn the techniques of rescue breathing and then practice the skill on adult and pediatric mannequins.

Students will next learn the common causes of choking and actions to relieve choking (foreign-body airway obstruction) in responsive and unresponsive victims 1 year of age and older. Students will compare and contrast the signs, symptoms, and rescuer actions for mild versus severe airway obstruction. Students will then practice abdominal thrusts on the “Choking Charlie” mannequin.

After students are comfortable performing abdominal thrusts on a normal adult, modifications to the technique for atypical situations such as choking emergencies in pregnant women and obese adults are discussed.

The last component of the task is for students to learn the actions to relieve choking (foreign-body airway obstruction) in responsive and unresponsive **infants**. Students will compare and contrast the signs, symptoms, and rescuer actions of mild versus severe airway obstruction as well as the differences in technique for adult versus infant victims. Students will then practice the procedure of performing “back slaps” and chest compressions on infant mannequins.

If time permits, students will practice all the skills of the unit through scenario role-play.

Timeline: 3 blocks
Key vocabulary: navel, gastric inflation, abdominal thrusts (Heimlich Maneuver), cyanosis, back slaps, finger sweep, expel, dislodge, breastbone (sternum), abdomen, foreign-body airway obstruction, wheeze
Resources: BLS for Health Care Providers Manual and DVD, AV Equipment, Pocket Masks, Disposable Face Shields (specialized for mannequins), Choking Charlie (trademark mannequin), Infant mannequins

Common learning experiences:
Cooperative Learning: Students work in pair for all skill practice.
Role-Play during CPR and BLS scenarios
Skill Drills for CPR and BLS
Compare and Contrast CPR and BLS for infants, children, and adults

Common assessments including the end of unit summative assessment:
Formative Assessment:
Do Now Review Activities at the start of each lesson
Short quiz at the end of each significant task to monitor student progress

Summative Assessment:
1 and 2 Rescuer Adult BLS with AED Skills Practicum
1 and 2 Rescuer Infant BLS Skills Practicum
Final Written Examination – 25 questions, Multiple Choice

- Students must pass this examination with a score no lower than 84% (22/25) to achieve certification from the American Heart Association

Teacher notes:
This unit is a set-curriculum designed by the American Heart Association for CPR/BLS certification.

Windsor Public Schools
Curriculum Map
Meteorology
BOE Approval Date

Purpose of the Course:
Students will examine the elements and causes of different types of weather as well as the forecasting of weather. Technological advances in meteorology will be discussed as well as the impact those advances have on the accuracy of weather prediction and the preservation of human life and property. Topics include structure of the atmosphere, severe weather, weather forecasting, and the impact of weather on humans as well as how humans impact weather and climate.

Name of Unit 1: Weather Elements	Length of the unit: 9 blocks (86 minutes each)
Purpose of the Unit: Students will investigate the variables that make up weather. These components are temperature, humidity, precipitation, cloud cover, air pressure, and winds. Students will explain how all of these weather elements work together to form the different types of weather here on Earth.	

Standards Addressed in the unit:

Connecticut Earth Science Enrichment Standards:
Energy in the Earth System

- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

Structure and Composition of the Atmosphere

- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

Next Generation Science Standards

HS-ESS24. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Common Core State Standards
CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Big Ideas:	Essential Questions:
• Weather is the state of the atmosphere as influenced by a variety of factors.	• How do factors influence the weather conditions in a given location?

• Meteorologists measure and analyze weather elements to create their weather forecasts. • Advancements in technology have improved the accuracy of weather forecasts.	• How do meteorologists help to protect lives and property?
Students will know: • The difference between heat and temperature • How temperature influences humidity • The criteria used to determine the layers of the atmosphere • The factors that influence air pressure • The relationship between air pressure and wind • How winds are named • The origin of air masses	Students will be able to: • Calculate the humidity in a given location • Interpret an isotherm map • Differentiate the forms of precipitation • Measure weather elements using the appropriate scientific instruments • Identify the appropriate units of measurement for weather elements • Describe the global patterns of surface air pressure and wind • Predict the location of air masses and fronts

Significant task 1: In a whole class discussion, teacher will activate prior learning by asking students to identify the three types of heat transfer. In pairs, students will complete a concept map on the types of heat transfer that includes the definition of the type of heat transfer, an example of each, and identification of each type of heat transfer in real-life scenarios. When completed, students will share out to the class. In pairs, using a textbook or other resource, students define the terms “heat” and “temperature.” On white boards, pairs will create a visual of the difference between the two terms and share with the class. In small groups of 2 or 3, students will calculate the humidity of a location using the dew point method and a sling psychrometer. Students will compare the results of both methods and evaluate which method they believe is most accurate. Students will write a conclusion with supporting evidence as to which method they believed was most accurate. Students will create a temperature map of the United States by drawing in the isotherms for each 10 degree range of temperatures, coloring in the corresponding temperature bands, and labeling their map. In pairs, students will analyze their maps and answer questions about the patterns that they observe. Timeline: 2 blocks Key vocabulary: dew point; condensation; evaporation; wet bulb; dry bulb; temperature; heat; isotherm; relative humidity; humidity; water vapor capacity; saturated; radiation; conduction; convection Resources: mini-white boards; dry erase markers; textbook; Internet access; thermometers; sling psychrometers; metal cans; ice; water; colored pencils
Significant task 2: Students will create a diagram of the layers of the atmosphere based on temperature and altitude. They will label the layers, transitions, and key features and analyze their diagrams. Students will then create a diagram of the temperature layers of the atmosphere necessary for the following basic precipitation

types to occur: rain, snow, sleet, and freezing rain. Students will peer-access the diagrams for accuracy. In a whole group discussion, the teacher will introduce the types of clouds and the meaning of cloud prefixes and suffixes to help students identify where in the atmosphere each type is found.
Students will then research a specific cloud type and prepare Power Point slides, a poster, or other visual representation, incorporating the associated precipitation types into their assignment. Students will present their projects to the class as other students take notes on the presentations.

Timeline: 4 blocks

Key vocabulary: troposphere; tropopause; stratosphere; stratopause; mesosphere; mesopause; thermosphere; ozone layer; cirrus; cumulus; stratus; altostratus; cirrostratus; cirrocumulus; stratocumulus; nimbostratus; cumulonimbus; altocumulus; lenticular; mammatus; virga; fall streaks; rain; snow; sleet; freezing rain; graupel; hail; drizzle; showers

Resources: Internet access; library resources; textbook; interactive projector; colored pencils

Significant task 3:
Students will complete a K-W-L chart on air pressure and winds. They will then compare their charts with a partner. A student leader will compile a class list on the white board which students will copy into their notebook.
With a partner, students will identify and analyze global wind and pressure belts and their impact on surface ocean currents using various maps. Student groups will describe the circulation patterns in high and low pressure systems and compare air movement in the northern and southern hemispheres. The groups will then predict the direction from which the wind is blowing both globally and locally.
Students will return to the K-W-L chart on air pressure and winds and complete the section on what they have learned. Each group will provide an example of what they learned. A student leader will compile a class list on the white board which students will copy into their notebook.
With a partner, students will create a list of possible air mass combinations given warm or cold air and moist or dry air. The teacher will give the appropriate vocabulary terms for cold, warm, moist and dry air and students will assign names to the air masses they created. They will then identify the origin of these air masses on a map and label the map. Based on the identification of the air masses, students will predict the location and types of fronts.
Pairs of students will construct two different weather maps using weather variables and interpret the data based on the movement of air masses. With their partner, students will calculate the pressure gradient between given locations and predict the resulting wind speed between the locations.

Timeline: 3 blocks

Key vocabulary: prevailing winds; ITCZ; horse latitudes; doldrums; trade winds; polar easterlies; westerlies; jet stream; altitude; elevation; millibars; barometer; barometric pressure; pressure gradient; anticyclone; cyclone; high pressure system; low pressure system; clockwise circulation; counterclockwise circulation; Coriolis effect; wind vane; air mass; front; warm front; cold front; occluded front; stationary front; continental; polar; maritime; tropical; arctic

Resources: textbook; colored pencils; interactive projector; mini-white boards; maps

Common learning experiences:

- Humidity lab

- Isotherms map
- Precipitation diagrams
- Cloud project research
- Global winds diagram
- Air pressure and winds K-W-L chart
- Air mass identification
- Vocabulary organization/concept map

Common assessments including the end of unit summative assessment:

- Heat transfer concept map
- Humidity conclusion statement
- Temperature map lab
- Layers of the atmosphere analysis questions
- Cloud project presentation
- Global winds and pressure belts analysis questions
- Maps of North American air masses and fronts

Teacher notes:

- Appropriate school-wide rubrics should be used for Cloud Project research and presentation.
- WHS science department lab rubric should be used for all lab reports.
- WHS science department conclusion/argumentative rubric should be used when appropriate.
- Vocabulary strategies can be found in *Reading for Academic Success* by Strong, Silver, Perini, and Tuculescu.

Name of Unit 2: Severe Weather	Length of the unit: 11 Blocks (86 minutes each)

Purpose of the Unit:
Students will investigate the types of severe weather that occur and the atmospheric conditions needed for severe weather to develop. Types of severe weather include hurricanes, tornadoes, thunderstorms, and winter storms. Students will focus on the impact of such severe weather to the economy of the area and human life. Students will analyze government response to severe weather in order to create a plan to save life and property.

Standards Addressed in the unit:
Next Generation Science Standards:
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future

impacts to Earth systems.
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS-ESS24. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Connecticut Earth Science Enrichment Standards:
Energy in the Earth System

- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

Structure and Composition of the Atmosphere

- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Big Ideas:	Essential Questions:
• Severe weather impacts humans in positive and negative ways. • Severe weather cannot be prevented.	• Does global climate change affect severe weather? • Can human beings prevent severe weather from affecting them?
Students will know:	Students will be able to:
• How tornadoes are classified • How thunderstorms form • What causes lightning and thunder • How the coriolis effect influences hurricanes	• Predict tornado strength on the EF scale • Identify the stages of thunderstorms • Describe the types of lightning • Plot the location of a hurricane on a map using latitude and longitude • Analyze data to create a municipal plan to protect an area's residents from a hurricane

Significant task 1:
The teacher will activate prior learning by asking student pairs to brainstorm everything they know about tornadoes onto a mini whiteboard. Student pairs will share out and a student leader will create a class chart on the whiteboard. In groups of three, students will brainstorm how engineers and architects

could test building designs that would make them more resistant to damage from tornadoes. In their groups, students will research current methods of designing buildings to withstand tornado winds of varying intensities as defined by the enhanced Fujita scale. Each group member will design and draw their own tornado-proof building based on their research. They will also provide a written description of their building explaining the features that contribute to its ability to withstand tornado-strength winds. Students will present their design to the class. Students will peer assess presentations and will vote on the best design. In their groups, students will create a list of steps people could take to reduce tornado damage in the absence of tornado-proof buildings.

Timeline: 3 blocks
Key vocabulary: thunder; severe thunderstorm; lightning; stepped leader; return stroke; dart leader; sheet lightning; ball lightning; St. Elmo's fire; "heat lightning"; cloud-to-cloud lightning; cloud-to-ground lightning; supercell thunderstorm; multicell thunderstorm; mesoscale; cumulus stage; mature stage; dissipating stage; gust front; downdraft; updraft; microburst; macroburst; straight line winds; dry line; squall line; cumulonimbus cloud; anvil; wall cloud; shelf cloud; bow echo; hail; tornado; funnel cloud; wind shear; enhanced Fujita scale; water spout; rope-, wedge-, funnel-shaped tornadoes; multi-vortex tornado; Doppler radar; severe thunderstorm watch; severe thunderstorm warning; flood watch; flood warning; flash flood watch; flash flood warning; tornado watch; tornado warning
Resources: *Meteorology Today* textbook, Internet, videos, resource books from the library
http://www.discoveryeducation.com/teachers/free-lesson-plans/tornado.cfm

Significant task 2:
A short video clip will be shown to the class of hurricane Katrina or another significant hurricane. In groups of two or three, students will plot the paths of three or more significant hurricanes on a map using date, time, latitude and longitude. Groups will compare the paths of the hurricanes and discuss how the Coriolis effect causes hurricanes to begin spinning as well as affects the path the hurricane takes. The strength of the hurricane on the Saffir-Simpson scale at that location will also be included on the map. Students will pick one hurricane and analyze the data on the map to determine if an evacuation plan is needed and then to create a plan for evacuation as well as support and clean-up of the affected areas. Students will need to determine population size in order to create their plan. Groups will calculate the cost associated with their plan and then will present their plans to the class to "ask" for the money. Class will deliberate with the group and try to bring the cost down without affecting human lives. Groups will reevaluate and recalculate the cost of their plan and then submit their final plan with a budget. Final plan will be peer assessed.

Timeline: 4 blocks
Key vocabulary: tropical disturbance; tropical depression; tropical storm; hurricane; cyclone; typhoon; Saffir-Simpson scale; storm surge; eye wall; rain band; Coriolis effect; air pressure; latitude; longitude; equator; hurricane watch; hurricane warning
Resources: maps, Internet, colored pencils, whiteboard, dry-erase markers, overhead projector

Significant task 3:
Whole class will create a list of all the different types of severe weather and beneath each type list specific names or locations and dates of that type of severe weather. Pairs of students will pick one specific event and create a visual presentation to be shown to the class. The presentation will include a timeline of the severe weather event; the strength (fujita or saffir-simpson scale); the causes (if any) and effects of the "disaster"; visuals of the event (pictures or video); detailed government response to the event and an analysis of that response; cost in money as well as infrastructure and human life; determination of what could have been done differently to mitigate the effects of the severe weather event. Student presentations will be peer assessed as well as evaluated by the teacher.

Timeline: 4 blocks
Key vocabulary: hurricane; tornado; flood; blizzard; ice storm; snow storm; drought
Resources: whiteboard, dry-erase markers, internet, overhead interactive projector

Common learning experiences:

- Stages of thunderstorm development diagram
- Compare downbursts, microbursts, and macrobursts
- Compare lightning types
- Word Box for vocabulary
- Compare downbursts to tornadoes
- Video clips of severe weather and hurricane Katrina
- Hurricane and Tornado PowerPoints

Common assessments including the end of unit summative assessment:

- Hurricane mapping activity
- Hurricane evacuation, support and clean-up plan (peer assessed)
- Weather disaster project
- Tornado-proof building design

Teacher notes:

- Teacher should be prepared to share specific severe weather events for the whole class brainstorm to ensure there are enough examples.
- School wide rubrics should be used for the tornado, weather disaster group presentation and the hurricane evacuation, support and clean-up plan.
- Travelers in Windsor has engineers who may provide some structural design insight and business implications for structures that need to resist specific conditions. John Machnecki is the director of the lab.
- PowerPoints can be found in the science shared folder.
- Word Box template can be found on the shared SCIENCE folder under Meteorology.

Name of Unit 3: Weather Forecasting	Length of the unit: 8 Blocks (86 minutes each)

Purpose of the Unit:
Students will analyze and interpret weather maps in order to predict the weather forecast. Students will understand the different models meteorologists used to make weather predictions and determine which model is most appropriate for a given situation. Students will understand how important it is to the preservation of life and property to be able to make a valid weather forecast and the advancements in technology that make it possible.

Standards Addressed in the unit:
Next Generation Science Standards:
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS-ESS24. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Connecticut Earth Science Enrichment Standards:
Energy in the Earth System

- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

Structure and Composition of the Atmosphere

- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Big Ideas:	Essential Questions:
• Meteorologists use data from various sources to make weather forecasts. • Accurate weather forecasts are important to saving lives and property.	• Is there ever an accurate forecast?
Students will know:	Students will be able to:
• How weather reports are developed • How to read a weather map • The forecast models and methods that can be used to make weather forecasts	• Identify weather map symbols • Create a station model • Compare forecast models • Interpret weather data • Interpret satellite images • Analyze weather data • Accurately predict the weather for an area or region

Significant task 1:
In pairs, students will identify the symbols used to indicate common weather variables and interpret sample station models. Students will record the local weather conditions for two weeks using weather instruments in class and/or the current weather conditions at Bradley International Airport. In groups of three, students will be responsible for recording the data for a particular weather variable during each class period: cloud cover; air temperature; dew point temperature; precipitation; wind speed and direction; barometric pressure. Students will create a meteogram using their data. They will create line graphs of both temperature and dew point temperature on the same graph. They will create a separate graph of barometric pressure. They will create a station model that shows cloud cover, wind speed, wind direction and any precipitation that occurred on that day. Students will analyze their meteograms with their group to determine the relationships between weather variables and predict the weather for the following day.

Timeline: 2 blocks
Key vocabulary: temperature; dew point; cloud cover; wind direction; wind speed; barometric pressure; precipitation symbols; knots; millibars; partly sunny; partly cloudy; overcast; fog; station model; meteogram
Resources: Internet, *Meteorology Today* textbook, diagrams, poster sized post it paper, markers, graph paper or computers with excel

Significant task 2:
Teacher will initiate a whole class discussion to determine what students know about how meteorologists predict the weather. Visuals such as weather reports, blogs, tweets or Facebook posts from meteorologists or pictures of "spaghetti plots" are just some of the items that can be shown to activate student's prior knowledge and facilitate the discussion. In small groups of three or four, student groups will research a forecasting method or model assigned by the teacher. Groups will create a lesson on that forecasting method to be presented to the class. The lesson must include an activation/determination of prior knowledge, a formative assessment and a summative assessment. Student groups will present the lesson to their peers including the summative assessment.

Timeline: 3 blocks
Key vocabulary: short-, medium-, long-range models; GFS model; NAM model; ECMWF model; UKMET model; EMC model; METAR; SYNOP; radiosonde; weather satellite; weather radar/Doppler radar; reconnaissance aircraft; prognostic chart
Resources: whiteboard, dry-erase markers, Internet, *Meteorology Today* textbook

Significant task 3:
In a whole class discussion, the teacher will activate prior learning by asking students to identify the symbols for fronts and weather variables. In pairs, students will diagram the symbols (in the correct colors, if applicable) on mini-white boards. In small groups, students will interpret samples of weather data (e.g., surface maps, satellite images, etc.) chosen by the teacher to practice reading the symbols and images used by meteorologists. Student pairs will peer-assess the interpretation of the images and symbols. In pairs, students will analyze satellite images and weather data, such as regional surface maps and frontal analysis plots, on the Internet in order to create the weather segment for a local 6 pm TV news report in the form of a video, Power Point, or other visual format of their choice. Students will analyze the data they retrieve to create a weather report that includes extensive coverage of current conditions, discuss current satellite images, briefly report on the evening weather, detail the forecast for the next day, create the 5-day extended outlook and predict the weekend forecast. Students will also

gather information from the Internet and media reports for any significant national weather events and include this in their presentation. Students will present their weather reports to the class while other students peer-assess the report.

Timeline: 3 blocks
Key vocabulary: forecast; extended outlook; satellite image; regional surface map; frontal analysis plot; cloud cover; dew point; temperature; humidity; wind chill; heat index
Resources: Internet; mini-white boards; dry erase markers; erasers; digital camera/tablet/smartphone; interactive projector; weather maps/data; satellite images

Common learning experiences:

- Diagrams of weather symbols
- Forecasting method research
- Five card draw vocabulary review
- Weather prediction
- Weather data interpretation
- Weather data analysis
- Weather report presentation

Common assessments including the end of unit summative assessment:

- Station models
- Meteograms and analysis questions
- Forecasting lesson
- TV Weather Report
- Weather forecasting unit test (including interpretation and analysis of a weather map)

Teacher notes:

- The teacher will need to record local weather data from Bradley International Airport on the days that class does not meet.
- Appropriate school-wide rubrics should be used for forecasting method lesson and TV weather report research and presentation.
- Modifications may be made for the TV weather report by providing students with more detailed data, images, and maps.
- Vocabulary strategy can be found on page 87 of the book *Instruction for all students* by Paula Rutherford.
- Consider contacting a local meteorologist to arrange a visit to the class (or skype) to talk about what kind of schooling is required, what special skills are needed, what the jobs entails etc.

Name of Unit 4:	Length of the unit:
Human Impact and Climate Change	8 Blocks (86 minutes each)

Purpose of the Unit:
Students will examine the influence of weather on our lives as well as the impact humans have on weather and climate through the analysis of historical data. Students will create a plan to save lives and property from the effects of severe weather. The effects of pollution on the environment will be explored.

Standards Addressed in the unit:
Next Generation Science Standards:
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS-ESS24. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Connecticut Earth Science Enrichment Standards:
Energy in the Earth System
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

Structure and Composition of the Atmosphere
- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

Common Core State Standards:

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Big Ideas:	Essential Questions:
• Climate has an impact on human activity and human activity may have an impact on climate. • It is important to prepare for severe weather events.	• Can humans influence the Earth's weather or climate?
Students will know:	Students will be able to:

• How to protect lives and property in the event of severe weather • How temperatures have changed over time • How carbon dioxide levels have changed over time • That air pollution can create acid rain	• Interpret data from a graph or chart • Interpret climate change data • Describe how graph scale can influence the interpretation of data • Measure soil pH • Describe the impact of acid rain • Calculate carbon footprint

Significant task 1:
Teacher will determine prior student knowledge as well as misconceptions through a whole class discussion on climate change. Student groups of four will complete the case study "Global Climate Change: What does it look like?" Groups begin by reading section one and constructing an argument for why temperature data from a single year is not enough to reach a conclusion about changing climate. These written arguments are then presented to class and groups give each other feedback on how to improve the written response. Next groups will read section two of the case study and create a graph depicting the amount of carbon dioxide in the atmosphere over time. Each group will use a different scale when creating the graphs and then jigsaw to compare graphs. Groups will discuss how scale can be used to exaggerate or obscure data. Student groups will then read section three of the case study and calculate the amount of carbon dioxide emitted into the atmosphere if all Windsor High School students drove individually to school. Groups will then calculate the amount of carbon dioxide emitted into the atmosphere if all Windsor High School students took the bus to school. Student groups will compare their results with another group. Groups will then read section four of the case study. Groups will analyze a graph depicting temperature fluctuations over the past two thousand years and share out with the class as a whole their findings.

Timeline: 2 blocks
Key vocabulary: El Nino, La Nina, climate, weather, average, paleoclimatology
Resources: http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=624&id=624

Significant task 2:
Pairs will brainstorm possible impacts of acid rain on forests, lakes and man-made structures and report out their thoughts to the class. In groups of four, students will take soil samples from various locations around the school. While collecting samples groups will record their observations about the types and numbers of plants and animals living in the area and in the soil as well as the location the sample was taken from. Groups will test the pH of the soil samples and compare the results from the various locations sampled. Students will be divided into six teams to represent groups with social or economic interests in the effects of acid rain, such as elected officials, outdoor recreational users and consumers of electricity, etc. They will discuss suggested issues in the context of their team, such as "Would you pay for higher priced electricity if it means cleaner air?" or "Who should pay for research for better methods of removing particulates from smoke stacks?" After 15 minutes, each group will present the outcomes of their discussion questions to the class.

Timeline: 2 blocks
Key vocabulary: acid precipitation, acid rain, pH, buffer, particulates
Resources: http://ecosystems.psu.edu/youth/sftrc/lesson-plans/water/9-12/acid-rain (has a lab component), distilled water, garden soil pH testing kits, soil samples, measuring spoons, small digging tools, sandwich sized sealing plastic bags, 3x5 index cards

Significant task 3:
A short video will be shown depicting various forms of severe weather. Small groups will create a list of severe weather that occurs in our area. Groups will share out and a final list will be created. Individual students will research the specific hazards associated with severe weather (thunderstorms/lightning, tornados, hurricanes, drought, floods, and winter weather). Students will create a safety plan for each type of weather hazard specifically for their family. Criteria students will consider is how many family members live with them, where their home is located, what type of home they occupy, what resources are available within walking distance to their home, etc. Students will share this plan with their families in a pamphlet format. Students will form groups of three to compare their plan with other students in the group. Student groups will create a generic safety plan for each type of weather hazard for a person living in Windsor, CT. Groups will create a pamphlet and present their plans in a short oral presentation. The class will assess each plan and pick which pamphlet will be photocopied and distributed to teachers and students within the building.

Timeline: 4 blocks
Key vocabulary: thunder, lightning, tornado, hurricane, blizzard, freezing rain, floodplain, nonperishable/perishable
Resources: Internet, overhead projector, color printer, color photocopier

Common learning experiences:

- Graphing of carbon dioxide in the atmosphere
- Writing of argument for why temperature data from a single year is not enough to reach a conclusion about changing climate
- Carbon footprint calculation
- Tic Tac Toe vocabulary review
- Notes on the underlying importance of soil for plant and animal life
- pH review
- Severe weather PowerPoint
- Severe weather video clip

Common assessments including the end of unit summative assessment:

- Global warming case study analysis questions
- Acid rain lab report
- Acid rain discussion questions
- Individual family safety plans
- Windsor weather hazard safety pamphlet

Teacher notes:

- The argument for the case study should be assessed using the WHS Science argumentation/conclusion rubric.
- The acid lab report should be assessed using the WHS Science lab report rubric and the school wide rubric #4 Critical Analysis/Thinking.
- The safety plan should be assessed using the school wide rubrics #1, 2, and 3.
- Vocabulary strategies can be found in *Instruction for all Students* by Paula Rutherford

Windsor Public Schools
Curriculum Map for the Secondary Level
Modern Global Studies
BOE Approval Date

Purpose of the Course: This course is designed to help students understand history and the world today through a chronological and thematic overview of world history between 1750 and the present. The focus of this course will be on geography, major ideas, innovations, revolutions, wars, leaders, migrations, and how they affected society, economics, the arts, and politics.

Grade Level: 10

Course Name: Modern Global Studies

Unit 1: Introduction to Modern Global Studies

Length of the Unit: 4-5 Blocks (84 minutes each)

Purpose of the Unit: The purpose of the unit is to provide an orientation to terms, places, leaders, skills, and concepts in Modern Global Studies, including "hot spots" in the world today.

Common Core State Standards Addressed in the Unit:

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS1k.4 That culture is an integrated whole that explains the functions and interactions of language , literature, the arts, traditions, beliefs, values, and behavior patterns

NCSS1p.1 Ask questions related to culture and find, select, organize, and interpret data from research to address research questions.

NCSS1.P9 Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.

NCSS2.K8: The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.

NCSS2.P1. Formulate research questions to investigate topics in history, identify possible answers, and use historical methods of inquiry and literacy skills to select, organize, analyze, synthesize, and interpret sources, and present findings.

NCSS3.P2: Research, organize, analyze, synthesize, and evaluate information from atlases, databases, grid systems, statistical presentations, charts, graphs, and maps to interpret relationships among geographic factors and events at the local, regional, national and global levels, and assess policy options.

Big Ideas:

- Government is dynamic.
- Conflicts in the world today are the result of historical, cultural, and/or territorial tensions.
- Various measures are used to gauge the status of countries and populations.

Essential Questions:
- What key concepts in government are still evolving?
- What causes conflict?
- What makes a country successful?

Students Will Know:
- The major areas of conflict in the world today and the issues surrounding them.
- The most influential countries today and the sources and extent of their power.
- World leaders and the major issues confronting them.
- Terms and statistics that are used to measure the status of populations and countries.

Students will be able to:
- Interpret and synthesize various sources including maps, statistical charts, photographs and articles.
- Analyze how a country's past and present can create conflict.
- Compare various countries globally using the terms economic, political, and social to describe their plight or success.

Significant Task 1: Understanding the World Today

Through whole group instruction, discussions, video clips, and readings, students will understand the geography, politics, demographics, and various pressing issues that come from historical, political, and territorial issues in China, India, the Middle East, Central Asia, and other newsworthy countries, in the world today. For example, in 2013, in China and India, the rise of population and pollution was studied, as well as the Arab Spring in the Middle East, and the separation of Sudan in Africa.

Students will then complete a teacher-created World Today Webquest, which will help them answer the question: Where is the most challenging place to live in the world? Through the webquest, students will find information on China, India, Russia, countries in Central Asia, and one other country (of the 7 or 8 offered) of their choice to complete a chart that compares and contrasts life in the most challenging places in the world today.

Through class discussion or debate, students will argue that the country they identify is indeed the most challenging place to live in the world.

Timeline: 2-3 (84 minute) blocks
Key Vocabulary:

- Regions of the World and their countries
  - Middle East
  - Sub-Saharan Africa
  - Southeast Asia
  - Northwest Africa
  - Latin America
  - The West
  - European Union

- China
- India

Resources:

- www.iconn.org: Magazine databases provided by state, free with various newspapers and magazines.
- Various radio and television news sources
- NY Times. UPFRONT magazine World Affairs (yearly edition)
- World Press Photo Awards: *Worldpressphoto.org*

Significant Task 2: Reading closely and understanding the difficulty of defining terms.

Students will first define their own criteria for happiness and share responses. Then through direct instruction and discussion, teacher and students will review the terms the United Nations uses to gauge success, such as --gross domestic product (gdp), literacy and birth rates and Human Development Index (HDI). Students in pairs or in groups will address the questions--how are their definitions similar to or different from the United Nations'? Has their definition changed as they have learned about the United Nations definition and the responses of their peers? Responses will be posted on large paper and students will take a gallery walk.

Next, the students and teacher will participate in a close reading. "Happy Talk," a review of a book by Derek Bok, in which he studies happiness around the world. The teacher, through interactive teaching, will model close reading and annotating with the first 2-4 paragraphs of the article for meaning, rhetorical devices, and vocabulary. Students will work individually or in small groups to deconstruct and annotate the rest of the article. Using the annotated article, students will then individually respond to high-level questions in writing.

Timeline: 2 (84-minute) blocks

Key Vocabulary:

- Infrastructure
- Gross Domestic Product
- Literacy Rate
- United Nations
- Human Development Index
- Life Expectancy
- Civil War
- Refugee Camp
- Immigration
- Emigration
- Rule of Law
- Constitution
- Democratic Republic
- Parliamentary Republic
- Dictator
- Totalitarianism
- Monarchy
- Theocracy
- Capitalism
- Socialism
- Communism

Resources:

- "Happy Talk" by Philip Longman
- Department-created prompts

Common Learning Experiences:

Whole-class instruction, class discussion, and note-taking on forms of government, the most influential countries today and criteria for a country's success
Map interpretation and labeling of major countries in the world
Primary source interpretation such as data from the United Nations and *Central Intelligence Agency Factbook*
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:

Objective quizzes and tests
Map terms and labels
Vocabulary and concepts

Key Vocabulary:
Infrastructure
Gross Domestic Product
Literacy Rate
United Nations
Human Development Index
Life Expectancy
Civil War
Refugee Camp
Immigration
Emigration
Rule of Law
Constitution
Democratic Republic
Parliamentary Republic
Dictator
Totalitarianism
Monarchy
Theocracy
Capitalism
Socialism
Communism
Regions of the World and their countries
  Middle East
  Sub-Saharan Africa
  Southeast Asia
  Northwest Africa
  Latin America
  The West

European Union
China
India

Teacher Notes:

www.iconn.org: magazine databases provided by state, free with various newspapers and magazines
Various radio and television news sources
NY Times. UPFRONT magazine World Affairs (yearly edition)
World Press Photo Awards: Worldpressphoto.org

Objectives and essential questions should be posted for every lesson.
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Grade 10

Modern Global Studies

Unit 2: Absolutism and Revolutions

Length of the Unit:7- 8 Blocks (84 minutes Each)

Purpose of the Unit: This unit will help students understand the causes and effects of absolutism in Europe by examining Russia, France, and England and the Haitian, English, French, South American, and Mexican Revolutions. Students will compare and contrast revolutions around the world and their political, economic, and social effects on the world today.

Common Core State Standards Addressed in the Unit:

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

NCSS: National Center for History Teaching in the Schools:

7.1: The causes and consequences of political revolutions in the late 18th and early 19th centuries

7.1A How the French Revolution contributed to transformations in Europe and the world.

7.1B How Latin American countries achieved independence in the early 19th century.

7.4: Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914

7.4A How modern nationalism affected European politics and society.

7.4B The impact of new social movements and ideologies on 19th-century Europe.

7.6: Major global trends from 1450-1770

Big Ideas:

- Absolutism cannot always be sustained.
- Oppression, political organization, and opportunity lead to revolution.
- Revolutions are often continuing, not finite, processes.

Essential Questions:

- What is worth fighting for?
- What circumstances lead to revolutions?
- When do revolutions end?

Students will know:

- Peter the Great westernized Russia
- Cromwell took over England
- How England became Protestant
- Rights guaranteed by habeas corpus and The English Bill of Rights
- Haitian Revolution affected the Louisiana Purchase
- American Revolution affected the French Revolution
- The First, Second, and Third Estates in France
- Circumstances and abuses led to the French Revolution
- Failures of the rule of Louis the XVI and Marie Antoinette
- Robespierre's accomplishments during the Revolution
- The Great Terror
- Latin American Revolutions differed from European revolutions
- Simon Bolivar revolted against the colonizers
- Mexican revolutionaries tried to revolutionize and faced the same challenges

Students will be able to:

- Analyze similarities and differences between revolutions across the globe
- Understand how revolutions continued through decades and even centuries
- Analyze how Peter the Great was considered a benevolent despot and how he westernized Russia
- Create a timeline explaining the events before, during, and after the Glorious Revolution, including the rights created, the major leaders, and the decisions made the Parliament
- Understand the importance of the Haitian Revolution in North American history
- Analyze the causes of the French Revolution
- Create a timeline of the major events of the French Revolution
- Compare and contrast Latin American and European revolutions
- Analyze the successes and failures of the Mexican revolutions.

Significant task 1: Understanding Absolutism

Each student will use the student textbook and class notes to create a timeline and complete a historical atlas mapping activity to gain basic knowledge of the absolute monarchs. Students will identify their geographical realms, characteristics and accomplishments (good or bad). Using that information, the class will design a set of criteria for the best and worst absolute monarch.

Students will then break up into small groups. Each group will choose a monarch, and, using their textbook, and a webquest, will conduct research to prepare for a class discussion, presentation (using technology such as Prezi or Google presentation software, or iMovie), or debate following department protocol to answer the questions: Who was the best monarch? Who was the worst?

Key vocabulary:

- Peter the Great
- Benevolent Despot
- Westernization
- Absolutism
- Charles II
- Oliver Cromwell
- Divine right of kings
- Henry VIII
- Louis XIV
- Versailles
- Marie Antoinette
- Civil rights
- Suffrage

Timeline: 2- 84 minute blocks

Resources:

- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Department Debate Protocol

Significant task 2: Comparing and Analyzing Revolutions and the Thesis-Driven Essay

Following a discussion about whether revolutions exist today (harking back to first unit), teachers will introduce the unit, using interactive teaching. Through readings, class discussions, and timeline activities, students will gain background knowledge on the English, French, Haitian, Mexican, and South American revolutions.

Using class notes and other sources students will be able to, independently, or in small groups, complete a graphic organizer, comparing the different revolutions-in terms of geographical areas, major leaders, numbers of participants, rights sought and won, unintended consequences, and effects of the revolutions.

Students will review charts to identify two or three revolutions that they would like to compare and contrast. In a thesis- driven essay students will identify which of those revolutions affected Western history the most. Exemplary student work will be shared and explicated with the class.

Key vocabulary:

- Charles II
- Restoration
- William of Orange
- Mary II
- The Glorious Revolution
- Marie Antoinette
- Louis XVI
- Guillotine
- Robespierre
- Bastille

- Three Estates
- Reign of Terror
- Napoleon
- Touissant L'Ouverture
- Haitian Revolution
- Simon Bolivar
- Jose de San Martin
- Mestizos
- Creoles
- Peninsulares
- Miguel Hidelgo
- Jose Morelos

Timeline: 2 (84-minute) blocks

Resources:
- "The Declaration of Independence"
- "The Constitution of the United States"
- France's "Declaration of the Rights of Man"
- "Declaration of the Rights of Women"
- *Marie Antoinette*: Biography: The History Channel
- Art: Jacques-Louis David: "The Death of Marat"; "The Coronation of Napoleon"

Common Learning Experiences:

Whole-class instruction, class discussion and note-taking on absolutism and revolutions
Creation of a detailed timeline of revolutions in Europe and Americas including leaders, reasons, major events, outcomes
Direct instruction on the development of a thesis-driven essay and what a good first paragraph looks like, including a good thesis and projected organization. Several examples will be given and students will be asked to write good first paragraphs and to share with the class.
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:
Objective quizzes and tests on absolutism and revolutions
Map terms and labels of countries affected by absolutism and revolution
Vocabulary and concepts
Timeline; events, cause and effect; change and continuity

Teacher notes:

Resources:

"Declaration of the Rights of Man"
"Declaration of the Rights of Women"

Nystrom Atlas of World History
Marie Antoinette: Biography. The History Channel

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit

Essential Questions and Objectives should be posted and visible to students.

Grade Level: 10

Course Name: Modern Global Studies

Unit 3: Industrialism

Length of the Unit: 7-8 Blocks (84 minutes each)

Purpose of the unit: Students will explore industrial development, as a result of the agricultural revolution, beginning in England, and then spreading to the rest of the world. This unit will also evaluate the effects of the development of industry upon social class, urbanization, globalization, economics, further innovation, poor working conditions, pollution, and reforms. Students will also examine whether the Industrial Revolution, with its innovations and problems, continues today throughout the world.

Common Core State Standards Addressed in the unit:

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
NCSS 8K.2 Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.

NCSS 7K.4 Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate.

NCSS 3K.8 How groups and institutions work to meet individual needs and can promote the common good and address persistent social issues.

CT Social Studies Curriculum Framework 1.11 Explain how different economic systems organize resources

NCSS: National Center for History Teaching in the Schools
7.2 The causes and consequences of the agricultural and industrial revolutions, 1700-1850

7.2A The student understands the early industrialization and the importance of developments in England.

7.3 The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870

7.6 Major global trends from 1750-1914

Big Ideas:

- Certain conditions are necessary for an industrial revolution
- Technological advancements breed more advanced technologies
- Revolutions have far-reaching effects
- Revolutions are not always violent

Essential Questions:

- What are the conditions necessary for an industrial revolution?
- When do revolutions end?
- How do revolutions affect politics, society, and the economy?

Students Will Know:

- Impact of the enclosure movement.
- Elements needed for industrialization
- Technological advances that led to textile factories in Britain
- Social, economic, environmental, geographic, political, and intellectual effects of the industrial revolution
- Abuses of the industrial revolution and attendant reforms
- Technological developments grew from each other and became more sophisticated
- Capitalism grew more pervasive from the Industrial Revolution and led to conflicts over laissez-faire government policies or reform movements to curb the abuses of business and factory owners.

Students will be able to:

- Use note-taking skills to examine technological innovation and trace the rise of the Agricultural and Industrial revolutions
- Compare and contrast working and living conditions between different social classes during the Industrial Revolution
- Explain significant events which led to the shift to the factory system
- Use maps to identify industrialized cities and countries of Europe and their growth over time
- Interpret primary and source materials to examine working conditions in factories and identify reasons for the rise of labor unions.
- Analyze various documents and sources to better understand the different experiences of people living during the Industrial Revolution.
- Cite evidence to support or deny that the Industrial Revolution continues today throughout the world.

Significant Task 1: The Growth of Cities

After reading about the Industrial Revolution for homework, students will discuss: How does the Industrial Revolution affect politics, society, and the economy? They will then create a more practical understanding of the difficulties faced by working class citizens and the cities that housed them as the effects of rapid Industrialization began to be felt throughout the western world.

Students are broken into groups of 4 to 5 and are given a large sheet of paper, a town map, to play "The Urban Game." The teacher's primary role is to first read the context of the game and monitor progress as students take on the role of town planners during the Industrial Revolution. The game increases in speed and the students must continually update their maps to cut down trees or build more factories and housing for workers. The towns get less and less organized and more sprawling.

After students have finished their towns, the charts are posted to show how each group coped with the increasing pressure of building more and more with less and less space. Each group then discusses the major difficulties they faced during the game with the class. At the discussion's conclusion, students write a written response to the following questions: "How does the growth of industry affect the growth of cities and living conditions?" and "If you were actually a town planner at different stages of the Industrial Revolution, what would you have done differently?"

Timeline: 2 (84-minute) blocks

Key Vocabulary:

- Enclosure Movement
- Seed Drill
- Crop Rotation
- Steel Plow
- Pollution
- Public Sanitation

Resources:

- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Industrial Game- http://www.thecaveonline.com/APEH/TheUrbanGame.htm

Significant Task 2: The Beneficiaries and Victims of the Industrial Revolution

Students are asked to think about the question, "Who might benefit and who suffers from the industrial revolution?" After the appropriate thinking time, students are asked to turn and talk with a peer to discuss their responses. Teacher selects representatives to share their responses with the class.

Students will be given a set of documents about the Industrial Revolution. Through their interpretation of primary and secondary sources, students will identify the many and varied beneficiaries and victims of the Industrial Revolution, and understand the many social, political, ecological, and economic facets of the Industrial Revolution. The students will then use their content knowledge and as many of the sources as possible to construct a convincing academic argument that answers the questions, "Who are the beneficiaries and victims of the Industrial Revolution, and did they change over time? Students will write a complete, 4-7 paragraph essay, citing the sources from the packet within the essay. After they turn in their essays, the class can discuss how or if their opinions changed (from the beginning of the task) after they analyzed the documents.

Key Vocabulary:

- Domestic and Factory System
- Natural Resources
- Division of Labor
- Mass Production
- Markets
- Public Sanitation

- Pollution
- Monopoly
- Cartel
- Urbanization
- Tenements
- Child Labor
- Reform Movements
- Unions
- Leisure Time and Public Recreation

Timeline: 2-3 (84-minute) blocks

Resources:
- Industrialism DBQ
- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007.
- Costs- http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122sts/hobsbawm4.html
- Benefits- http://www1.umassd.edu/ir/
- Primary Source Pack- *TCM2689-Exploring History: Industrial Revolution*
- Dickens, Charles. *Hard Times*. Pocketbooks: New York. 2007.

Common Learning Experiences:
Whole-class instruction, class discussion, and note-taking on the Agricultural Revolution and the Industrial Revolution.

Timeline creation about the sequence of events and inventions in the Industrial Revolution

Proper MLA citation of information from textbook, web, or other sources

Map interpretation and labeling concerning the spread of the Industrialization

Primary source interpretation: Photographs and narratives of factory workers
Examination of art and literature to see how it reflects the society, politics, and economics of a country or period of time

Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:

Objective quizzes and tests on terms and concepts on Industrialization
Essay on costs and benefits of industrialization

Teacher Notes:

Core Text Resources:
- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Strong, Richard W. et al. *Reading for Academic Success.* Corwin Press Inc: Thousand Oaks. 2002.

Historical Documents
- "Opening of the Manchester Railway"
- Hine, Lewis: Photographs

- Dickens, Charles. *Hard Times*. Pocketbooks: New York. 2007.
- Primary Source Pack- *TCM2689-Exploring History: Industrial Revolution*

Media

- Costs of the Industrial Revolution in England <http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122sts/hobsbawm4.html>
- Benefits of the Industrial Revolution in England- http://www1.umassd.edu/ir/
- Overview of the Industrial Revolution, *Crash Course History*- *http://www.youtube.com/watch?v=zhL5DCizj5c*
- Industrial Game- http://www.thecaveonline.com/APEH/TheUrbanGame.htm
- Industrialism DBQ

Key Terms

- Agricultural Revolution
- Newcomen
- Hargreaves
- Eli Whitney
- Industrial Revolution
- Factors of Production
- Enclosure Movement
- Seed Drill
- Crop Rotation
- Steel Plow
- Hargreaves
- Eli Whitney
- Industrial Revolution
- Factors of Production
- Domestic and Factory System
- Natural Resources
- Bessemer Process
- Division of Labor
- Interchangeable Parts
- Mass Production
- Markets
- Capitalism
- Laissez-Faire
- Eli Whitney
- Adam Smith
- *Wealth of Nations*
- Communism
- Socialism
- Karl Marx
- Corporations
- Monopoly
- Cartel
- Business Cycle
- Urbanization
- Tenements
- Child Labor

- Pollution
- Public Sanitation
- Reform Movements
- Unions
- Leisure Time and Public Recreation

Essential Questions and Objectives should be posted and visible to students.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Unit 4: Imperialism

Length of the Unit: 7 Blocks (84 minutes each)

Purpose of the Unit: The unit will help students to better understand the multiple cause and effects of imperialism, especially European imperialism of Africa and South Asia from the 1700's into the 20th century.

Common Core State Standards Addressed In The Unit

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

NCSS: National Center for History Teaching in the Schools:

7.3 The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870

7.3C The consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.

7.4D The political, economic, and social transformations in the Americas in the 19th century.

7.5 Patterns of global change in the era of Western military and economic domination, 1800-1914

7.5B The causes and consequences of European settler colonization in the 19th century.

7.5C The causes of European, American, and Japanese imperial expansion.

7.5E The varying responses of African peoples to world economic developments and European imperialism.

Big Ideas:

- Europeans took over different parts of the world for different reasons
- Europeans and those colonized viewed imperialism differently
- The effects of imperialism on Africa, India, and East Asia, were apparent then, and today

Essential Questions:

- Why would one country take over another?
- How do the perspectives of the colonizers and the colonized differ?
- How are the results of imperialism evident today?

Students Will Know:

- Imperialism was driven by the need for natural resources and new markets created by the Industrial Revolution and growing nationalism among major European powers
- Differences in culture and tradition between the colonizers and the colonies led to conflict
- The division of colonized lands was arbitrary and ignored the wishes of the local people
- Imperialism's immediate effects ranged from the building of hospitals and schools in India to King Leopold's murder of millions of Congolese
- Imperialism had effects so wide-ranging that they directly influenced most subsequent twentieth century history

Students will be able to:

- Identify and understand the reasons for Imperialism
- Explore the role of the Industrial Revolution in the drive for Imperialism by European countries
- Analyze and interpret primary sources in order to compare different perspectives on Imperialism
- Examine how European nations divided the pre-industrial areas of the world without regard to desires or needs of the local inhabitants, creating resentment and rebellion in many of these areas
- Compare and contrast imperialism in different countries to understand the different methods used to control colonies and the impact colonization had on the local inhabitants
- Synthesize information from a variety of primary and secondary sources to create a persuasive essay exploring the impact of Imperialism on the world, both immediately and the lasting impact seen throughout the 20th century and today
- Investigate case studies of colonized countries, such as Burma or the Congo, to examine the treatment of colonized people

Significant Task 1: The Evolution of Imperialism: Geography and Webquest

In pairs, students will discuss the question: Why would one country take over another? The teacher will

record responses on the smartboard. In an interactive lecture, and through the use of maps on the whiteboard, the class will learn about the countries that were imperialized during the late 19th century and discuss why. Using atlases, students will create color-coded maps explaining which countries imperialized other countries.

Students will then complete a teacher-created webquest to discover the particular aspects of imperialism in several major countries—Egypt, India, Congo, South Africa, Vietnam, and Nigeria—including how imperialism began, how it progressed, how the countries became free, and what the lingering effects of imperialism are today.
They will then compare and contrast imperialism in two different countries in preparation for a class discussion, a technical presentation (such as Prezi or Google presentation) or a debate.
Key Vocabulary:

- Raw materials
- New markets
- Missionary instinct
- Nationalism
- Infrastructure
- Direct control
- Indirect control
- Social Darwinism
- Berlin Conference
- Scramble for Africa
- Shaka
- Zulu
- King Leopold
- Cecil Rhodes
- Boers
- Sepoys

Timeline: 2-3 (84-minute) blocks

Resources:

- *CIA Factbook*
- Connecticut State Library databases
- Maps

Significant Task 2: Critical Readings: Writings about Imperialism: "White Man's Burden by Rudyard Kipling; "Black Man's Burden", and "Shooting an Elephant" by George Orwell

Students will engage in class discussion as they take on the roles of imperialists and those imperialized. How does it feel to be an imperialist? How does it feel to be imperialized? Students will then read classic texts on the subjects. The teacher will model close reading by reading and explicating the Kipling poem with class participation. Next, the contrary work, the "Black Man's Burden" will be explicated by the class in small groups, each taking a different stanza, and presenting it to the class. Class discussion will follow.

After whole class instruction about George Orwell and the conditions of his role in Burma, the teacher will model the first few paragraphs of George Orwell's well-known essay, "Shooting an Elephant" pointing out rhetorical devices and vocabulary. The students will read the remainder of the essay on their own, and answer high-level questions. A class discussion of the essay will follow.

Timeline: 2 (84-minute) blocks
Key Vocabulary:

- Tyranny
- Prostrate
- Despotic
- Bazaar
- Terrorism
- Paternalism

Resources:

- Orwell, George. "Shooting an Elephant."
- Faculty-produced exit slip

Common Learning Experiences:

Whole-class instruction, class discussion, and note-taking about imperialism
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.
Thesis-driven essay on Imperialism today
Case studies of countries and their histories of imperialism

Common Assessments
Quizzes and tests on concepts and vocabulary

Vocabulary:

Raw materials
new markets
missionary instinct
nationalism
infrastructure
direct control
indirect control
Social Darwinism
Berlin Conference
Scramble for Africa
Shaka
Zulu
King Leopold
Cecil Rhodes
Boers
Paternalism
Sepoys

Teacher Notes:
Resources:
Orwell, George. "Shooting an Elephant." Essay
Kipling, Rudyard. "The White Man's Burden." Poem
Achebe, Chinua. *Things Fall Apart*. excerpts from the novel

George, Terry, director. *Hotel Rwanda*. Film. 2004.

A research paper, embedding a bibliography, in-text citation, research practices, and thesis and projected organization is required of all MGS students. It may be included in the Imperialism unit.

Essential Questions and Objectives should be posted and visible to students.
Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Name of the Unit: Unit 5 World War I

Length of the Unit: 7 Blocks (84 minutes each)

Purpose of the Unit: This unit is designed to help students understand how World War I was the result of years of militarism, nationalism, imperialism, and alliances; how new technology changed the course of the war; how poetry, art, and the soldiers themselves changed the public perception of the war, and how World War I led to new countries, the rise of dictators, and World War II.

Common Core State Standards Addressed In The Unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

National Council For Social Studies:
NCSS2.K5 The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religions.

NCSS6.P4 Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations

NCSS6.P5 Evaluate the role of technology in communications, transportation, information-processing, weapons development and other areas as it contributes to conflict and cooperation among groups and nation

NCSS: National Center for History Teaching in the Schools

8.2 The Causes and global consequences of World War I.

8.2B The student understands the global scope, outcome, and human costs of the war.

8.2C The student understands the causes and consequences of the Russian Revolution of 1917.

8.3 The search for peace and stability in the 1920s and 1930s

Big Ideas:
- Political and historical factors lead to war.
- Technological advances increase war casualty rates
- The end and disposition of war influences future conflicts

Essential Questions:
- Why do countries go to war?
- How does technology change war?
- How do the terms of peace contribute to the possibility of future conflict?

Students Will Know:
- The four long-term causes of WWI (Imperialism, Militarism, Nationalism & Alliance System).
- The importance of the Balkan "Powder Keg" and how the Assassination of Archduke Franz/Francis Ferdinand sparked the war.
- The importance of various technological advances and their effect on the War (U-boat, Airplane, Tank, Chemical Weapons, Machine Gun, etc.).
- WWI changed the general public perception of the glory of war.
- Alliance systems can lead to an outbreak of war.
- Treaty of Versailles and its reparations are linked to WWII.
- The long-term implications of Western nation’s failure to recognize Japan's role during the First World War.

Students will be able to:

- Analyze the causes and significant events of World War I through note-taking and discussion.
- Analyze the impact of technological advancements on the war.
- Simulate the effects of alliance systems on international relationships.
- Interpret and discuss significant poems from WWI
- Evaluate maps of alliance systems and comparisons of pre-war and post-war European borders.
- Cite evidence to determine WWI led to the Russian Revolution and WWII.
- Examine charts and graphs to discern the overall physical and economic damages of WWI on European countries.

Significant Task 1: World War I: The Imperial War Museum

Through whole class instruction and note-taking, students will learn about the major causes of and events leading to World War I. Using readings, map activities, and primary sources, students will map the major battles of the war, and create a timeline of major events, to create both a pictorial and a written explanation of the major facets of the war.

After viewing a model by the teacher, each student or small group will choose a topic from the key vocabulary below. They will then visit the Imperial War Museum online. to answer the question: How did their topic influence the war? Using the model of the Imperial War Museum. in London, individuals or groups will create electronic "exhibits" using a program such as "Museum Box," that will allow students to showcase written narrative with artifacts to explain their topics. Students will tour the class "museum."

Timeline: 3 (84-minute) classes

Key Vocabulary:

- U-Boats
- Trench Warfare
- Machine Gun
- Barbed Wire
- Colonized Countries in World War II
- Poison Gas
- Lusitania
- Espionage
- Women in World War I
- The Home Fronts
- Tank
- The Balkan Powder Keg
- Christmas Eve Truce
- Franz Ferdinand
- The Black Hand
- Propaganda
- Lusitania
- Battles of the Marne
- Battle of Gallipoli
- Battle of the Somme
- Battle of Verdun
- Battle of Ypres
- Zimmerman Note
- Czar Nicholas II

- The Russian Revolution

Resources:

- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007.
- www.iconn.org (CT State Library Databases)
- Books from WHS Library and Windsor and area public libraries

Significant Task 2: ***World War I Poetry***

Students will view a brief history of WWI as a "writers' war", as written and televised by "Crash Course History," which analyzes the value of using poetry to examine conflict. Students will answer the question: Is poetry a valid lens through which to view war? After completing their responses, students will participate in an academic conversation.*

The students will read two poems, "The Soldier" by Rupert Brooke in 1914, and "Dulce et Decorum Est" by Wilfred Owen in 1918, looking for the authors' experiences in two different stages of WWI. The students will analyze the poems, for tone, diction, vocabulary, point of view, and historical context using a graphic organizer provided by the teacher. Students will then address the following question: What are the differences between a poem written by a soldier who has yet to see warfare, and one by a war-weary soldier who has been in battle for several years?

After a class discussion on poetry analysis, students self-select two poems, one written from the early years of the war (1914-1916) and one from the later years of the war (1916-18). They will create an analytical comparison of the shift in the general perception of war from the beginning of WWI to the end. Students will analyze each poem by also using the library link to World Book Encyclopedia to find evidence to support the opinions expressed in the poems. Upon completion, students will express their findings in a 4-7 paragraph essay or a 10-15 stanza poem describing the shift in the general perception of war as expressed in literature.

Timeline: 2-3 (84-minute) blocks

Resources:

- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Owen, Wilfred, "Dulce et Decorum Est"
- Brooke, Rupert, "The Soldier"
- Poetry Analysis Instruction
- Poetry Comparison Activity
- Poetry Analysis Organizer

Common Learning Experiences:

Whole-class instruction, class discussion, and note-taking on the causes and progress of World War I
Statistical comparison of damages and casualties of World War I among different countries
Class discussion on how the Treaty of Versailles might have led to World War II
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments,
Objective quizzes and tests on concepts, geography, and vocabulary of World War I

Teacher Notes:

Core Text Resources:

- *Modern World History: Patterns of Interaction*. McDougal-Littell, USA. 2007
- Alexander, Caroline. "Faces of War". *Smithsonian.* Feb. 2007. Print.
- Fussell, Paul. *War and Modern Memory.* Oxford University Press. 1978. Excerpts
- Owen, Wilfred. "Dulce et Decorum Est"
- Remarque, Erik Maria. *All Quiet on The Western Front*- Excerpts

Historical Documents:

- *Treaty of Versailles. Excerpts*
- *Fourteen Points*
- *Proposal for the League of Nations*

Media:

- Map of prewar Europe
- Map of postwar Europe
- *Crash Course History*- WWI- http://www.youtube.com/watch?v=_XPZQ0LAlR4
- Scenes from *All Quiet On The Western Front*- 1979

Key Terms:

- Alliance System
- Nationalism
- Militarism
- Imperialism
- Propaganda
- Armistice
- Treaty of Versailles
- Reparations
- League of Nations
- Geneva Accords

Notes:

*To facilitate academic conversations among students, please refer to Academic Conversations, Zwiers and Crawford, 2011

A research paper, which embeds bibliography, in-text citation, and thesis and projected organization, is required for all 10th graders by the end of the year. World War I is a possible unit in which to assign it.

Essential Questions and Objectives should be posted and visible to students.
Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Unit 6: Rise of Dictators and World War II

Length of the Unit: 7-8 Blocks (84 minutes each)

Purpose of the Unit: This unit will help students understand the economic, political, and social conditions that gave rise to totalitarian dictators such as Hitler, Mussolini, Stalin, Hirohito, and yet left Britain, France, and the U.S. as democratic republics. Propaganda, nationalism, depression, inflation, and militarism will be some of the topics studied, as well as the warning signs of totalitarianism. Students will also study the causes, major powers, battles, and fronts of World War II.

Common Core State Standards Addressed in the Unit :

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

National Council For Social Studies:
NCSS4.k2: Understand concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as identity…and group membership

NCSS4.P4 Discuss the nature of stereotyping, bias, altruism, and conformity in societies and their implications for personal, group, and national relationships.

NCSS7K2: The causes and effects of inflation

NCSS7.K5: How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices in goods and services.

NCSS8.K8: The importance of the cultural contexts in which media are created and received.

NCSS: National Center for History Teaching in the Schools

8.3 The search for peace and stability in the 1920s and 1930s

8.3A Postwar efforts to achieve lasting peace and social and economic recovery.

8.3E The causes and global consequences of the Great Depression.

8.4 The causes and global consequences of World War II

8.4B The global scope, outcome, and human costs of the war.

8.5 Major global trends from 1900 to the end of World War II

Big Ideas:

- Economic, social, and political circumstances can lead to reform or tyranny.
- Propaganda influences perception.
- Tyranny can be avoided.

Essential Questions:

- How can similar economic circumstances lead to tyranny or reform?
- What makes propaganda persuasive?
- How can countries protect themselves from dictators?

Students Will Know:

- Events and factors that led to the rise of Hitler, Stalin, Mussolini, and the Imperial Japanese expansion.
- A totalitarian government affects its citizens.
- Countries without constitutions or rule of law are most often susceptible to tyrants.
- New media (radio, movies, etc.) advances propaganda.
- Dictators use tools to gain and retain power.
- Reasons for World War II
- Major battles and fronts in World War II
- Countries responded differently to attacks by Germany: Britain vs. France
- British colonies played a role in World War II
- Japan's development into an Axis country

Students will be able to:

- Examine different media tools used by totalitarian regimes in promoting their messages
- Analyze the major totalitarian regimes prior to WWII using primary and secondary sources
- Revise academic writing for meaning and/or progression of ideas
- Compare and contrast how economic wreckage can give rise to hatred of "the other" and to the rise of dictators (Germany and Italy) or how it can bring about great social and economic reforms (England).
- Examine the use of nationalism, propaganda, "emergency" suspensions of civil rights, secretive governments, and racism as tools by totalitarians
- Analyze the causes of World War II
- Compare and contrast the major battles and fronts in WWII
- Compare and contrast the reactions of different countries to invasion or attack by Germany (Petain's Vichy Government vs. Churchill's Britain)
- Analyze the role of different colonies in supporting their colonizers in World War II
- Synthesize various arguments concerning why Japan became an Axis power after World War I

Significant Task 1: Stalin and Collectivism

Students will read a description of a ruler who is responsible for 33 million deaths, millions of acres of destruction, and the nearly complete loss of civil liberties of an entire nation, and be asked to identify which ruler could be responsible. Students will discuss their responses with their peers prior to a whole class discussion that will reveal that the ruler described is actually Stalin (not Hitler, or Attila the Hun or Genghis Khan, as they may or might not have guessed).

The teacher will give whole class instruction on Stalin's rise in the Soviet Union, including his abuse of power. Using readings and map activities, the students will be able to compile a timeline of Stalin's policies from the late 1920's until the early 1950's, including not only his efforts to revolutionize industry and agriculture in the Soviet Union, but also his construction of a murderous and repressive government.

Using those resources and additional readings in and out of class, students will write a thesis-driven essay

answering the question: "What strategies did Stalin use to gain him the "cult of personality" that had such power over the Soviet Union for so long?"

Timeline: 2 (84-minute) blocks

Key vocabulary:

- Joseph Stalin
- 5 Year Plan
- Lenin
- Purge
- Propaganda
- Collectivization
- Kulak

Resources:

- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007.
- Hans Buchheim, *Totalitarian Rule: Its Nature and Characteristics* (Middletown, Ct: Wesleyan University Press, 1968).
- Stalin Essay Assignment

Significant Task 2 : Analyzing propaganda techniques during World War II and Today

Students will analyze clips from a film of the Nuremberg rally made by Leni Riefenstah. The discussion will include the follow questions: What techniques are used to make you believe the Third Reich is powerful and important? What is propaganda? What makes it persuasive?

Following the whole-class discussion, students will, in small groups, further analyze and discuss propaganda techniques by examining sets of clips, art, and photographs including::

Photographs from Berlin Olympics
Speeches by Adolf Hitler, Benito Mussolini, and Francisco Franco
Print Propaganda from Third Reich and Japanese leading up to and during World War II
Pre- War Photographs--from China to Spanish Civil War to Italy under Mussolini by Robert Capa, Gerda Taro, etc.

In small groups, students will then look on the internet for official images from governments around the world today that meet the criteria of propaganda. Once they have identified examples student will present their findings to the class.

Timeline: 2 (84-minute) blocks

Key vocabulary:

- Totalitarianism
- Joseph Stalin
- Adolf Hitler
- Benito Mussolini
- Francisco Franco
- Purge
- Putsch
- lebensraum
- Sudetenland
- Guernica

- March on Rome
- Spanish Civil War

Resources:
- Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Arendt, Hannah. *The Origins of Totalitarianism.*1951. <http://personal.ashland.edu/~jmoser1/arendt.htm>
- Picasso, Pablo. Guernica. (Painting).
- Capa, Robert. Spanish Republican Soldier Falling. (Photograph)

Common Learning Experiences

Whole-class instruction, class discussion, and note-taking about dictators and propaganda
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.
Timeline of Rise of Dictators and World War II: Students will create an annotated timeline of major events, battles and dictators of the 1930's through V-J day in World War II in Europe, Asia, and Africa.

Common Assessments, including the end of unit summative assessment:
Objective quizzes and tests on events leading up to and including World War II
Students will create their own propaganda instruments, for a government in the world today, using many of the techniques they have learned about from 1930's dictators
Map terms and labels
Vocabulary and concepts
Timeline; events, cause and effect; change and continuity

Teacher Notes:

Core Text Resources:

Modern World History: Patterns of Interaction. McDougal-Littell, USA. 2007
- Arendt, Hannah. *The Origins of Totalitarianism.*1951.

Historical Documents
- Essay on Stalin's Genocide in the Ukraine

Media:
- Film footage of Nuremburg Rally- http://www.youtube.com/watch?v=OUB_-kbR3Ks
- Film footage of Mussolini's speech to Italian Farmers- http://www.youtube.com/watch?v=0fiddfRPX3o
- http://www.history.com/interactives/inside-wwii-interactive
- www.pbs.org/thewar

Key Terms
- Great Depression
- Totalitarianism
- Fascism
- Communism
- Nazism
- Nationalism
- Weimar Republic

- Reichstag
- Kristallnacht
- Concentration Camps
- Benito Mussolini
- Black Shirts
- Purges
- Third Reich
- Mein Kampf
- Francisco Franco
- Militarism
- Emperor Hirohito
- Rape of Nanking
- Nonagression Pact
- Blitzkrieg
- Dunkirk
- Winston Churchill
- Franklin Roosevelt
- Neville Chamberlain
- Appeasement
- Luftwaffe
- Vichy
- Petain
- Royal Air Force
- Battle of Britain
- Blitz
- Rommel
- Atlantic Charter
- European Theater
- Pearl Harbor
- Bataan Death March
- Pacific Theater
- Island hopping
- Colonies
- Guadalcanal
- Iwojima
- D-Day
- Battle of the Bulge
- V-E Day
- Kamikazes
- Atomic bomb
- unconditional surrender
- V-J Day

Research paper: All MGS students are required to complete a research paper this year. This might be a good unit for such a paper, embedding a bibliography, in-text citation, research practices, and a thesis and projected organization

Essential Questions and Objectives should be posted and visible to students.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Unit 7: The Cold War

Length of the Unit: 7-10 Blocks (84 minutes each)

Purpose of the Unit: This unit will help students to better understand the tensions between the first (The Western democracies) and the second (the Soviet Union and other communist countries) worlds following World War II and how it affected the social, political, economic, and military spheres of the globe.

Common Core State Standards Addressed in the unit:

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

NCSS: National Center for History Teaching in the Schools:

9.1 How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

9.1A Major political and economic changes that accompanied post-war recovery.

9.1B Why global power shifts took place and the Cold War broke out in the aftermath of World War II.

9.2 The search for community, stability, and peace in an interdependent world

9.2B The student understands how increasing economic interdependence has transformed human society.

9.2C The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

9.2D The student understands major sources of tension and conflict in the contemporary world and efforts

that have been made to address them.

9.3 Major global trends since World War II

Big Ideas:

- The conclusions and disposition of war can create continuing conflicts
- Global solutions can solve global problems

Essential Questions:

- How do the terms of peace contribute to the possibility of future conflict?
- Whose responsibility is it to solve global issues?

Students Will Know:

- Major powers of NATO and the Warsaw Pact in conflict after World War II
- Countries created after World War II
- "Iron Curtain"
- The three major "Proxy Wars" of the Cold War: Korea, Vietnam, and Afghanistan
- Espionage, foreign aid, alliances, and proxy wars were tools of the Cold War
- The Soviet Union became more and more estranged from the West--economically, politically, and socially
- Cold War created a body of spy and sci-fi literature
- Latin America struggled to be free of outside Western governmental and business influences
- China's economic and civil rights' policies failed the Chinese through most of the 20th century
- China has traded its civil rights for economic success in the 21st century

Students will be able to:

- Describe and draw the world after World War II
- Compare and contrast the proxy wars of the Cold War
- Analyze how proxy wars created their own terrible casualties and problems, even if they were not nuclear wars
- Compare and contrast the West and the Soviet Union in terms of politics, economics, and social practices.
- Analyze the status of women in society after World War II
- Compare and contrast spy and sci-fi literature from the 1950's to similar books and films of the 21st century.
- Analyze revolutions and struggles in Latin America throughout the mid-20th century to today
- Summarize the series of events and policies of Mao Zedong throughout the mid to late 20th century.
- Cite evidence to support the claim that China's economic success has come at the expense of its civil liberties

Significant task 1: Origins and Significant Events of the Cold War

After viewing film clips of current spy movies (*ShadowRecruit*, any James Bond movie, for instance) concerning the Soviet Union, plus interactive teaching about current world activities, students will be asked to determine whether we are still in the Cold War.

Through whole class instruction students will learn how the world was divided after World War

II. Students will also label maps of first, second, and third world countries. Through readings, film clips, PowerPoints, and discussions, the students will learn more about specific events of the Cold War and make timelines of significant events--from the formation of the United Nations in 1945, to the tension between the West and The Soviet Union in the 1950's and 1960's before detente, through the proxy wars in Korea, Vietnam, and Afghanistan, to the fall of the Berlin Wall in 1989.

Key vocabulary:

- Marshall Plan
- NATO
- Warsaw Pact
- Czechoslovakia
- Yugoslavia
- Poland
- East Germany
- Hungary
- Bulgaria
- Albania
- United Nations
- Security Council
- The U-2
- Iron Curtain
- Berlin Airlift
- Korea
- 38th Parallel
- South Korea
- North Korea
- Vietnam
- Ho Chi Minh
- The Berlin Wall
- Prague Spring
- Kruschev
- Detente
- Yeltsin
- Fall of the Berlin Wall
- Putin

Timeline: 3-4 (84-minute) blocks

Resources:
Nystrom Historical Atlas
World history: *Patterns of Interaction*

Significant task 2: Latin America and the Cold War

After whole-class instruction about political, social, and economic conditions following World War II in Latin America, students will conduct more in-depth research on a country of their choice and explain the effects the Cold War had on that country.

Students will research the historical background of the social, economic, and political effects of the cold war on their chosen country, and make a short presentation to the class (using Prezi, Google presentation software, or some other student-selected, teacher-approved software). An academic conversation will follow presentations.

Students will study one of the following countries:

- Cuba
- Argentina
- Brazil
- Mexico
- Guatemala
- Bolivia
- Uruguay
- Chile

Timeline: 2-3 (84-minute) blocks

Key Vocabulary:

- Land Reform
- Populism
- Marshall Plan/ Monroe Doctrine
- Comparative advantage
- Peronism (Argentina)
- Institutional Revolutionary Party (Mexico)
- Organization of American States
- Declaration of Caracas
- "Decade of Spring" (Guatemala)
- United Fruit Company
- Dirty War
- Salvador Allende (Chile)
- National Revolutionary Movement (Bolivia)
- Che Guevara
- Guerrilla Warfare
- Fidel Castro
- Bay of Pigs Invasion (Cuba)
- National Security Doctrine

Resources:

- "Sources and General Sources on Latin America" http://www.oberlin.edu/faculty/svolk/latinam.htm

- "Born in Blood and Fire: A Concise History History of Latin America" http://www.wwnorton.com/college/history/born-in-blood-and-fire3/welcome.aspx

Significant Task 3: The Cultural Revolution in China and China Today

Students will read and take notes on the the Chinese Revolutions, specifically, the Cultural Revolution. They will also discuss current Communist propaganda that targets youth, such as that found in North Korea under the current regime.

Using whole group instruction, students will learn about the violence and abuse that plagued the Cultural Revolution 1966 and 1976 by studying the Red Guards, and how they were indoctrinated by Communist propaganda.

In small groups, students will view photographs of Red Guards and leaders of "Anti-Revolutionary Groups." as well as propaganda posters from the Cultural Revolution. They will analyze the photographs

and posters and will answer the following questions:

- What were Mao's goals for the Cultural Revolution?
- What were some of the outcomes of the Cultural Revolution?
- Why might teenagers have supported the Cultural Revolution?

Students will also view the documentary film, *Tank Man,* and write a 4-7 paragraph thesis-driven essay about whether and how China has traded civil rights for consumer goods.

Timeline: 2-4 (84-minute) blocks

Key Terms:

- Mao Zedong
- Oligarchy
- Jiang Jieshi (Chiang Kai-Shek)
- Great Leap Forward
- Red Guards
- Cultural Revolution
- Deng Xiaoping
- Four Modernizations
- Tiananmen Square
- Transfer of Hong Kong
- Sweatshops
- China Today

Resources:

- Excerpt- *Mao's Little Red Book*
- *Red Guard Song*
- *Rae Young, Spider Eaters: A Memoir, 1997.*
- *The Tank man (documentary)*

Common Learning Experiences:

Whole-class instruction, class discussion, and note-taking on major events of Cold War
Compare and contrast the Soviet Union and the West in terms of politics, economics, and social practices
Analyze status of women after World War II
Compare and contrast proxy wars
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:

Objective quizzes and tests
After direct and interactive teaching, students and teacher will analyze samples of propaganda and the techniques that make it successful.

Teacher Notes:
Key Terms:

- Domino Theory

- Vietnamization
- Foreign Aid
- Espionage
- Propaganda
- Emigres
- Multinational Alliances
- Surrogate or Proxy wars
- Containment
- Perestroika
- Glastnost
- Brinksmanship
- Prague Spring
- Emigres
- Kruschev
- Glastnost

Research paper: All MGS students are required to complete a research paper this year. This might be a good unit for such a paper, embedding a bibliography, in-text citation, research practices, and a thesis and projected organization

Essential Questions and Objectives should be posted and visible to students.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10
Course Name: Modern Global Studies
Name of the Unit: Unit 8 Decolonization
Length of the Unit: 7-8 Blocks (84 minutes each)
Purpose of the Unit: Through the lens of two colonized countries, the students will study how decolonization affected the social, economic, and political status of its citizens and its colonizers.
Common Core State Standards Addressed in the unit: CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and

secondary sources.

NCSS: National Center for History Teaching in the Schools:

9.1 How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

9.1C How African, Asian, and Caribbean peoples achieved independence from European colonial rule.

9.2 The search for community, stability, and peace in an interdependent world

9.2A How population explosion and environmental change have altered conditions of life around the world.

9.2C How liberal democracy, market economies, and human rights movements have reshaped political and social life.

Big Ideas:

- Colonization affects the colonized and the colonizer.
- Oppression brings revolution

Essential Questions:

- What are the effects of colonization?
- How does oppression cause revolution?

Students Will Know:

- India broke free from British colonization after World War II
- India was divided into Muslim Pakistan and Bangladesh, and largely Hindu India, but religion and poverty continues to divide all three countries.
- Great Britain left a valuable infrastructure of railroads, schools, and hospitals in India
- South Africa is typical of several African countries which had extraordinary riches but were nearly destroyed culturally by their colonizers.
- South Africa has only outlawed apartheid in the last three decades.
- South Africa is deeply divided by race and poverty

Students will be able to:

- Evaluate the differences between imperialism, including its causes and effects, in India and South Africa
- Compare and contrast the independence movement of Gandhi in India with Mandela's anti-apartheid movement in South Africa
- Assess how India and South Africa fare today

Significant task 1: Non-violent vs. Violent Political Action in India

Students will view two clips from Gandhi and Queen Victoria's Empire to gain background knowledge in the decolonization of India from Great Britain in preparation for a brief class discussion about different points of view about the 1947 Partition.
Using notes, map activities, and web resources, students will catalogue major events, ideas, and people in the Indian independence movement, from the Sepoy Mutiny, to the Partition of India.

The students will have a class discussion about the effectiveness of violent vs. non-violent protest. Using the context of India's history, which is more effective? Who are violent and non-violent leaders today? Who is more effective and why?
Key vocabulary:

- Sepoy Mutiny
- Gandhi
- Spinning
- Salt March
- Non-Violence
- Congress Party
- Muslim League
- Muhammad Ali Jinnah
- Sikhs
- Hindus
- Pakistan
- East Pakistan
- Bangladesh
- Partition

Timeline: 2 (84-minute) blocks
Resources:

- Queen Victoria's Empire: PBS documentary
- Gandhi. Directed by Richard Attenborough. 1982. Film.

Significant task 2: Understanding Life Under Apartheid and Today

Using clips from protest movements, such as "We Shall Overcome, "We are the World", "Waist-High in the Big Muddy", "I Ain't Gonna Play Sun City" etc., students will discuss how music is used politically. Using whole group instruction, teacher will explain the background of South Africa, including Boers, English colonization, and apartheid. Students will take notes on the major events in the history of South Africa and apartheid in the last 50 years.

Students will read, in class and as homework, letters and writings by Desmond Tutu, F.W. de Klerk; Nelson Mandela, and Stephen Biko. Students will use those documents, as well as, magazine and primary sources from the ICONN database, to create their own Document-Based Question (DBQ) collection of sources to answer the question: How was life the same and different for blacks and whites under Apartheid in South Africa and how has it changed over time up to and including today? Students will present their findings in small groups or individually.

Timeline: 2-4 (84-minute) blocks

Vocabulary:

- Nelson Mandela
- Stephen Biko
- Afrikaners
- Disenfranchisement
- African National Congress
- Soweto
- F.W. de Klerk
- Apartheid

- LeSotho
- Capetown
- Boers

Resources:
- ICONN databases of magazine and newspaper articles
- Images from the Internet and news sources
- Encyclopedias
- http://articles.latimes.com/2013/dec/05/entertainment/la-et-ms-nelson-mandela-dies-music-ten-essential-antiapartheid-songs-20130627

Common Learning Experiences:

Whole-class instruction, class discussion, and note-taking on decolonization of India, Egypt, and South Africa.

Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:

Objective quizzes and tests

Teacher Notes:

Core Text Resources:

Apartheid Laws of Pretoria
Pictures of Apartheid Regulatory Practices
Personal journal of white and black South Africans
Nobel Prize Lectures by F.W. De Klerk & Nelson Mandela
South African Constitution (1996)
A Glimpse of South Africa's Racial Progress- Washington Post, December 10, 2013.

Key Terms:
Decolonization
Direct control
indirect control
divestment
segregation

Notes:
A research paper, which embeds bibliography, in-text citation, and thesis and projected organization, is required for all 10th graders by the end of the year. World War I is a possible unit in which to assign it.

Essential Questions and Objectives should be posted and visible to students.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be

available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Name of the Unit: Unit 9 The Middle East and Central Asia

Length of the Unit: 10 Blocks (84 minutes each)

Purpose of the Unit: This unit will help students understand the long history of the various religious, territorial, ethnic, and tribal groups of the Middle East and Central Asia. An area subject to invasion and the attention of the world because much of it is the center of oil production.

Common Core State Standards Addressed in the unit:

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

NCSS: National Center for History Teaching in the Schools:

9.2 The search for community, stability, and peace in an interdependent world

9.2B The student understands how increasing economic interdependence has transformed human society.

9.2D The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

Big Ideas:

- Many factors cause revolutions
- Rule of law combats chaos

Essential Questions:

- What is worth fighting for?
- How can order and justice be achieved?

Students Will Know:

- Israel's history
- Controversy over Israel-Palestinian land
- Soviet invasion of Afghanistan
- Soviet-Afghanistan War
- U.S. invasion of Iraq and the subsequent fall of Iraq, Saddam Hussein, and the Baath Party
- Presence of U.S. and NATO forces in Iraq
- Strife continues in Afghanistan between radical Taliban, ethnic and religious groups, and international intervening forces.
- Arab Spring movement continues in Egypt, Tunisia, Libya, Yemen, and Syria

Students will be able to:

- Describe major events in Israel's history
- Distinguish between the points of view concerning Arab-Israeli-Palestinian land disputes
- Investigate how the Soviet invasion of Afghanistan destabilized the area
- Evaluate the effects of the U.S. and NATO's presence in Iraq
- Analyze the difficulty of rule of law and civil rights in Afghanistan's society and government
- Compare and contrast different Arab Spring movements in the Middle East

Significant Task 1: The History and Controversy of Israel

After viewing the Frontline documentary, "Journey to the Occupied Lands," students will discuss the difficulty of Palestinians and Israelis sharing Israeli and Palestinian lands, and the controversies surrounding varying points of view concerning Israel and Palestine.

In small groups, students will read narratives of the history of Israel and Palestine and study different points of view about the continuing controversies concerning Israelis and Palestinians. Students will do research on ICONN to find credible editorials with suggestions for solutions to the conflict in the middle east. Groups will be assigned roles and will participate in a model U.N. meeting that will be charged with mediating the Israel-Palestine conflict.

Timeline: 2 (84-minute) blocks

Key vocabulary

- Israel
- Palestine
- West Bank
- Gaza Strip
- Sinai Peninsula
- Golan Heights
- Diaspora
- Zionism
- PLO
- Yasir Arafat
- Anwar Sadat
- Golda Meir
- Six-Day War

- Yom Kippur War
- Jerusalem
- Intifada
- Hamas
- Camp David Accords
- Oslo Peace Accords

Resources:

- *articles by* by Fawaz Turki, Abraham Tamir, Nicholas Kristof, Kenneth M. Pollack, Benny Morris, Idith Zertal, Matthew Levitt; Dennis Ross, and others found in ICONN.org: state database of magazine and news articles
- *Frontline: Journey to the Occupied Lands*

Significant Task 2: Arab Spring Research

Using direct instruction and notes, students will learn about the Arab Spring movement in the Middle East. They will study its roots in Syria and Egypt and learn newer developments by viewing news clips and reading current articles from credible news sources online.

Students will break up into groups of 3-4 to research the Arab Spring. Each group will have the option to choose one of the following countries to focus on:

- Tunisia
- Egypt
- Libya
- Syria
- Yemen
- Another country which has joined the Arab Spring movement

Students will be expected to explain the history of the protests, the current situation in the country, and the international community's response. Students will be required to use multiple sources from different perspectives to compare the coverage of the Arab Spring. Each group will use technology, such as Google presentation software, prezi, PowerPoint, iMovie or other teacher approved software to report their findings.

Timeline: 2-3 (84-minute) blocks

Key vocabulary:

- Shia/Shiite
- Sunni
- Civil Resistance
- Bashar al-Assad
- Islam
- Mohamed Bouazizi
- Muammar Gaddafi
- Hosni Mubarak
- Ali Abdullah Saleh

Resources:
(General Resources)

- BBC: Middle East Protests—Country by Country
- New York Times: Arab Spring and Fall
- Strategic Studies Institute: The Arab Spring and the Future of U.S. Interests and Cooperative Security in the Arab World
- Guardian: Arab Spring—An Interactive Timeline of Middle East Protests
- BBC: How the Arab Spring began

(Country-Specific Resources)

- **Egypt:**
  - Al Jazeera: Egypt in Transition
  - New York Times: Egypt News—Revolution and Aftermath

- **Yemen:**
  - Al Jazeera: Yemen Unrest
  - New York Times: Yemen—Protests (2011)
  - BBC: Q&A–Yemen Crisis

- **Libya:**
  - Al Jazeera: A New Libya
  - New York Times: Libya—Revolution and Aftermath (2011)
  - BBC: Libya Conflict Q&A
  - Al Jazeera: Empire—A Revolution for All Seasons (watch 21:23-23:20)

- **Syria:**
  - Al Jazeera: Syria Uprising
  - New York Times: Syria—Protests (2011)
  - Al Jazeera: Empire—A Revolution for All Seasons (watch 2:23-6:25)

- **Tunisia:**
  - Al Jazeera: 2011 Tunisia Election
  - New York Times: Tunisia
  - Al Jazeera: Empire—A Revolution for All Seasons (watch 23:25-28:22)

Common Learning Experiences

Whole-class instruction, class discussion, and note-taking on the founding of Israel, the conflicts in Central Asia, and the Arab Spring movements.

Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment:

Objective quizzes and tests

Teacher Notes:

Core Text Resources:

Historical Documents:

- ICONN.org database of newspaper and magazine articles
- Photographs from AP and World Press Photographs
-

Media:

- Film from major news sources
- Clips from: *No End in Sight* (2007 film)

Key Terms:

- Israel
- Zionism
- Palestine
- Left Bank
- Golan Heights
- Sinai Peninsula
- Gaza Strip
- Yasir Arafat
- Palestinian Liberation Organization
- Afghanistan
- Taliban
- Iraq
- Baath Party
- Weapons of Mass Destruction
- Sunni
- Shiite
- Kurds
- Saddam Hussein
- Falluja
- Afghanistan
- Hamid Karzai
- Kabul
- Muhajedeen
- Osama Bin Laden
- Refugee camps

Notes:

A research paper, which embeds bibliography, in-text citation, and thesis and projected organization, is required for all 10th graders by the end of the year. World War I is a possible unit in which to assign it.

Essential Questions and Objectives should be posted and visible to students.

Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should

be available for reading when students have finished assignments or assessments and are waiting for instruction.

Grade Level: 10

Course Name: Modern Global Studies

Name of the Unit: Unit 10 Globalization

Length of the Unit: 7-8 Blocks (84 minutes Each)

Purpose of the Unit: By the end of this unit, students will understand how the world has intrinsically become economically, socially, ecologically, and economically linked.

Common Core State Standards Addressed in the unit:

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

NCSS: National Center for History Teaching in the Schools:

9.2 The search for community, stability, and peace in an interdependent world

9.2B The student understands how increasing economic interdependence has transformed human society

9.2C The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

9.2E The student understands major worldwide scientific and technological trends of the second half of the 20th century.

9.2F The student understands worldwide cultural trends of the second half of the 20th century.

Big Ideas:

- Resources can be privately or publicly owned
- Boundaries are increasingly created by man more than nature
- Humans are divided into groups

Essential Questions:

- Who owns resources?
- How are boundaries defined?
- Who benefits when humans are sorted?

Students Will Know:

- Role of the United Nations and other international NGOS's (Non-governmental organizations) as peacekeepers, courts, diplomats, providers of food and supplies, trade-facilitators, and environmentalists
- Genocides in world history and their warning signs
- Increasingly multi-national nature of trade, communication, disease, security, agriculture, data, and finance
- Lines blur between government and business

Students will be able to:

- Cite evidence confirming the role of the United Nations and other international NGOS's (Non-governmental organizations) as peacekeepers, courts, diplomats, providers of food and supplies, trade-facilitators, and environmentalists.
- Compare and contrast genocides in the world histories and understand the warning signs of genocide.
- Understand the increasingly multi-national nature of trade, communication, disease, security, agriculture, data, and finance.
- Analyze how close business and government have become in some places

Significant Task 1: Genocide

Given their previous knowledge of the Holocaust and the Rwandan genocide, students will be asked to brainstorm what a genocide is, which genocides they know of, what the criteria are for a genocide and what stages lead to genocide.

Based on the pre-assessment, the teacher will help lead students to the Eight Stages of Genocide and the United Nations' definition of genocide. They will then re-examine their earlier answers: What makes something a genocide? How can we prove that something is a genocide?
In pairs or small groups, students will select an event in history from the list below or research another self-selected topic with prior approval, that may or may not be considered a genocide. Based on their knowledge from the class discussion and notes, students will decide whether or not they think the event should be classified as a genocide.

- Cambodia
- Cultural Revolution in China
- Bosnia (Former Yugoslavia)
- Armenian
- Great Leap Forward (China)
- Darfur (Sudan)
- Ukrainian Famine (Holodomor)
- North Korea
- Kurds in Iraq (Al-Anfal Campaign)
- Guatemala
- Irish Potato Famine
- Roma/Sinti (Gypsies)

Students will create a presentation (using software of their choice) that explains their position. The visual should include explanations of events that show how it does or does not fit the definition or stages of genocide, an explanation of the victims and perpetrators, at least one map. Students should include how other countries responded to the killings or other information that supports their point of view.
Students will present their research to their peers where each partner (or group member) will take turns presenting their project to their classmates.
Timeline: 2-4 (84-minute) blocks

Key Vocabulary:

- United Nations
- Genocide
- Geneva Conventions
- World Court
- Extermination
- Polarization
- Dehumanization

Resources:

- http://www.ncas.rutgers.edu/center-study-genocide-conflict-resolution-and-human-rights/forgotten-genocides-project
- http://www.yale.edu/gsp/projects.html
- http://www.ushmm.org/genocide/
- http://www.facinghistory.org/resource-collections-0
- http://www.genocidewatch.org/home.html
- http://imgdev.unl.edu/humanrights/
- http://worldwithoutgenocide.org/genocides-and-conflicts
- http://www.hmh.org/la_genocide.shtml
- http://www.un.org/en/preventgenocide/adviser/

Significant Task 2: What is a multi-national corporation?
To show multi-national corporate ubiquitousness, each student will be asked to generate the names of 5 corporations. To help students come up with 5, encourage them to think of producers of items that they wear or use including clothing, cars, computers, etc. Students will then use technology to identify the multi-national companies on their list. Once all students have completed the task, a class list of all of the multi-national companies will be created. Clips from *The Corporation*, a film, will be shown to better understand, how strong a role multi-national corporations have become in the global economy.

In small groups, students will choose a public (so that more information can be found on it) corporation, and begin investigating various questions as a potential investor, including, how big is the company? How many people are employed? What countries does the company do business in? What products does it make? What externalities does it create? What are its subsidiary companies? Students will do research on credible sources, such as business databases and magazine and newspaper articles in ICONN.org, the state's magazine database. Students will create a "Prospective" report on their multi-national corporation to present to the "stock buyers" in the class to consider. Students will share all information on a Google Docs chart.
Timeline: 2-3 (84-minute) classes

Key vocabulary:
Multi-national corporation

CEO
stock price
dividend
profit
employees
research and development
externalities
subsidiary
factory
sweatshop
natural resources
heavy metals
labor and management
Free trade zones
NAFTA
Microloan

Resources:
Corporate and watchdog websites
The Corporation, (film)
ICONN.org--various magazines and newspapers

Common Learning Experiences

Whole-class instruction, class discussion, and note-taking on genocide and globalization.
Viewing of *Half the Sky a film* by Nicholas Kristoff and Sheryl WuDunn.
Vocabulary building exercises, such as word walls, close reading, collaborative discussion about definitions, using root words, dictionaries, etc.

Common Assessments, including the end of unit summative assessment
Objective quizzes and tests
Map terms and labels
Vocabulary and concepts
Timeline; events, cause and effect; change and continuity

Teacher Notes:

Key Terms:

- United Nations
- Genocide
- Geneva Conventions
- World Court
- Women's Rights
- Kyoto Protocols
- Terrorism
- Natural Resources
- Privatization
- multi-national Corporations
- externalities
- genetic engineering

- cloning
- data security
- pandemics
- developed nations
- emerging nations
- Green revolution
- Pesticides/herbicides
- free trade
- sustainable growth
- nuclear proliferation
- Human rights
- Refugees
- Cyberterrorism
- NGO's (Non-Government Organizations, such as the Red Cross)
- Drug Trade and Cartels

Notes:

A research paper, which embeds bibliography, in-text citation, and thesis and projected organization, is required for all 10th graders by the end of the year. World War I is a possible unit in which to assign it.

Essential Questions and Objectives should be posted and visible to students.
Vocabulary for the unit and general vocabulary words should be posted throughout the unit.

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction

Windsor Public Schools
Curriculum Map
9th Grade Early Global Studies
BOE Approval Date

Grade Level: 9
Course Name: Early Global Studies
Purpose of the course: The Early Global Studies course introduces students to the skills of the discipline of historical thinking, and geographical understanding. Embodied in the development of these skills is the development of historical knowledge that offers students the opportunity to engage ever more meaningfully with the diverse cultures of our society and to have a more sophisticated appreciation of the diversity of human experience from the post-classical period to the period of the first industrial revolution. Students encounter our shared human heritage through multiple opportunities to examine issues in depth, using primary sources, geographical information, and systematic inquiry and exposition.
Unit 1: The Americas and the Writing of History
Length of Unit: 9-10 84 minute blocks
Purpose of the Unit: This unit introduces students to the skills used by historians and schemata for organizing historical knowledge. Students will be challenged to actively apply critical thinking skills to the analysis, interpretation, and comparison of historical evidence. The structure of this unit provides a model for subsequent units.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

NCSS: National Center for History in the Schools Standards Addressed in this unit:
3.4 The development of early agrarian civilizations in Mesoamerica
3.5 Major global trends from 1000 BCE-300 CE
4.6 The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE
5.6 The expansion of states and civilizations in the Americas, 1000-1500

Big Ideas:

- Multiple factors contribute to the success and failure of a civilization.
- Trade and migration contribute to the evolution of a civilization.
- Geography influences the development of civilization.
- The distinctive achievements of a society contribute to the cultural legacy of that society.
- Historians use a variety of sources and techniques to tell the story of the human past.

Essential Questions:

- What factors contribute to the success and/or failure of a civilization?
- What are the lasting legacies of a society?
- How do historians tell the story of the human past?

Students will know:

- Migration pattern of the early Native American peoples.
- Political and cultural aspects of Inca, Maya and Aztec civilizations
- Historical skills of sourcing, document
- Terms, events and locations that define the development of early American civilizations

Students will be able to:

- Construct and interpret timeline data
- Compose a graphic representation of the societal structure of the Aztecs
- Evaluate primary sources such as archeological evidence of Olmec art, textual evidence such as an Aztec Codex, or a variety of types of evidence regarding the Mesoamerican ball-game.
- Define and recall a list of vocabulary terms, events, and locations

Significant task 1: Who are the Americans?

After a class discussion initiated by the question, "Who are the Americans?" students read and annotate a description of recent DNA based research regarding the origins of the first Americans. Students will then discuss geographic factors in migration and settlement. Given further map and historical atlas materials students engage in direct instruction anticipating the unit topics and concerning the relationship of geography to history.

Based on this introduction students work individually and/or in groups to create an historical timeline, a world map, a regional map, and a simple timeline of migration, settlement, and large scale civilizations of the Americas. This task may be adapted for computer based products such as an electronic timeline.

Using the chronological and geographic evidence collected students compose higher order responses such as preparation and participation in a debate concerning the influence of geographical factors in settlement of Mesoamerica, the completion of a performance assessment task addressing cause and effect in the course of the history of the Americas or composing a set of responses to higher order questions such as statements of summation, inference, cause and effect, and evaluation of events and geographical factors in the Americas.
Timeline: 2-3 84 minute blocks

Key vocabulary:

Cultural Elements
Hopewell
Mound-Builder
Anasazi
Hohokam
Mogollon
pueblo
adobe
"Three Sisters"
Mesa Verde
Chaco Canyon
Cahokia
Great Serpent
Mesoamerica
chinampas
maize
Olmec
Maya
Zapotec
Teotihuacan
tenochtitlan
tribute
Cuzco
Quipu
Inti
Incan system on Roads

Geographical Elements
Atlantic Ocean
Pacific Ocean
Gulf of Mexico
Mississippi river
Rocky Mountains
Yucatan Peninsula
Andes Mountains
Amazon River
Atacama Desert

Resources:
Introductory Reading:
DNA traces Native Americans' ancestry to Siberia. PBS Newshour. February 13, 2014.
"Great Surprise"—Native Americans Have West Eurasian Origins. National Geographic. November 20, 2013.
Earliest Americans Arrived in Waves, DNA Study Finds. New York Times. July 11, 2012.
From Astrolabe to GPS: Mapping Our Lives Now. Ashbrook, Tom. National Public Radio. Portions of this program focusing on the importance of spatial awareness and map skills may be used as introductory material to map instruction.

Atlas of World History:
"Olmec and Maya Civilizations", "Native American Farming Cultures", "Aztec Empire," "Inca Empire
World Atlas
Electronic Atlas
Electronic Timeline Template
"World History, textbook
WHS Teacher Created Resources:

- Context Guide: Selected Civilizations of the Americas
- World Map 1
- Map of the Americas
- Americas: Constructed Response Assignment

Significant task 2: Evaluation of Evidence for American Civilization

The teacher will model historical skills of document evaluation including sourcing, contextualization, and citation of evidence to construct an historical argument using primary source evidence such as images of Olmec colossal heads, or images and translation of the Aztec Codex Telleriano-Remensis. Exemplars of student work may be shared using IPad imaging or document camera projection.

Students will apply these critical thinking skills to two additional images or selections from the Codex or other relevant sources selected by the teacher.

Using evidence gathered from the documents, students create a historical narrative. This narrative can be presented in a written composition, a formal debate, a constructed response, a dramatic presentation that includes reference to specific evidence and citation of the evidence or in a formal debate addressing questions such as "To what extent can historians rely upon this evidence to describe Aztec culture?" or "Do the Olmec heads reveal a complex society?"

Following the written work students and the teacher will discuss how their view of the work of an historian has developed and the importance of care in use of evidence.

Timeline: 2-3 84 minute blocks

Key vocabulary:
sourcing of evidence
contextualization of evidence
citation of evidence
Olmec
Aztec
codex

Resources:

World History textbook
Atlas of World History
Online Atlas resources
Discussion and evaluation of the task may occur in an electronic environment such as a threaded discussion.
"The Olmec colossal heads: Were they evidence of a complex society?" (World History for Us All Landscape Unit 3.5)
"The Aztec Life as Revealed in the Codex Telleriano-Remensis." The History Project, University of California, Davis.
Maestri, Nicoletta. "Mesoamerican Ball Game." *About.com Archaeology*. N.p., n.d. Web. 09 Mar. 2014.
Colleen, Popson P. "Extreme Sport - Archaeology Magazine Archive." *Extreme Sport - Archaeology Magazine Archive*. Archaeological Institute of America, Sept.-Oct. 2003. Web. 10 Mar. 2014.

Significant task 3: Document Based Question: Civilizations of the Americas

This task requires students to employ a variety of source-based skills such as evaluation of the usefulness and reliability of sources, interpretation of source materials, categorization, comparison and contrast of sources, and construction of an historical claim in a written composition with, and correct citation of sources.

Referring to a set of documents such as "Civilization of the Americas" or a similar collection of documents. Teachers will engage students with direct instruction in the skills of identification of the author, purpose, audience, and type of document and analysis of how these qualities affect the usefulness and reliability of the document. Students apply these skills to additional documents and engage in a discussion of their findings. Additional documents will be assigned for independent practice.

Direct instruction in the use of documents to establish a historical claim including the categorization of documents, the composition of a thesis statement and the outlining of an argument is followed by independent practice in categorization, thesis composition, and essay writing. Students will be introduced to a DBQ rubric adapted from the AP World History DBQ rubric.
Timeline: 2-3 84 minute blocks

Key vocabulary:
Document Based Question
reliability
usefulness
source
citation
thesis
argument
Resources:

Document Based Assessment for World History. Walch Education.
"The Maya: What was their Most Remarkable Achievement" *Mini Q's in World History, Volume 2.* The DBQ Project.
"The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?" *Mini Q's in World History, Volume 2.* The DBQ Project.

Common learning experiences

- Historical source interpretation and assessment
- Historical source interpretation, assessment and composition in response to source materials
- Creation of a personal example of using a class defined schema of organization for historical and cultural information such as GRAPES (Geography, Religion & philosophy, Arts and achievements, Political systems of organization, Economic systems, and Social structures). This schema will be utilized throughout the year to make comparisons among cultures.

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests

- map terms and labels: world map 1, regional map of the Americas
- vocabulary and concepts: formative and summative assessments of terms and concepts
- timeline quiz; locate events on a timeline, identify cause & effect relationships and examples of change and continuity
- historical techniques: define and apply skills of identifying point of view and citation of evidence
- use of schemata such as GRAPES to organize evidence and information concerning early American civilization.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

Essential Questions and Objectives should be posted, visible to students and referred to by the instructor.

The Historical Thinking Assessment may be informed by the model of the Stanford History Education Group approach, "Beyond the Bubble" .

The Document Based Assessment materials are online as noted or in print resources as noted.

As available, map, timeline, and written work may make use of electronic devices such as ipads, laptops, and with reference to online sources listed or further sourced by the teachers.

Unit 2: Mediterranean and Middle-Eastern Roots

Length of Unit: 8-9 84 minute blocks

Purpose of the Unit: Building upon skills introduced in unit 1, this unit extends students historical skills of using documents including the construction of analytical responses to documents. Students encounter concepts, events, and individuals that significantly and enduringly influence much of the world's history from the medieval to modern period. Continued focus on the development of geographic knowledge is combined with the development and continued use of historical knowledge in common tasks and assessments.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
3.1 Innovation and change from 1000-600 BCE horses, ships, iron, and monotheistic faith
3.3 How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE
4.2 Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries
4.7 Major global trends from 300-1000 CE
5.1 The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion
Standard 7: Major global trends from 1000-1500 CE

Big Ideas:

- Belief systems affect the development of civilization and the course of history.
- Trade and cultural exchanges affect the economics and development of societies and civilizations.
- The actions of individuals can affect the development of societies and civilizations.
- Art often reflects the beliefs and culture of a people.
- Historians use a variety of sources and techniques to tell the story of the human past.

Essential Questions:

- What most affects a person's life?
- To what extent do the actions of an individual matter?
- How do ideas change and spread?
- What can art teach us?

Students will know:

- Concept of "patriarch" and how this concept applies to Abram
- Core teachings and the expanded influence of Judaism, Christianity, and Islam
- Similarities and differences among Judaism, Christianity, and Islam
- Cultural factors that influenced the early life of Muhammad the prophet
- Importance of the Kaaba to the Muslim faith
- Early challenges to the spread of Islam
- Reasons for the conflict between Sunni vs. Shiite
- reasons for the rise and fall of Umayyad and Abbasids
- Origins of the Delhi Sultanate
- Development and expansion of the Ottoman empire
- Examples of arts influenced by the culture of Islamic lands and peoples

Students will be able to do:

- Construct and interpret timeline data
- Label world and regional maps
- Compare and contrast historical accounts
- Define and recall a list of vocabulary terms, events and locations

Significant task 1: What are the roots of Conflict in the Middle East?

After being presented with the question, "What are the roots of conflict in the Middle East?" students will view the TED talk by William Ury *The Walk from No to Yes* (2010). Students copy the diagrams Ury presents and engage in a directed discussion about the issues and Ury's proposed solutions for the Middle East and for individual student conflicts. This discussion may take place electronically using Edline discussion/blog or similar interfaces.

Shown the Abraham Path route and maps of geographical features such as water resources, students hypothesize about geographical issues related to conflicts in the Middle East. Additional geographical knowledge is obtained through direct instruction followed by individual or group work creating a timeline, a labeled world map, a labeled and annotated regional map, and a description of specific geographical and cultural evidence using resources such as the textbook, atlases, and maps.

Using the chronological and geographic evidence collected students compose responses to higher order questions concerning the influence of geographical factors in the growth and development of Judaism, Christianity, and Islam.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
Rome
Corinth
Constantinople
Mecca
Medina

Jerusalem
Alexandria
Damascus
Baghdad
Venice
Cordoba
Aden
Persia
Anatolia

Graphic Elements
Mediterranean Sea
Black Sea
Caspian Sea
Nile River
Tigris River
Euphrates River
Danube River
Sahara Desert
Strait of Gibraltar
Saudi Peninsula
Strait of Hormuz
Indian Ocean
Persian Gulf

Resources:
Ury, William. *The Walk from No to Yes* October 2010 TED Midwest.
Abraham Path
Atlas of World History
World History, textbook
Online Atlas resources
WHS Teacher Created Resources:

- Context Guide: Mediterranean and Middle Eastern Roots
- World Map 2
- Map of the Mediterranean
- Middle East: Constructed Response Assignment

Significant task 2: The Big Three: Abraham, Jesus, Mohammed

In a series of three interactive teaching lessons students are introduced to the use of religious texts as historical sources. Following this introduction, texts representing the monotheistic faiths of Judaism, Christianity, and Islam are examined.

In each lesson students read the texts in class and for homework, discuss the historical context and respond to interpretive and higher order questions about the texts. Students are reminded that these texts are referred to later in the course in comparison and contrast with texts associated with Hinduism (Bhagavad Gita), Confucianism (Analects), and the Tao Tae Ching (Taoism).

Text lessons should be supplemented with video images such selections from episode 1 of *Heritage;*

Civilization and the Jews. PBS (1984). Episode 1 "The Awakening", from *Islam, Empire of Faith*. (PBS, 2000). Alternatively, Ipads or laptops may be utilized to access images from the PBS websites associated with the videos or an interactive lecture using PowerPoint images may be employed.

Timeline: 3-4 84 minute blocks

Key vocabulary
patriarch
monotheism
Messiah
prophet
Abraham
David
Jesus
Mohammad
Judaism
Hebrews
Torah
Christians
Bible
Muslims
Quran

Resources:
"Abram, Abraham, Ibrahim" Selections from the Torah, Bible, and Quran regarding Abraham
"Teachings of Jesus" Selections from the Christian Bible
"The Koran, Mohammad, Islam" Selections from the Quran
Heritage; Civilization and the Jews. PBS, 1984. Video
Islam, Empire of Faith. PBS, 2000. Video

Significant task 3: Art of the Islamic World: What can art teach about faith?

What can art teach about faith? Students will consider this question after viewing images such as a model of Solomon's Temple, the Cathedral of Chartres, and the Dome of the Rock. In an introductory mini-lecture students will be introduced to the use of art as historical evidence and a set of terms to describe art. Collaboration with the art department may be arranged and students may respond to images using an electronic discussion board accessed by laptops or IPad's in lieu of a class discussion.

Students then interact with selected examples of Islamic art and demonstrate skills of visual analysis and historical reasoning by composing written description and analysis. The observations of this unit will be referred to in later units as students examine arts from Asia, Europe, and Africa.

Students will create a response to examples of Islamic art using teacher selected resources from the Google Art Project, the Metropolitan Museum of Art, or the British Museum or the Los Angeles County Museum of Art or other academically robust sources such as Saudi Aramco World. Responses will be assessed with a common rubric. Student responses may be structured as interactive learning stations, collaborative group responses to examples of art, an electronic mediated

response or a formal expository paper.

Timeline: 2-3 84 minute blocks

Key vocabulary:
haram
geometric
calligraphy
arch
glaze
mosaic
mosque
Alhambra

Resources:
Edline or Similar Platform: Threaded Discussion or Interactive Assignment
Google Art Project
"Islamic Civilizations" British Museum
"Art of the Islamic World" Metropolitan Museum of Art
"Islamic Art" Los Angeles County Museum of Art
Saudi Aramco World. Website Note. The search engine within the website is useful.

Common learning experiences:
Construct a diagram of the "Five Pillars of Faith"
Construct a diagram of the relationship of Judaism, Christianity, and Islam
Identify the similarities and differences between Shiite and Sunni Muslims and the locations of current Shiite and Sunni populations.

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests

- map terms and labels: world map 1, regional map of the Middle East
- vocabulary and concepts: formative and summative assessments of terms and concepts
- timeline quiz; locate events on a timeline, identify cause and effect relationships and examples of change and continuity
- use of schemata such as GRAPES to organize evidence and information concerning Middle Eastern civilizations

Historical Thinking Assessment: Students are presented with one of two historical sources and will write using the historical skills presented in this unit. Assessment will be with a task specific rubric. Sources such as those found in the following resources will be used.

- "Why did Islam Spread So Quickly?" *Mini Q's in World History, Volume 2.* The DBQ Project. **To be acquired by WHS.**
- *"Expansion of the Islamic Empire"* Stanford History Education Group.
- "Why did Christianity Take Hold in the Ancient World?" *Mini Q's in World History,*

Volume 1. The DBQ Project. **To be acquired by WHS.**

Teacher notes: Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for direction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit.

Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

The Historical Thinking Assessment may informed by the model of the Stanford History Education Group approach, "Beyond the Bubble" .

Video resources that offer reasonable representations of the three monotheistic faiths include those such as:
"Heritage; Civilization and the Jews" (PBS, 1989)
"Jesus" (1979)
"Islam; Empire of Faith" (PBS, 2000)

Unit 3: African Kingdoms: Trade, Migration and Interregional Connections

Length of Unit: 7-8 84 minute blocks

Purpose of the Unit:
Examination of the qualities of large scale civilization in Africa both north and south of the Sahara offers students opportunities for continued application of historical skills and further development of concepts such as cultural diffusion. Inter-regional connections within Africa and beyond connect this unit to the development of world history. The development of geographic and historical knowledge and vocabulary is continued.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
4.5 The development of agricultural societies and new states in tropical Africa and Oceania
4.2 Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries
5.4 The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries
4.7 Major global trends from 300-1000 CE
5.7: Major global trends from 1000-1500 CE

Big Ideas:
- Migration and cultural diffusion are affected by geographical factors.
- Historians use a variety of sources including oral history and artifacts.
- Religious ideas and practices affect culture.

Essential Questions:
- How does geography affect society and culture?
- How do trade and migration contribute to the evolution of a civilization?

Students will know:
- Civilizations and the natural resources of three major regions
- Importance of the gold/salt trade to western and Saharan empires
- Influence of climate and geography on the political and social structure of a region
- Impact of Bantu migration on the civilizations of southern Africa.
- Relationship between Egypt and Nubia
- Religions practiced and introduced throughout Africa, particularly, animistic beliefs, Christianity and Islam

Students will be able to:
- Construct and interpret timeline data
- Label world and regional maps
- Trace a human migration route
- Compare and contrast historical accounts
- Evaluate primary sources as historical documents
- Analyze events to determine cause and effect relationships
- Define and recall a list of vocabulary terms, events, and locations

Significant task 1: Why would you move?

Presented with video or visual evidence in an interactive lesson illustrating the diversity of lands in Africa, students will identify the variety of landforms and hypothesize how geography may influence migration and trade.

Students then create a labeled and annotated regional map, and a description of specific geographical and cultural evidence including the Bantu Migration using resources such as the textbook, atlases, and maps. Students work independently, in groups, and with direct instruction.

Regional maps are then supplemented and compared with timeline information from the text and/or

historical atlas and a world map to develop higher order responses to summary, comparison, and analysis questions.

Students participate in an interactive lesson concerning the influence of geographical factors in the growth and development of Bantu culture and/or the development of trade in gold and salt, and/or the introduction of Islam in West Africa or Christianity in East Africa. A composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors may be used to address this task.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
Cairo
Jene
Timbuktu
Ghana
Mali
Songhai
Great Zimbabwe
Nubia
Kush
Axum
Nubia
Ethiopia
Bantu Migration

Geographic Elements
Atlantic Ocean
Mediterranean Sea
Red Sea
Nile River
Sahara Desert
Strait of Gibraltar
Saudi Peninsula
Indian Ocean
Niger River
Congo River
Zambezi River
Kalahari Desert
savanna
cataract
vegetation
desertification

Resources:
Atlas of World History
Discovery Streaming: *World Geography: Africa* section 1

Africa Megaflyover. National Geographic Society. Note: This site includes both images and video from the 2004 aerial flyover across Africa.
World History, textbook
Online Atlas resources
Edline or Similar Platform: Threaded Discussion or Interactive Assignment
WHS Teacher Created Resources:

- Context Gude: Mediterranean and Middle Eastern Roots
- World Map 3
- Map of Africa
- Africa: Constructed Response Assignment

Significant task 2: African Kingdoms, Empires and Trading States and Evaluation
After viewing a map of African geography constructed during the previous task and a map of African Kingdoms (such as at Michigan State University African Studies Center) students will participate in an interactive lesson to define the terms kingdom, empire, and trading state. They will then apply these terms to each civilization identified on the map.

Students then work in groups or individually, as directed by the teacher, to create a set of notes to define terms with examples from specific kingdoms, empires, and trading states.

Using their notes, students then compare and contrast two civilizations in a writing assignment. This will be assessed with a modified World History comparative essay rubric. Alternatively the teacher may utilize electronic tools to design a performance assessment such as a "prezi" or an oral debate on the question: Which kingdom was the most important? or Which civilization would be expected to most influence other civilizations?

Timeline: 2-3 84 minute blocks

Key vocabulary:
Ghana
Mali
Songhai
Nubia
Kush
Axum
Swahili Trading States
Great Zimbabwe
savanna
sahel
Sahara desert
iron-making
cattle herding
migration
diffusion
salt and gold trade
caravan

Islam
Mansa Musa
Timbuktu
Egypt
Ethiopia

Resources: African Kingdoms (Teacher Created) handout and assessment guide

Significant task 3: African Travelers and Storytellers: What value is a story?

Students will be presented with a clip from the Disney movie, *Lion King* and asked to engage in a class discussion to answer the question, "What value is a story? As many students have seen this movie it would be expected to elicit many responses about the uses of a story. Students will then read the introductory preamble of the West African story of *Sundiata.* Using this preamble they will participate in an interactive teaching session to define the term "griot".

Students will read an account of an African griot or traveller. This account will be illustrated by the creation of a series of captions, images with captions, or dramatic sequences evaluated with a standard rubric.

Following an interactive lesson comparing the benefits and limits of various types of historical sources such as oral, video, visual, and text, students will then view portions of *Kieta; Heritage of the Griot* or a similar documentary and make comparisons of the video version with the textual version offering written evaluations of each source as evidence for historians.

Timeline: 2-3 84 minute blocks

Key vocabulary:
griot
oral history
traveller
hajj
Sundiata
Mansa Musa
Ibn Battuta

Resources:
Textbook account of Mansa Musa's hajj
Sundiata. A Griot's Story. Text
Keita; The Heritage of the Griot. California Newsreel. Video resource. **To be acquired by WHS.**
Ibn Battuta. Stanford History Education Group
"Mansa Musa's Hajj: A Personal Journal." *Mini Q's in World History, Volume 2.* The DBQ Project. **To be acquired by WHS.**
Mansa Musa, readings from text sources

Common learning experiences:
text summarization
historical writing in response to source materials

Common assessments including the end of unit summative assessment:

Objective Quizzes and Tests
map terms and labels
vocabulary and concepts
timeline; events, cause and effect; change & continuity
historical techniques: identification and application
use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Students are presented with one of two historical sources and will write using the historical skills presented in this unit. Assessment will be with a task specific rubric.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should available for reading when students have finished assignments and assessments and are waiting for instruction.

Vocabulary for the unit and general vocabulary words should be posted throughout the assignment. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit.

Wealth of the Swahili Coast. Teacher's Guide. Student Handouts. British Museum

Unit 4: Asian Dynasties and Empires

Length of Unit: 10-11 84 minute blocks

Purpose of the Unit:
Historical skills such as making comparisons and perceiving patterns of succession and change are developed further. This unit focuses on comparison and contrast of Asian belief systems, social organization, and political development of selected Chinese dynasties and large-scale empires of the Indian subcontinent. The development of geographic and historical knowledge and vocabulary

is continued.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
3.3 How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE
3.5 Major global trends from 1000 BCE-300 CE
4.3 Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE

Big Ideas:
- Geography influences the development of civilization.
- Beliefs and ethical codes affect political, social, and cultural developments.
- Significant leaders may be evaluated in a variety of ways using the same historical sources.
- Historians use a variety of sources and techniques to tell the story of the human past.

Essential Questions:
- In what ways does geography affect society and culture?
- How do beliefs and ethical codes affect individuals, societies, and civilizations?
- How are we to live in this world?
- How do historians tell the story of the human past?

Students will know:
- China's geography influenced its isolation
- Fundamental tenets of Hinduism, Buddhism, Confucianism, Legalism, and Daoism
- Achievements of the early Chinese dynasties
- Structure of the dynastic cycle and the concept of the Mandate of Heaven.
- Social structure of early Chinese dynasties
- Achievements of the major Chinese dynasties (Zhou, Han, Tang, Song, Yuan, and Ming)
- Significant geographical features of the Indian subcontinent.
- Contributions of the Aryan culture to Indian Civilizations
- Caste system shaped Indian society
- Key teachings of Buddha and how Buddhism spread beyond India
- Qualities of the Mauryan and Gupta dynasties
- Contributions of selected leaders such as Shi Huangdi and Asoka

Students will be able to:
- Construct and interpret timeline data
- Label world maps

- Label regional maps
- Trace a human migration route
- Compare and contrast historical accounts
- Diagram a social structure
- Compare and contrast belief systems
- Evaluate primary sources as historical documents
- Analyze and interpret historical sources to evaluate a leader or an event
- Define and recall a list of vocabulary terms, events, and locations

Significant task 1: Winds, Mountains, and Rivers: Which of these presents the greatest challenge or opportunity for humans?

Following a discussion of the lesson question and in the context of an interactive lesson, students examine a physical map of Asia, create and discuss hypotheses about how selected features may affect human settlement, trade and interaction. Students then create regional maps of the Indian subcontinent and Asia, a diagram of the monsoon weather pattern of the Indian Ocean and Indian subcontinent, and a timeline of exemplar events in this region.

Following an interactive lesson defining the terms innovation and diffusion students then create a Context Guide for Asia that includes the maps and timeline, a labeled world map, and descriptions of specific geographical and cultural evidence for innovation and diffusion using resources such as the textbook, atlases, and maps. Students work independently, in groups, or with direct instruction.

Using the chronological and geographic evidence collected students compose higher order responses drawing conclusions about the effects of geographic factors on Asian history such as the more isolated development of Chinese civilization, and the diffusion of culture between these cultures as evident in the spread of Buddhism. Tasks such as a performance task, or the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors may be assigned.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
Delhi
Patna
Kolkata
Kochi
Chennai
Xian
Beijing
Great Wall of China
Great Canal
Tokyo

Geographic Elements

regions: Asia, South Asia, Southeast Asia, East Asia, Oceania

Arabian Sea
Himalaya Mountains
Indian Ocean
Bay of Bengal
Ganges river
Deccan Plateau
Western Ghats
Eastern Ghats
Brahmaputra River
South China Sea
Sea of Japan
Pacific Ocean
Strait of Malacca
Xi River
Chiang Jiang (River)
Yalu River

Resources:
Atlas of World History
World Atlas
Discovery Streaming: *World Geography; Asia and the Pacific.* Section 1 or *China: From Past to Present: Geography, Traditional Religions and Beliefs.* Sections 1 and 2.
World History, textbook

WHS Teacher Created Resources:

- Context Guide: Asian Dynasties, Kingdoms, and Empires
- World Map 4
- Map of the Indian Subcontinent and China
- Asia: Constructed Response Assignment

Significant task 2: Philosophies, Religions and Ethical Codes of Asia
Using evidence from an interactive lecture, students will create a chart outlining four Asian belief systems: Confucianism, Buddhism, Legalism, and Daoism. A quiz will help students apply this knowledge.

Primary sources documents and/or images for each of these belief systems will be introduced in a series of interactive lessons that include reading, discussion, annotation of texts, student response in discussion and written formats. Reference should be made to unit 2 study of religious texts as historical evidence and to notes from the reading of the Bhagavad Gita (a common learning experience).

Based on these collected notes and observations students will compose a written essay in response to the prompt: "If you lived in Asia in the year 1000, which of these belief systems would appeal

most to you?" Alternatively students may work in groups to design a presentation of one belief system to the class. Assessment of the essay will be with a rubric.

Timeline: 2-3 84 minute blocks
Key vocabulary:
Confucianism
Mencius
Analects
Daoism
Dao De Jing
Yin Yang
Buddhism
Siddhartha Gautama
Four Noble Truths
Eightfold Path
Enlightenment
Nirvana
Legalism
Han Fe

Resources:
World History textbook
Deer Park Sermon (CUNY)
Analects of Confucius (MIT) As used by scholars (Fordham)
China. Teacher Created. Resource book selection from *Analects of Confucius*
The Five Vermin. Selections from Han Feizi. Asia for Educators; Columbia University
Memorial on Annexation of Feudal States and Memorial on the Burning of Books, by Li Si (as recorded by Sima Qian) .Selections from Han Feizi. Asia for Educators; Columbia University
Attitudes Towards Nature in Daoist Art. The Asia Society.
Living in the Chinese Cosmos: Understanding Religion in Late Imperial China. Asia for Educators; Columbia University.
Ethical Codes and Philosophies of Asia. PowerPoint: Pojner/Spaulding

Significant task 3: Evaluation and Chronological Diagram of Selected Chinese Dynasties

With modeling and direct instruction by the teacher, students work independently to gather information concerning the achievements, problems, and exemplar leaders of the major dynasties from the Qin to the Ming and construct an annotated timeline.

Timelines are evaluated on the basis of a common rubric. Alternatively students may construct a series of "report cards" with the same information about dynastic achievements and challenges and a simple timeline for the dynasties.

Students then compose a written evaluation discussing achievements and reasons for the fall of two dynasties as a means of comparing two selected dynasties to be evaluated by a common rubric.

Timeline: 2-3 84 minute blocks + 1-2 homework assignments

Key vocabulary:
Zhou, Han, Tang, Song, Yuan, Ming

Resources:
text
Dynasty Report Cards (Jason Porello)
Dynasty Timeline Project (William Spaulding)

Common learning experiences:

- Creation of timeline, and maps of this period and region
- T Chart and Essay Prompt: Which was the Greatest? Mauryans or Guptas
- Reading and interpretation of a selection from the *Bhagavad Gita*.
    - selection from *Bhagavad Gita* at University of Evansville
    - other translations may be utilized
- Social Structure pyramid construction and comparison: Hindu Caste System, Chinese Social Structure, Japanese Social Structure
- Reading and response: Bushido and The Way of the Samurai: Japanese Feudal Structure

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests
map terms and labels
vocabulary and concepts
timeline; events, cause and effect; change and continuity
historical techniques: identification and application
use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Evaluation of a leader Document Based Question (DBQ) such as "Asoka: Ruthless Conqueror or Enlightened Ruler." DBQ Assessment will be with a modified AP World history DBQ assessment guide.

Resources
"Asoka: Ruthless Conqueror or Enlightened Ruler" *Mini Q's in World History. Volume 1.* The DBQ Project. (Resource to be acquired by WHS)
"The Great Wall of China; Did the Benefits Outweigh the Costs?" *Mini Q's in World History. Volume 1.* The DBQ Project. (Resource to be acquired by WHS)

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

"Asoka: Ruthless Conqueror or Enlightened Ruler" *Mini Q's in World History. Volume 1.* The DBQ Project. (Resource to be acquired by WHS)
Asia for Educators: Columbia University
Bhagavad Gita: World Literature. Annenberg Foundation.
Teaching about Asia: Useful Links for Educators: Stanford Program for International and Cross-Cultural Education.

Unit 5: Medieval Europe and Afro-eurasian Connections

Length of Unit: 7-8 84 minute blocks

Purpose of the Unit:
The evaluation and use of multiple sources of evidence to construct historical narrative is a focus of this unit that continues to develop geographic and historical knowledge and vocabulary. Though Europe is not the focus of this course, developments in medieval Europe profoundly affect the course of world history both in the Eurasian region and beyond.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
4.1 Imperial crises and their aftermath, 300-700 CE
4.4 The search for political, social, and cultural redefinition in Europe, 500-1000 CE
4.7 Major global trends from 300-1000 CE
5.1 The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion 1000-1500

Big Ideas:

- Disease, ideas, and technological developments affect the development of civilization and the course of human history.
- Historical sources are affected by the context, authority, audience, purpose and type of media.

Essential Questions:

- What factors contribute to the success and failure of a civilization?
- What is the role of religion in the development of civilization?
- How do historians tell the story of the human past?

Students will know:

- Geographic features that affected the development of medieval Europe
- Feudal and manorial structures of medieval Europe
- Qualities of European Christian monasticism
- Causes, effects, and responses to the medieval European Crusades
- Advent and impact of the Bubonic plague on Europe
- The development of strong kingdoms in medieval Europe
- Main ideas and importance of the Magna Carta

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Compare and contrast historical accounts
- Evaluate primary sources as historical documents
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information

Significant task 1: Was medieval Europe truly the "dark age"?

In an interactive lesson the terms *medieval,* and *Dark Ages,* are discussed and defined. Students complete an anticipation guide set of questions then are challenged to create a set of observations and inferences from a set of visual images or video illustrating the diversity of developments in Europe during this time such as the development of agricultural innovations, the manorial system, European feudalism, the varieties of work done by monastic communities, and evidence of the Bubonic Plague.

Students then create a framework of geographical and chronological knowledge by creating a timeline of events and creating diagrams of the medieval European feudal structure and manorialism, trace the route of overland Crusaders on a map, trace the spread of the Bubonic Plague on a map, and

trace routes of trade that connected Europe with African and Asian peoples.

Students work independently to make predictions, draw conclusions, and connect geographical and chronological evidence to compose higher order responses. The culminating work for this task may take the form of preparation and participation in a debate concerning the influence of geographical factors in the growth and development of European civilization, the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors, or participation in an electronic discussion. Assessment will be with a standard rubric.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
black death
feudalism
manorialism
scholasticism
Constantinople
Rome
Jerusalem
Damascus
Venice
Genoa
Crusades
Crusader States
Richard the Lionheart
Saladin
Three-Field System
Manorialism
Battle of Acre
Battle of Tours

Geographic Elements
Mediterranean Sea
Black Sea
Caspian Sea
Red Sea
Nile River
Tigris River
Euphrates River
Danube River
Rhine River
Strait of Gibraltar
Saudi Arabia

Resources:
Atlas of World History

--diagram of manorialism
--diagram of three field system
Edline or other platform: electronic discussion
World History, textbook
WHS Teacher Created Resources:

- Context Guide: Medieval European and Afro-Eurasian Connections
- World Map 5
- Map of the Medieval Europe
- Medieval Europe and Afro-Eurasia Constructed Response Assignment
- Images of medieval Europe
- Selections from *Robin Hood*.

Significant task 2: What can be done about disease?

In a class discussion, students will respond to the question: What can be done about disease? Students will then identify modern approaches to disease and epidemic through participation in a discussion, interactive lesson, a reading and/or video evidence about the world response to Severe Acute Respiratory Syndrome (SARS) in 2003. Questions of evidence and interpretation may be presented by the instructor as an introduction to examination of primary and secondary sources regarding the Bubonic Plague in Florence.

A set of primary sources will be provided to students such as a map of Florence, population statistics, primary accounts of the medieval Bubonic Plague in Europe or a collection of documents as noted below. Following modeling by the instructor, students interpret each document, compare and contrast documents, and create a written response as if they were a common person living in Florence.

This task may be structured as a simulated debate among city elders regarding what action to take, a written persuasive essay or as a structured written response similar to a Document Based Question task. Assessment will be with a standard rubric.

Timeline: 2-3 84 minute blocks

Key vocabulary:
plague
Bubonic Plague
city-state
Florence
Genoa
Venice

Resources:
Chasing the Virus. PBS *Frontline.* (2003)
Stanford History Education Group Module: "The Black Death in Florence"
"The Black Death in Florence" created by Jason Porello
"The Black Death in Florence" created by William Spaulding

Significant task 3: Why fight?

Re-examining maps of the European Crusades composed for Task 1, students will be prompted to further discussion of the crusades by an interactive lesson introducing source materials such as Pope Urban II's call for a crusade and primary source accounts from a variety of sources including European and Middle-Eastern. The teacher will model application of source interpretation and analysis skills such as the examination of sources as evidence, evaluation of the claims of sources, identification of the strengths and limitations of sources, differentiation of fact and historical interpretation, and comparison of evidence.

Following this direct instruction, students use a collection of sources to create written responses which then form the basis of a project to demonstrate skill and knowledge such as an APA style essay response, a structured debate, a speech or dramatic presentation. Assessment is based upon a common rubric addressing historical skills and knowledge and a product specific assessment based upon requirements of the demonstration project.

Timeline: 2-3 84 minute blocks
Key vocabulary:
Jerusalem
Pope Urban II
Saladin
Richard the Lionheart
Crusader States
Crusades
Muslim Crusades

Resources:
Stanford History Education Group Module: "The First Crusade"
Text resources comparing accounts of the crusades.
Crusades DBQ collections

Common learning experiences:

- Interpret and evaluate the *Magna Carta* as evidence of both the consolidation of royal power in medieval Europe and the limitation of royal power in England.
- Interpret and evaluate primary and secondary sources related to medieval feudalism.
- Compare and contrast the power and authority of the Roman Catholic Church and European monarchs of the Medieval period.

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests
map terms and labels

vocabulary and concepts
timeline; events, cause & effect; change & continuity
historical techniques: comparison and corroboration
use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Document Based Question "The Middle Ages: Dark Ages, Age of Faith, Age of Feudalism, or a Golden Age?" or "Samurai and Knights: Were the Similarities Greater Than the Differences?" or a similar document collection. Assessment will be with a task specific rubric based on the AP World History DBQ assessment.

Resources

"The Middle Ages: Dark Ages, Age of Faith, Age of Feudalism, or a Golden Age?" *Document Based Assessment for World History.* Walch Publishing
"Samurai and Knights: Were the Similarities Greater Than the Differences?" *Mini Q's in World History; Volume 2.* The DBQ Project
Evaluating Richard the Lionheart (Amy Tria)
The Magna Carta -- It's the Law! (Amy Tria)
The Black Death. Source Based Responses (Amy Tria)
The Crusades. Source Based Response (Amy Tria)

Teacher notes:

Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

Additional vocabulary

- Vassal
- Fief
- Knight
- Chivalry
- Manor
- Serf
- Sacrament
- Papal supremacy
- Canon Law
- Excommunication
- Guild
- Apprentice
- Journeyman
- William the Conqueror
- Magna Carta

- Habeas Corpus
- Parliament
- Crusades
- Inquisition
- Black death
- epidemic
- schism

Unit 6: Afro-Eurasian Empires and Trade

Length of Unit: 7-8 84 minute blocks

Purpose of the Unit:
Mongol rulers, Indian Ocean traders, and travelers of the late medieval period connected the Afroeurasian world with links that though not lasting did provide an impetus for later, more enduring connections. This short unit offers further development of geographic and historical knowledge and vocabulary while developing the historical skills of document sourcing, corroboration, and contextualization.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
5.1 The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion 1000-1500
5.3 The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350
5.4 The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries
5.5 Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

Big Ideas:

- Economic, political, and social developments are often affected by the processes of diffusion and innovation.
- Geographical factors influence the development of a civilization.
- Individuals can influence the course of history.

Essential Questions:

- What factors inspire inter-regional connections?
- In what ways are society, economics, and politics affected by trade?
- How does the geography of a region impact its social and economic development?
- To what extent do individual people affect history?

Students will know:

- Geographical features that influenced the development or hindrance of trade among regions of Afro-Eurasia
- Places and events that influenced inter-regional connections
- Causes and effects of the development of the Mongol Empire
- Historians interpretations may differ although the use the same source materials
- Travelers and traders influenced cultural diffusion
- Cultural innovation and cultural diffusion

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Compare and contrast historical accounts
- Evaluate primary sources as historical documents
- Evaluate leaders and groups
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information

Significant task 1: Context Guide: How does who you meet affect you?

Images of the geographical features and cultural variety of the Silk Routes are displayed as students make descriptive notes and/or sketches. From these notes students create inferences about the cultures and exchanges that might occur among peoples in this region. Teachers may draw upon resources such as the video and image montages of *Along the Silk Road* or the interactive maps of the Sultan Qaboos Cultural Center site *The Indian Ocean in History.* Alternatively the students may use 1:1 internet connected devices to access these and other resources.

Following this visual introduction, students work independently, in groups, or with direct instruction. to add items such as a timeline, a labeled world map, labeled and annotated regional maps tracing the Silk routes that connected overland trade, a map of Indian Ocean currents and the monsoon weather system, locations of major trading centers and principal goods that were exchanged, and descriptions of specific geographical and cultural evidence using resources such as the textbook, atlases, and maps.

Applying this knowledge, students compose comparisons of events, analysis of cause and effect relationships, and assessments of the importance and effects of geographical factors in the growth

and development of inter-regional connections in Afro-Eurasia. Teachers may elect to address this task with a performance assessment task, or with the composition of a set of constructed responses.

Timeline: 2-3 84 minute blocks
Key vocabulary:
Cultural Elements
Samarkand
Xian
Beijing
Kabul
Baghdad
Mecca
Constantinople
Alexandria
Silk Route
Indian Ocean Trade route
monsoon wind patterns of the Indian Ocean
Kochi
Mozambique
Battle of Ain Jalut

Geographic Elements
Gobi Desert
Tibetan Plateau
Himalaya Mountains
Steppes
Indus River
Caspian Sea
Black Sea
Persian Gulf
Red Sea
Mediterranean
Indian Ocean
Indus River
Nile River

Resources:
Atlas of World History
World History, textbook
Indian Ocean in World History. Sultan Qaboos Cultural Center
The Sinbad Voyage. Tim Severin. Documentary recounting the voyage of a replica Indian Ocean trading ship sailed by Irishman Tim Severin from Oman to Singapore. A marvelous account of the technologies and seamanship used by Indian Ocean traders and sailors.
Monsoon. National Geographic Education. Images and graphics to illustrate the Indian Ocean monsoon weather patterns.
WHS Teacher Created Resources:

- Context Guide: Afroeurasian Traders and Conquerors

- World Map 6
- Map of the Indian Ocean Region and Silk Routes
- Afroeurasia: Constructed Response Assignment

Significant task 2: When is a warrior a hero? Evaluating Genghis Khan and Mongol Rule

After viewing a video clip from a film or internet based source such as the Biography Video "Genghis Khan" (Social Studies Department collection) or the "Crash Course: Mongols" students will discuss how Genghis Khan might have been viewed by his contemporaries.

Following modeling of source evaluation and point of view skills, students work individually or in pairs to interpret and assess a set of primary sources related to Genghis Khan and/or the Mongol Conquest and Rule. Students will apply document analysis skills introduced in previous units.

Presentation of documents will be followed by an application task. This task may be structured in a variety of ways such as a document based question, a debate, or a speech or creative presentation addressing a question such as "Was Genghis Khan a ruthless ruler or a shrewd leader?" or "Resolved: The Mongols should be judged as one of the world's most significant civilizations." or "Was Mongol rule of Asia brutal and destructive, or a facilitator of trade and cultural exchange?" All task alternatives will require the interpretation of documents, the comparison of documents and the making of judgments of Genghis Khan and/or the Mongol Conquest and Rule.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Genghis Khan
Kublai Khan
Yuan Dynasty
Khan
Mongols
interpretation
evaluation
corroboration
cultural diffusion
Pax Mongolica

Resources:
"Genghis Khan" set of sources collected by Bill Strickland (AP World History course)
"Mongols" set of sources collected by Bill Strickland (AP World History course)
"The Mongols: How Barbaric Were the Barbarians?" *DBQ's in World History.* The DBQ Project
Sekugychi, Ryan. *The Mongol Empire.* Stanford Program on International and Cross-Cultural Education; Stanford. 2012.

Significant task 3: Journeys and Tales

Students will investigate the accounts of Marco Polo (1254-1354) and/or Ibn Battuta (1325-1354) in order to demonstrate skills of historical evaluation.

Presented with a selection from the diary of Ibn Battuta or Marco Polo, and or a map of his journeys students will hypothesize causes and effects of his journey and his account. Following this introduction, students will apply skills of source analysis to visual evidence, geographical evidence (Maps from Task 1), timeline evidence (world timeline from Task 1), and textual evidence to create notes interpreting the documents and evaluating the point of view of the author. Portions of this work may be done using internet access devices.

Using source materials and notes from the first portion of these task students then create an interpretation of the sources and the effects of the journeys on the development of inter-cultural linkages in Afro-Eurasia. This creative work may be in the form of a historical essay, a monologue as by Marco Polo or Ibn Battuta, or similar creative work. All tasks will require use of primary source materials, citation of evidence and expository writing.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Journal
trader
traveler
merchant
ambassador
judge
point of view
Marco Polo
Ibn Battuta

Resources:
The Travels of Ibn Battuta. Office of Resources for International and Area Studies. University of California, Berkeley.
Marco Polo Primary Sources
http://www.fordham.edu/halsall/source/mpolo44-46.asp
Ibn Battuta Primary Sources
http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp
Fordham Internet History Sourcebook: Early Modern World
http://www.fordham.edu/Halsall/mod/modsbook03.asp
The Travels of Marco Polo. Carolyn Rinetti. Office of Resources for International and Area Studies. University of California, Berkeley. Lesson Outline Note the primary source links.

Common learning experiences:
Describe and trace the routes of trans-Saharan trade and linkages with the Indian Ocean, Mediterranean, and Silk Route trading networks.
Text based reading and response.

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests
map terms and labels
vocabulary and concept quizzes
timeline; events, cause & effect; change & continuity
historical techniques: comparison and corroboration
use of schemata such as GRAPES to organize evidence and information
Historical Thinking Assessment: A document based response using evidence such as accounts of Indian Ocean trade or the Silk Route. Assessment will be with a task specific rubric . This assessment may refer to document collections such as:
"The Silk Route: Recording the Journey" *Mini Q's in World History; Volume 1.* The DBQ Project

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessment

Unit 7: Rise of Western Europe: Renaissance, Reformation, Scientific Revolution, Enlightenment

Length of Unit: 8-9 84 minute Blocks

Purpose of the Unit:
The late medieval period to the early modern period was dramatically affected by the development and influence of concepts, inventions, innovations, and developments wrought by the European Renaissance, Reformation, Scientific Revolution and Enlightenment. The development of geographic and historical knowledge and vocabulary is continued as students are challenged to continue the application of historical skills introduced in earlier units.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
5.2 The redefining of European society and culture, 1000-1300 CE
5.7: Major global trends from 1000-1500 CE
6.2 How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

Big Ideas:

- The arts and intellectual and technological developments of a society often reflect a society's beliefs and values.
- Ideas can be catalysts of social and political change.
- Geography can play a role in the transmission of ideas and diffusion of culture.
- Individuals can influence change.

Essential Questions:

- How do ideas spread and change?
- What causes social and political change?
- To what extent can a civilization be described through a study of its arts?
- To what extent do individual people affect history?
- How do historians tell the story of the human past?

Students will know:

- Causes and consequences of the posting of Martin Luther's *95 Theses*
- Similarities and differences among examples of medieval and Renaissance developments in science, political philosophy, art and/or literature
- Examples of the diffusion and exchange of ideas such as political, economic, technological, scientific, and cultural concepts
- Individuals who contributed to developments of the European Renaissance, Reformation, and Enlightenment
- Geographical features that influenced the spread of ideas of the Renaissance
- Reformation and Enlightenment
- Examples of seminal developments of this era such as the "scientific method"

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Interpret and evaluate primary sources such as visual art or literature as historical evidence
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information
- Diagram a social structure
- Hypothesize how cultures influence other cultures

Significant task 1: How do ideas spread?

After completing an anticipation guide related to Renaissance, Reformation, Scientific Revolution and Enlightenment students will create a labeled map of Europe and make inferences about which geographic features may have facilitated and retarded the diffusion of ideas, materials, and cultural elements to and from Europe during the period from the early Italian Renaissance through the Enlightenment (1401 to 1800).

Students will work independently, in small groups or with direct instruction to compare geographic evidence with cultural evidence collected in a timeline, a labeled world map, a labeled and annotated regional map, and a description of specific geographical and cultural evidence from resources such as the textbook, atlases, and maps. Student
Using the chronological and geographic evidence collected students compose higher order responses such as preparation and participation in a debate concerning the influence of geographical factors in the diffusion of ideas and cultures during this period. Teachers may elect to address this task with creative tasks such as a performance assessment task, or with the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
Brussels
Florence
Paris
Rome
Constantinople
Geneva
Wittenburg

Geographic Elements
Mediterranean Sea
Atlantic
Rhine
Danube
Volga
Black Sea
Red Sea
Baltic Sea
English Channel
Indian Ocean

Resources:
Atlas of World History
World History, textbook
WHS Teacher Created Resources:

- Context Guide: Developments in Western Europe
- World Map 7
- Map of Western Europe
- Western Europe: Constructed Response Assignment

Significant Task 2: To what extent do individual people affect history?

This task may be introduced with the question, "Who do you most admire?" or "Who has changed

the world?" Alternatively students may view or listen to portions of a biographical or autobiographical audio-visual resource and consider questions such as, "How could it be said that this person affected history?" or "Is the world different because of this person?"

Modeling techniques of source usage, evaluation and comparison by the teacher will be followed by teacher guided student work. Students collect and collate information, on an individual listed below, in the form of notes that are properly cited using the MLA format and appropriately collated in a formal bibliography.

Notes and bibliography are then used for the creation of an expository product such as an essay. Teachers are encouraged to explore a variety of formats for this task such as the composition of a written preparation for a debate, creation of a physical or digital presentation, or a dramatic production. All tasks are to include a substantial written component. The list of individuals below is not intended to be exhaustive. Student choice is also recommended with prior approval from the instructor.

Assessment will be with a common rubric.

Timeline: 4 84 minute blocks

Key vocabulary:
Giotto
Johann Gutenberg
Albrecht Durer
Erasmus
Copernicus
Petrarch
Leonardo da Vinci
Giovanni Pico della Mirandola
Michelangelo
Brunelleschi
Lorenzo Ghiberti
Raphael
Niccolo Machiavelli
Nicolaus Copernicus
Galileo Galilei
Martin Luther
John Calvin
Johannes Kepler
Francis Bacon
Rene Descartes
Giovanni Boccaccio
Giorgio Vasari
Johannes Gutenberg

Resources:
textbook
text and electronic reference resources of school library
1:1 internet access as required by the task selected by the teacher

"Leaders of the Enlightenment" Big Era 6 Closeup Unit 6.6.1 *World History for Us All*. San Diego State University in Collaboration with the National Center for History in Schools at UCLA. Introductory Resource Suggestions
My Immigration Story. Le, Tan. TEDx Women. December 16, 2011.

Common learning experiences:
interpret and evaluate primary sources such as visual art or literature as historical evidence
define and recall a list of vocabulary terms, events, and locations
summarize textual information
hypothesize how cultures influence other cultures

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests
map terms and labels
vocabulary and concept quizzes
use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: A document based response using evidence such as images of medieval and Renaissance art or literature of the Renaissance. Assessment will be with a task specific rubric.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

Provenance of the term "Renaissance" and a clear definition of the term is offered by Paul Johnson in *The Renaissance A Short History* excerpted in the NY Times Review of Books.

Document Based work including the assessments may draw upon resources such as:
"Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?" *Mini Q's in World History. Volume 2* The DBQ Project
"The Enlightenment Philosophers: What Was Their Main Idea?" *Mini Q's in World History. Volume 3* The DBQ Project
"What was the Most Important Consequence of the Printing Press?" *DBQ's in World History* The DBQ Project

Unit 8: European Exploration: Africa, Asia, and the Americas Causes and Effects

Length of the Unit: 10-12 84 minute blocks

Purpose of the Unit:
European exploration and conquest was inspired by a mixed and sometimes conflicting set of motivations. Historical skills and knowledge are further developed as students are challenged to evaluate geographic, textual, and visual evidence related to both the causes and effects of European exploration and conquest. This unit is focused on European exploration and conquest and examples of interaction with native peoples of the Americas and Africa Units eight and nine are companion units, both addressing a similar period and developments. Unit nine focuses upon the period from Asian and African perspectives.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
6.1 How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations
6.2 How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750
6.3 How large territorial empires dominated much of Eurasia between the 16th and 18th centuries
6.4 Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750
6.6 Major global trends from 1450-1770

Big Ideas:
- Exploration and conquest are often due to a mixture of motives.
- Geographical factors influence historical events.
- Historical sources are affected by the context, authority, audience, purpose and type of media.
- Relations among cultures and peoples are powerfully affected by economic concepts and their application.

Essential Questions:

- How do historians evaluate source materials to tell the story of the human past?
- Why are some civilizations more wealthy and powerful than others?
- What causes cultures and societies to change or to resist change?
- What is the basis of exchange and trade?
- Who gets what, and who says so?

Students will know:

- Geographical, climatic, and environmental factors that influenced exploration and conquest
- Technological developments that affected European exploration
- Causes and effects of the triangle trade
- European explorers: sponsors, motivations, routes, and discoveries
- Similarities and differences among the exploration, settlement, and conquest patterns of the Dutch, English, and Spanish
- Impact of the Atlantic slave trade on Africa, the Americas and Europe

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Trace large scale human migrations of this period
- Interpret, compare, and evaluate primary sources such as visual art or literature as historical evidence
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information
- Diagram a social structure

Significant task 1: Why explore?

Students consider the question, "Why explore?' and develop a list of possible reasons through an initiation activity such as examination of a map of European exploration, or a discussion about the origin and/or uses of foods such as sugar, tomatoes, pasta, and chile peppers. Visuals may be utilized. Independently, in small groups or with direct instruction, students create a Guide for Explorers that includes a timeline, a labeled world map of European exploration routes and explorers, the Atlantic "triangle trade", and a description of specific geographical and cultural evidence related to European exploration using resources such as the textbook, atlases, and maps.

Using the chronological and geographic evidence collected students compose higher order responses such as preparation and participation in a debate concerning the influence of geographical factors in European exploration or a discussion regarding the costs of the "triangle trade." Teachers may elect to address this task with creative tasks such as a performance assessment task, or with the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements

Spice Trade
triangle trade
middle passage

Treaty of Tordesillas
Line of Demarcation
Aztec Empire
Inca Empire
Prince Henry
Vasco da Gama
Bartholomew Dias
Francisco Pizarro
Ferdinand Magellan
Christopher Columbus
Silk Routes
Atlantic Ocean Currents

Geographic Elements

Indian Ocean
Cape of Good Hope
Strait of Magellan
Malay Peninsula
Moluccas Islands
Caribbean Sea
Pacific Ocean
Atlantic Ocean
Andes Mountains
Malacca Strait
Amazon River
Gambia River
Niger River

Resources:

Atlas of World History: "Europeans Explore and Settle in the Americas",
Lesson in World History: "World Map of European Exploration"
World History textbook
WHS Teacher Created Resources:

- Context Guide: Selected issues related to the Early Exploration in Africa, Asia, the Americas.
- World Map Activity

Significant task 2: Economic Motivation Simulation

This task enables the students to develop an understanding of the economic forces that drove exploration and colonization of Africa, Asia, and the Americas. Students participate in a two lesson simulation illustrating the organization and motivation of explorers such as *Joint Stock Companies*. These tasks require students to work in groups, to negotiate, and to make evaluations of cost and benefits for the countries, individuals and groups involved.

This task may be introduced by a direct instruction defining *mercantilism* and *joint stock company.* In the *Joint Stock Companies* simulation Using a map of the world, students note the location of resources that were objects of trade during the period from the 16th to 18th centuries. Students are organized into groups of 3-4 students who are each designated as a joint stock company. In a series of trading "rounds" companies make decisions about were to trade and what goods to trade using their world map.

On the second day of this task students complete the trading rounds and compare strategies used by each group and the profits of each group. Using this data students engage in a written reflection to develop historical empathy such as "Which exchange decisions were most difficult?", "What decisions would have resulted in different outcomes?", or "Which peoples would be most affected -- and how?"

Alternative simulations, dramatizations, or on-line adaptations may be utilized by the instructor.

Timeline: 2-4 84 minute blocks

Key vocabulary:
mercantilism
joint stock company
balance of trade
"beggar thy neighbor"
dependent vs. self-sufficient
market
commodity
manufactured goods
tariff
monopoly
Dutch East India Company
East India Company
Royal Charter
spice

Resources:
Joint Stock Companies Trading Game Simulation (published by Teacher Created Materials)
Mercantilism Simulation (published by Teacher Created Materials)

Significant task 3: Columbian Exchange: Cost and Benefit

Using evidence from the text and additional readings students create a diagram of the Columbian Exchange. This diagram forms the basis of inquiry into the costs and benefits of these exchanges.

Students are presented with a set of five documents (from the collection in The Columbian Exchange and its Consequences), concerning the mortality of the "Great Dying". Students interpret each document systematically addressing authorship, reliability and usefulness. Students then rank these documents in order from most to least reliable and offer an explanation for their rankings.

A second set of documents concerning population statistics is examined. Documents are compared and contrasted and evaluated for reliability. Statistical sources are collected in The Columbian Exchange and its Consequences or may be obtained from other authoritative collections.

Both sets of evidence are then used by students to create an expository writing piece addressing a synthetic topic such as "Should European behavior towards Native Americans of the Columbian Exchange be considered genocide?" or "How should the Columbian Exchange be represented in a modern encyclopedia?" Alternatively teachers may consider a formal debate or dramatic

presentation of the topic. Correct citation of sources is required.

Timeline: 2-4 894 minute blocks

Key vocabulary:
Columbian Exchange
exchange
food
disease
livestock
grains
culture

Resources:
Textbook diagrams of the Columbian exchange
"The Columbian Exchange and its Consequences." Big Era 6 Landscape Unit 6.2. *World History for Us All*. San Diego State University in Collaboration with the National Center for History in Schools at UCLA.
"Food and the Columbian Exchange." *When Worlds Collide.* PBS. 2010. Video and Website.
Nunn, Nathan and Nancy Qian. The Columbian Exchange: A History of Disease, Food, and Ideas . Journal of Economic Perspectives—Volume 24, Number 2—Spring 2010—Pages 163–188
Crosby, Alfred *The Columbian Exchange.* Gilder Lehrman Institute of World History.

Common learning experiences:
interpret and evaluate primary sources related to the Spanish conquest such as visual art or literature
summarize textual information

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests
map terms and labels
vocabulary and concept quizzes
use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Students will demonstrate historical thinking skills using a document based response using contrasting pieces of evidence such as those of Mexico and Spanish towards the Spanish conquest of Mexico collected by Nancy Fitch (see below). Assessment will be with a task specific rubric.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should

be available for reading when students have finished assignment or assessments and are waiting for instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common tasks, formative assessments, and summative assessments.

Additional Reference and Lesson Materials
The Account of Olaudah Equiano. Original Document Facsimile (At University of North Carolina) Excerpt and description at *Africans in America*. PBS
Africans in America. PBS Video. Refer to the section on the Middle Passage and Equiano. It is noteworthy that this source is often the subject of study in 8th grade and 10th grade so it should not be the main focus of historical source work for this unit. Students should instead have the opportunity to encounter the rich variety of sources documenting the slave experience rather than this single, albeit important, source.
African History; The Era of Global Encroachment. The Atlantic Slave Trade. Exploring Africa. Michigan State University, African Studies Center.
The Conquest of Mexico: Past and Present Views. At Gilder Lehrman. Teacher account (free) required to access the lesson materials and links to sources.
The Conquest of Mexico. Nancy Fitch, California State University, Fullerton. Lesson Outline and links to primary sources. At American Historical Association.
Of the People, by the People, for the People? The Rawls-Nozick Debates as an Introduction to the Philosophy of Politics and Economics. TAMAR GENDLER, Department of Philosophy Chair at Yale University, Cognitive Scientist. Floating University. Video lecture on the economic questions: Who gets what and who says so? This lecture may be complementary to the study of Mercantilism and background for the teacher.

Unit 9: African and Asian Perspectives and Responses to European Conquest

Length of Unit: 10-12 84 minute blocks

Purpose of the Unit:
Continuing the examination of world-connections fostered by European exploration and conquest, this unit focuses upon African, and Asian, perspectives, and responses. Students are challenged to shift their focus from an Atlantic centered world to the Indian Ocean, South China Sea and Pacific Rim and to apply skills of document analysis and evaluation to a wide variety of historical sources while continuing to expand upon geographic and historical knowledge and vocabulary.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
6.1 How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations
6.4 Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750
6.5 Transformations in Asian societies in the era of European expansion
6.6 Major global trends from 1450-1770

Big Ideas:

- Geography influences the development of civilization.
- Historical sources are affected by the context, authority, audience, purpose and type of media.
- Exploration, conquest, and native responses are often influenced by a mixture of motives.

Essential Questions:

- How are civilizations influenced by other cultures?
- How do historians evaluate source materials to tell the story of the human past?
- Why are some civilizations more wealthy and powerful than others?
- What causes cultures and societies to change or to resist change?
- What is the basis of exchange and trade?

Students will know:

- Geographical, climatic, and environmental factors that influenced exploration and conquest
- Technological developments that affected Asian exploration and interactions between Asians, Africans, and Europeans
- Voyages of Zheng He: motivations, routes, and discoveries
- Similarities and differences among the exploration, settlement, and conquest patterns of the Portuguese and Chinese

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Trace large scale human migrations of this period in Asia and Africa
- Interpret, compare, and evaluate primary sources such as visual art or literature as historical evidence
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information
- Identify and analyze cause and effect relationships

Significant task 1: How do African and Asian Peoples Respond to European Exploration and Conquest?

Students continue to develop a framework of geographical and chronological knowledge and to apply this knowledge to higher order tasks. Students create a Context Guide that includes items such as a timeline, a labeled world map, a labeled and annotated regional map, and a description of specific geographical and cultural evidence using resources such as the textbook, atlases, and maps. Students work independently, in groups, or with direct instruction.
Students will identify geographical features that enabled sea-borne contacts among Asians, Africans,

and Europeans and trace routes that carried materials, and cultural elements which were exchanged.

Using the chronological and geographic evidence collected students compose higher order responses such as preparation and participation in a debate concerning the influence of geographical factors in African and Asian perspectives and developments of this period. Teachers may elect to address this task with creative tasks such as a performance assessment task, or with the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors.

Timeline: 2-3 84 minute blocks

Key vocabulary:
Cultural Elements
Zheng He
Dutch East India Company
spice trade
silver exchange
Swahili Trading States
Kilwa
Mombassa
Milinidi

Geographic Elements
Cape of Good Hope
Strait of Magellan
Malay Peninsula
Moluccas Island
Pacific Ocean
Atlantic Ocean
Indian Ocean
Congo River

Resources:
Atlas of World History: "Three Worlds Meet"
World History textbook
WHS Teacher Created Resources:

- Context Guide: Selected issues related to the Asian and African Perspectives and Responses
- World Map Activity
- Swahili Trading States. At Mitchell Teachers'.

Significant task 2: Perspectives Beyond Europe

The use of evidentiary skills and the construction of a historical argument are the focus of this task. Students will be presented with a variety of documents highlighting African or Asian perspectives concerning colonization and trade. Documents will be drawn from European, American, and Asian or African sources.

Students engage in interpretation of the documents and assessment of qualities such as authorship, reliability, usefulness, and point of view and comparison with other documents in the collection.

Using the evidence and interpretations students construct a historical evaluation of African or Asian responses to European exploration, colonization, settlement, and/or trade. This evaluation may be presented in the form of a written essay, a class discussion, or an electronic format.

A question or prompt may be utilized for discussion such as "How can differing reactions be explained?" "Analyze reactions to European exploration/conquest/settlement/trade." or "Account for the variety of reactions to European incursions."

Timeline: 2-3 84 minute blocks

Key vocabulary:
exploration
colonialism
settlement
trading fort
Trade routes
Gunpowder Empires

Resources:
World History textbook
Atlas of World History
King Alfonso I letters to the King John III of Portugal. At Stetson University.
Life on the Slave Ship, by Olaudah Equiano
In defense of the Indians, by Bartolome De Las Casas
Letters of Christopher Columbus
AP World History Document Based Question. 2009
Chapter 3 *Wanting to be Top Dog; Colonialism 1750-1914*. "The Modern Revolution; 1750-1914" Big Era 7 Panorama Teaching Unit. *World History for Us All*. San Diego State University in Collaboration with the National Center for History in Schools at UCLA.
Should We or Should We Not Celebrate Columbus Day? The Age of Exploration. Teacher Created Materials pp. D53ff. Resource in Social Studies Office.
Internet Indian History Sourcebook. Fordham University. Sources including British and Indian perspectives.
British East India Company Timeline. At British Library.
Popular Resistance to the British Rule. National Institute of Open Schooling. India. 2014.
China Trade and the East India Company. British Library.
Commissioner Lin: Letter to Queen Victoria, 1839. Fordham Modern History Sourcebook.
Opium Trade Debate. ExEAS Teaching Unit. Expanding East Asian Studies; Columbia University.

Significant task 3: Why do we Speak English and Spanish and not Chinese?

One of the great wonders of this period is why the Chinese did not explore and colonize the world despite the development of advanced naval technologies and the exploration of the admiral Zheng He. Presented with the question, Why do we Speak English not Chinese?, offers students the opportunity to do the work of historians as they compare and contrast Chinese exploration with English exploration studied in the previous unit.

Students examine evidence regarding the journeys of Zheng He and the Ming court and construct

evidence based historical interpretations of the evidence. This evidence is compared with evidence gathered in Unit 8 about English and Spanish exploration. Students then demonstrate the ability to make comparisons by preparing and participating in a debate, composition of a comparison and contrast essay, or the creation of a performance based product that includes a written summary of qualities of China during the era of Zheng He's voyages.
Timeline: Timeline: 2-3 84 minute blocks

Key vocabulary:
Zheng He

Resources:
Textbook.
"Should We Celebrate the Voyages of Zheng He?" *Mini Q's in World History. Volume 2* The DBQ Project
Ancient Chinese Explorers. PBS; NOVA. Maps, images and text.
Menzies, Gavin. *1421: The Year China Discovered America* Book and video interpretation evidence for Chinese exploration.
Treasure Fleet: The Epic Voyage of Zheng He. Finnigan, Jonathan. National Geographic. Film.

Common learning experiences:

- interpret and evaluate primary sources related to the Spanish conquest such as visual art or literature
- define and recall a list of vocabulary terms, events, and locations
- summarize textual information

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests

- map terms and labels
- vocabulary and concept quizzes
- use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Students will demonstrate historical thinking skills using a document based response using evidence such as sources from *Portuguese Impact on Indian Ocean Trade*. (DBQ. Beacon School) or evidence related to Tokugawa Japan's regulations closing Japan to Foreign Trade.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting for instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common

tasks, formative assessments, and summative assessments.

Unit 10: Revolutions

Length of Unit: 2-4 84 minute blocks

Purpose of the Unit:
This brief and concluding unit is an introduction to the revolutionary political, social and technological developments of the eighteenth and nineteenth centuries. Although this is the culminating unit, it is intended to serve as a brief introduction the Modern Global Studies course rather than a full treatment of world history in the modern period. Students will add to their geographic and historical knowledge and vocabulary while being afforded opportunities to demonstrate competence in historical skills such as source interpretation, evaluation, and analysis, and the construction of historical narrative.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
7.1 The causes and consequences of political revolutions in the late 18th and early 19th centuries
7.2 The causes and consequences of the agricultural and industrial revolutions, 1700-1850
7.4 Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914
7.5 Patterns of global change in the era of Western military and economic domination, 1800-1914
7.6 Major global trends from 1750-1914

Big Ideas:
- Geography influences the development of civilization.
- Historical sources are affected by the context, authority, audience, purpose and type of media.
- Social and political change can occur in a variety of ways with varying outcomes.

Essential Questions:
- How are civilizations influenced by other cultures?
- How do historians evaluate source materials to tell the story of the human past?
- What causes cultures and societies to change or to resist change?

Students will know:

- Political, economic, and cultural revolutions of the late eighteenth to mid nineteenth centuries
- Leaders of revolutions
- Core concepts that inspired selected revolutions and counter-revolutions

Students will be able to:

- Construct and interpret timeline data
- Label world and regional maps
- Interpret and evaluate primary sources such as visual art or literature as historical evidence
- Define and recall a list of vocabulary terms, events, and locations
- Summarize textual information

Significant task 1: Context Guide: Revolutions

This task prompts students to develop a framework of geographical and chronological knowledge and to apply this knowledge to higher order tasks. Students create a Context Guide that includes items such as a timeline, a labeled world map, a labeled and annotated regional map, and a description of specific geographical and cultural evidence using resources such as the textbook, atlases, and maps. Students work independently, in groups, or with direct instruction.

Students will identify locations of exemplar revolutions of the eighteenth to mid nineteenth centuries, create a timeline of revolutions and responses.

Using the chronological and geographic evidence collected students compose higher order responses such as preparation and participation in a debate concerning the influence of geographical factors in revolutions of this period. Teachers may elect to address this task with creative tasks such as a performance assessment task, or with the composition of a set of constructed responses including statements of summation, inference, cause and effect, and evaluation of events and geographical factors.

Timeline: 2 84 minute blocks

Key vocabulary:
Resources
textbook
Historical Atlas
Atlas

Significant task 2: Evaluation of Evidence: Revolution and Reaction

Political, social, and technological revolutions, such as the 1st Industrial Revolution, American, French, Haitian, and Venezuelan Revolutions and responses to these revolutions are the focus of this task. Students discuss the concept of "revolution" and discuss the question: What causes cultures and societies to change or resist change? Students will then examine vignettes of selected revolutionary movements of the eighteenth and early nineteenth centuries.

Interpretation and comparison of materials concerning selected revolutions from a variety of historical sources including textual and visual evidence provides materials for the creation of a set of notes to compare and contrast revolutions.

Students apply knowledge of selected revolutions in a written compare and contrast essay or in a task selected by the teachers such as a performance task, debate, or with the composition of a set of

constructed responses including statements of summation, inference, cause and effect, and evaluation.

Timeline: 2-3 84 minute blocks

Key vocabulary:
exploration
colonialism
settlement
trading fort
Trade routes
Gunpowder Empires

Resources:
"The Modern Revolution; 1750-1914 Big Era 7 Panorama Teaching Unit. *World History for Us All*. San Diego State University in Collaboration with the National Center for History in Schools at UCLA.
The Atlantic Revolutions as a World Event; 1750-1830. Big Era 7; Landscape Unit 7.2. Panorama Teaching Unit. *World History for Us All*. San Diego State University in Collaboration with the National Center for History in Schools at UCLA.
World History: Revolutions. World History Project. University of California. Irvine. Document collection focused on American and French revolutions.

Common learning experiences:

- interpret and evaluate primary sources related to the Spanish conquest such as visual art or literature
- define and recall a list of vocabulary terms, events, and locations
- summarize textual information

Common assessments including the end of unit summative assessment:
Objective Quizzes and Tests

- map terms and labels
- vocabulary and concept quizzes
- use of schemata such as GRAPES to organize evidence and information

Historical Thinking Assessment: Students will demonstrate historical thinking skills using a document based response using evidence such as sources from source collections noted in Task 2.

Teacher notes:
Books and magazines supporting the curriculum (UPFRONT, by the NY Times, for instance), should be available for reading when students have finished assignments or assessments and are waiting instruction.

Essential Questions, Objectives and vocabulary for the unit and general vocabulary words should be posted throughout the assignment and referred to during the course of the unit. Vocabulary is reinforced through frequent usage by the teacher, and by the students in the completion of common

tasks, formative assessments, and summative assessments.

Unit 11: Reference, Citation and Composition

Length of Unit: 3-4 84 minute Blocks

Purpose of the Unit:
This unit is intended to provide an early experience of using research materials, citing evidence, and composition of an expository essay. Students will be introduced to the use of a standard format for citing evidence and the structure of an expository essay.

This unit may be addressed at any point in the school year after the first two units. Teachers will coordinate with each-other to plan when each section will be scheduled so that library and computer lab resources will be available to all students. For this reason the topic of this unit may vary from class to class though suggested topics are noted below.

Common Core State Standards Addressed in the unit:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

NCSS Standards Addressed in this unit:
The objectives addressed will vary with the topic selected.

Big Ideas:
- Historical sources are affected by the context, authority, audience, purpose and type of media.
- Citation of evidence

Essential Questions:
- How do historians evaluate source materials to tell the story of the human past?
- How can ideas be communicated effectively?

Students will know:
- Proper use of in-line citation and bibliographic reference to cite evidence
- Internet based and/or text based research and reference materials
- Format for a formal research paper

Students will be able to:

- Create a simple bibliography in a standard format (Modern Language Association)
- Construct in-line citations
- Use evidence to construct an expository essay
- Summarize textual information

Significant task 1: Bibliography Creation, Citation of Evidence, Composition

Following the modeling of bibliography structure students will construct a bibliography of at least three sources using the Modern Language Association format. Teachers may elect to provide the sources or to introduce techniques of source selection using text or internet library materials.

Students then interpret text evidence and create notes using an organized note-taking technique as modeled by the instructor.

Following direct instruction and modeling students will compose a 1-2 page expository essay including in-line citations, brief quotations, one block quotation and a bibliography in MLA format.

Timeline: 2-3 84 minute blocks

Key vocabulary:

bibliography
works cited
citation
block quotation
Modern Language Association (MLA) format

Resources

library and/or internet based research materials
computer lab
projection screen for demonstration

Common learning experiences:

- create in-line citations
- create a bibliography in MLA format

Common assessment:

The written paper is the primary assessment of work from this unit. This will be assessed with a standard research paper rubric.

Teacher notes:

Essential Questions and Objectives should be posted and visible to students.

Windsor High School School Wide Rubrics

1. Use Technological and Traditional Research Tools to access and evaluate information ethically.

Item		*Insufficient - 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
1.	**Uses technological and traditional resources as tools to access research information.**	**Needs** help to find resources and apply search strategies. Accessed and collects limited information from 1 source. **Some** information collected is irrelevant and/or contains factual errors. Some sources are documented. **Little** original interpretation. Paraphrased some research into own words. Few facts are incorporated and essential ideas may be altered.	**Needs** some help to find resources and apply search strategies. Accessed and collects information from (when appropriate) at least 3 sources. **Adequate** and mostly relevant information is collected. Most sources are documented. **Mostly** original interpretation. Paraphrased most research into own words and contains an adequate number of correct and essential facts.	**Applies** effective search strategies (keywords, synonyms, subject searches) to access and collect information from (when appropriate) at least 4 sources to retrieve information in varying formats **Information** collected is relevant. All sources are documented. **Original** interpretation. Paraphrased research into own words and contains correct and essential facts.	**Applies** effective and efficient search strategies (keywords, synonyms, subject searches) to access and collect information from (when appropriate) a wide selection (4 or more) of appropriate sources in a variety of formats. **Information** collected is relevant and detailed. All sources are documented. **Original** interpretation. Effectively paraphrased research into own words and contains all significant and essential facts.
2.	**Use of standard source criteria of:** **authority** (qualifications of author) **objectivity** (free from bias) **currency** (recentness of content) **coverage** (scope and level of detail)	**Sources** are chosen but based on little if any criteria *.	**Sources** are chosen based on some criteria *.	**Sources** are chosen based on most criteria *.	**Sources** are chosen based on all criteria: authority, objectivity, currency, and coverage criteria *.
3.	**Evaluates information critically and competently.** (Critically: application of rational and logical thinking)	**Critical** evaluation of information is weak. **Comparison** of facts is limited with little criteria.	**Critically** evaluates an adequate amount of the information researched. **Compares** some facts from at least 2 sources to judge information accuracy.	**Critically** evaluates most information researched. **Compares** facts from a variety of sources to judge information based on some criteria.	**Critically** and competently evaluates all information researched. **Compares** facts from a variety of sources to judge information based on criteria * authority, objectivity, currency, and coverage.
4.	**Documents sources used for Footnotes (In-Text) and Bibliography (Works Cited)**	**Source** content is mostly undocumented or has multiple citation errors **Multiple** sources used are missing from the bibliography and there are	**Most** source content is fully documented but has several citation errors. **Most** sources used are documented in the bibliography and there are	**All** source content is fully documented and has few citation errors. **All** sources used are documented in the bibliography and most are cited accurately.	**All** source content is fully documented and cited accurately. **All** sources used are documented in the bibliography and are cited accurately.

Windsor High School School Wide Rubrics

		multiple citation errors.	several citation errors.		

Windsor High School School Wide Rubrics

2. Works collaboratively to accomplish group goals

Item		*Insufficient – 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
1.	**Assumes shared responsibility for collaborative work.**	**Minimally** fulfills specific individual tasks as they pertain to the group. **Contributes** little information toward the achievement of group goals. **Behavior** or attitude may interfere with group dynamics.	**Adequately** understands group task and fulfills specific individual tasks as they pertain to the group. **Contributes** some information and opinions toward the achievement of group goals. **Will** help others if asked.	**Understands** group task and fulfills specific individual tasks as they pertain to the group. **Actively** contributes information, opinions and skills toward the achievement of group goals. **Willing** to help others to achieve goals.	**Understands** group task, consistently stays focused, follows through on and fulfills specific individual tasks as they pertain to the group. **Consistently** and activity contributes information, opinions and skills toward the achievement of group goals. **Supportive** of others and aids others to achieve goals.
2.	**Listens actively and is an asset to the group in achieving their goals.**	**Has** difficulty listening and/or tends to dominate discussion with focus on own opinion . **May** be argumentative and unwilling to consider others opinion. **Does** little to help group progress. Shows little respect for the group process.	**Listens** and interacts with most group members in an appropriate manner. Minimal focus on own opinion. **Own** discussion stays focused on group goals the majority of the time. **Will** do what is asked of him/her.	**Listens** and interacts with all group members in an appropriate manner **Helps** to maintain focus to achieve group goals. **Maintains** a positive, helpful attitude.	**Listens** and interacts with all group members in a thoughtful and respectful manner. **Redirects** discussion to help maintain focus to achieve group goals. **Maintains** a positive attitude and respectful demeanor. Helps to assure all have a chance to contribute to the group.

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3. Effectively Communicates Information for a variety of purposes

Item		*Insufficient – 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
1.	**Oral Communication** **Articulates thoughts and ideas effectively using oral communication skills**	**Loses** place several times **Errors** in sentence formation. Word choices are limited and may create confusion. **Voice** is weak and pace has multiple hesitations. **Delivery** somewhat distracting.	**Mainly** shows poise **Adequate** sentence formation and flow. Word choices are also adequate. **Voice** is acceptable but pace may be rushed at times with some hesitations. **Delivery** acceptable with minor distractions.	**Shows** poise and comfort **Very** good sentence formation and flow. Word choices are strong and effective. **Voice** is audible and pace may be rushed at times with some hesitations. **Delivery** effective.	**Shows** poise and confidence **Excellent** sentence formation and smooth flow. Word choices are precise and accurate. **Voice** is audible and pace is appropriate for each situation. **Delivery is Natural** and highly effective.
2.	**Visual Communication** **Articulates thoughts and ideas effectively using visual (graphs, tables, diagrams, pictures etc.) communication skills in a variety of forms and contexts**	**No Clear Connection** between the visual communication (PowerPoint, charts, examples, etc.) used and content. **Mechanics of Visuals** including: grammar, spelling and data have a **multiple errors** that interfere with meaning	**Minimal Connection** between the visual communication (PowerPoint, charts, examples, etc.) used and content. **Mechanics of Visuals** including: grammar, spelling and data have **some errors** that minimally interfere with meaning.	**Clear Connection** between the visual communication (PowerPoint, charts, examples, etc.) used and content. **Mechanics of Visuals** including: grammar, spelling and data have **minor errors**, however they do not interfere with meaning.	**Clear Connection** between the visual communication (PowerPoint, charts, examples, etc.) used and content that **optimally** supports information. **Mechanics of Visuals** including: grammar, spelling and data are **free of errors** to best communicate meaning.
3.	**Presentation of Content/Information**	**Content is lacking organization** with no clear flow of information. Thinking is unclear. **Few** supporting ideas relate to the central theme. Content reflects a general **lack of understanding** of information presented. **Audience is not able** to follow reasoning and the content is mostly confusing.	**Content is somewhat organized**. Thinking can be followed, though with some difficulty. **Supporting** ideas relate to the central theme. Content reflects a **shallow understanding** of information presented. **Audience struggles** to follow line of reasoning due to the content being confusing at times, but in the end gains some understanding.	**Content is organized** so the flow of information is evident. **Supporting** ideas relate to the central theme. Content reflects an **understanding** of information presented. **Audience** can follow line of reasoning and the content can be understood.	**Content is highly organized** so the clear flow of information is explicit and concise. **Supporting** ideas relate to the central theme. Content reflects **key details** and a clear understanding of information. **Audience** clearly follows line of reasoning and the content is easily understood.

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4. Critical Analysis/Thinking

Item		*Insufficient – 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
1.	**Identifies, defines and explains task(s) to be addressed**	**Task**(s) is stated however is ambiguous or lacks clear definition. **Limited** understanding of the task(s) is shown.	**Task**(s) is stated and adequately described. **Understanding** of the context of the task(s) is evident however shallow.	**Task**(s)) is clearly identified and described. **Understanding** of the context of the task(s) is clear.	**Task**(s) is clearly identified and comprehensibly described. All aspects are clearly explained. **A** deep understanding of the context of the task(s) is demonstrated.
2.	**Collects and analyzes quantitative information and data**	**Inadequate** measurable information and data is collected to address task. **The** validity and relevance of the information is limited. Limited analysis occurs.	**Adequate** measurable information and data is collected. **The** validity and relevance of the information and data is basically evaluated and analyzed.	**The** majority of measurable information and data is collected. **The** validity and relevance of the information and data is fully evaluated and analyzed.	**All** measurable information and data is collected. **The** validity and relevance of the information and data is rigorously evaluated and analyzed in depth.
3.	**Interprets findings, draws conclusions/addresses task(s) and communicates results**	**Organizes** and presents an inadequate interpretation of findings. **Provides** a solution to the task(s) with no data.	**Organizes** and presents an adequate interpretation of findings. **Provides** a solution to the task(s) that includes some data.	**Organizes** and presents a clear and logical interpretation of findings. **Provides** a solution to the task(s) that includes some data.	**Effectively** organizes and presents a logical and substantial interpretation of findings. **Provides** a clear solution to the task(s) that includes data. **Alternative** solutions are also offered.

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5. Problem Solving

Item		*Insufficient – 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
1.	**Understanding the Problem or Issue** (Necessary Information - includes missing or not needed info and ability to identify the unknowns)	Understanding of Problem is **Confused** evidenced by: **An inability** to restate the problem in own words or defines the problem incorrectly	Understanding of Problem is **Shallow** evidenced by: **Struggling** to restate the problem in own words, despite prompting **Obtaining** limited information from problem	Problem is **Mostly Understood** as evidenced by: **Ability** to restate problem in own words with minimal prompting **Obtaining** most necessary information from problem	Problem is **Clearly Understood** as evidenced by: 4 **Ability** to confidently restate problem in own words **Obtaining ALL** necessary information from problem
2.	**Devising a Strategy** (*Creates/Applies a specific framework for solving the problem for example: diagram, written information, formula, equation, model, table, etc.)	Devises a **poor strategy** to as evidenced by: **Incorrectly** identifying facets of problem **Not** applying previous knowledge to current problem **Unwilling** to review another relevant problem/historical occurrence **Not** identifying steps to solution or applying a framework for solving the problem	Devises a **weak strategy** to solve the problem as evidenced by: **Identifies** minimal facets of problem **Limited** application of previous knowledge to current problem **Minimally** Identifying/Researching another relevant problem/historical occurrence **Identifies** confusing steps to solution and creates a vague framework for solving the problem	Devises an **acceptable strategy** to solve the problem as evidenced by: **Identifies** most facets of problem **Working** to apply previous knowledge to current problem **Identifying/Researching** another relevant problem/historical occurrence **Identifies** steps to solution and applies a specific framework for solving the problem	Devises a **strong strategy** to solve the problem as evidenced by: **Identifying** all facets of problem **Effectively** applying previous knowledge to current problem **Identifying/researching** another relevant problem/historical occurrence and integrating it with information gathered **Clearly** identifies all steps to solution and **creates/applies** a specific framework for solving the problem*
3.	**Solves the Problem**	**Does Not** solve the problem as evidenced by: **-Blank** records **No** consideration of the constraints of the problem/situation **The** solution is incorrect with no other information shown.	**Weakly** solves the problem as evidenced by: **An** inaccurate/incomplete record of working through the problem/issue **Limited** consideration of the constraints of the problem/situation **Limited** evaluating & revising **The** solution is generally correct, though there is little to no evidence to show how the solution was arrived at	**Acceptably** solves the problem as evidenced by: **Keeping** an accurate record of working through the problem/issue **Consideration** of most constraints of the problem/situation **Evaluating** & revising as needed **The** solution is correct, though there is a mistake due to a minor computational or copy error	**Successfully** solves the problem as evidenced by: **Keeping** an accurate & specific record of working through the problem/issue **Consideration of** all constraints of the problem/situation **Evaluating** & revising as needed **The** solution and all relevant work is correct

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4.	**Reflection: Evaluating Solutions**	**Poorly** evaluates solution as evidenced by: **Struggles** to connect the results to the original problem **No** ability to articulate how the answer is a reasonable solution, despite prompting **No** understanding on if the results could have been derived differently ***Struggling*** to discuss relevance of applications of problem solving techniques	**Weakly** evaluates solution as evidenced by: **Limited** ability to connect the results to the original problem **Struggling** to articulate how the answer is a reasonable solution, despite prompting **Confused** on *if* the results could have been derived differently **Limited** ability to discuss relevance of applications of problem solving techniques	**Acceptably** evaluates solution as evidenced by: **-Checking** the results against the original problem **Articulating** how the answer is a reasonable solution (w/ prompting) **Identifying** if the results could have been derived differently **Generally** identifying other or related problems which the strategy/solution could be applied	**Critically** evaluates solution as evidenced by: **Checking** the results against the original problem **Confidently articulating** how the answer is a reasonable solution **Identifying** if & how the results could have been derived differently **Specifically identifying** other or related problems which the strategy/solution could be applied

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6. Demonstrate Personal Responsibility and Character to self and community

Item	*Insufficient – 1*	*Sufficient - 2*	*Proficient - 3*	*Excellent - 4*
Arrives to class on time	**Has difficulty:** **Arriving** to class on time	**Mostly:** **Arrives** to class on time	**Except on rare occasions:** **Arrives** to class on time	**Always:** **Arrives** to class on time
Demonstrates responsible behaviors	**Has difficulty:** **Maintaining** appropriate physical and verbal behaviors; self-control **Maintaining** behaviors conducive to self-learning and the learning of others **Accepting** responsibility for personal behaviors; never blames others for own actions	**Mostly:** **Maintains** appropriate physical and verbal behaviors; self-control **Maintains** behaviors conducive to self-learning and the learning of others **Accepts** responsibility for personal behaviors; never blames others for own actions	**Except on rare occasions:** **Maintains** appropriate physical and verbal behaviors; self-control **Maintains** behaviors conducive to self-learning and the learning of others **Accepts** responsibility for personal behaviors; never blames others for own actions	**Always:** **Maintains** appropriate physical and verbal behaviors; self-control **Maintains** behaviors conducive to self-learning and the learning of others **Accepts** responsibility for personal behaviors; never blames others for own actions
Demonstrates respect for all members of the community	**Has difficulty:** **Treating** others (peers and adults) with respect and dignity. Is courteous and aware of how her/his behaviors affect others **Accepting** diversity within the community	**Mostly:** **Treats** others (peers and adults) with respect and dignity. Is courteous and aware of how her/his behaviors affect others **Accepts** diversity within the community	**Except on rare occasions:** **Treats** others (peers and adults) with respect and dignity. Is courteous and aware of how her/his behaviors affect others **Accepts** diversity within the community	**Always:** **Treats** others (peers and adults) with respect and dignity. Is courteous and aware of how her/his behaviors affect others **Accepts** diversity within the community
Demonstrates respect for all personal and community property	**Has on several occasions** abused or damaged personal or community property **Has difficulty:** **Helping** to clean-up/maintain personal and community workspace	**Has only once** abused or damaged personal or community property **Mostly:** **Helps** to clean-up/maintain personal and community workspace	**Never** abuses or damages personal or community property **Except on rare occasions:** **Helps** to clean-up/maintain personal and community workspace	**Never** abuses or damages personal or community property **Always:** **Helps** to clean-up/maintain personal and community workspace

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Completes at least 25 hours of community service	**Completed** some community service forms **Completes** less than 20 hours of community service prior to senior year	**Completed** all appropriate community service forms **Completes** 20 hours of community service prior to senior year	**Completed** all appropriate community service forms **Completes** 25 hours of community service prior to senior year	**Completed** all appropriate community service forms **Completes** 30 hours of community service prior to senior year