Metuchen School District

Understanding by Design, Differentiated Instruction Strategies, and Formative Assessment

An Introduction and Overview

November 4, 2008

Adapted from the work of Tomlinson, Wiggins, & McTighe
### Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)

The student will be able to:

1. **Government:** Evaluate New Jersey's role in the war; identify key principles embodied in the U.S. Constitution, and discuss their application in specific situations; compare and contrast the US Constitution and the NJ Constitution (6.2.B1).
2. **People:** Summarize reasons why Revolutionary leaders fought for independence from England; explain key developers of the Constitution and the Declaration of Independence; identify the rights and responsibilities of citizens (6.2.A.2, 6.2.B.1, 6.2.C.1, 6.4.B.2).
3. **Ideas:** Identify key factors leading up to the war; analyze and cite the principles and beliefs of important historical primary source documents the Declaration of Independence, the Bill of Rights, and the New Jersey Constitution; identify state and national symbols and monuments (6.2.A.3, 6.2.A.6, 6.2.B.1, 6.2.B.2, 6.2.B.3).
4. **Geography:** Discuss the role of key cities and locations during the war; discuss the 13 Colonies and their proximity to England and to each other (6.1.A.4, 6.1.B.3, 6.1.B.4).
5. **Economics:** Discuss the economic ramifications of the war on the colonists (6.2.E.2).
6. **Current Events:** Draw a parallel between current "Revolutions" and the basic principles of the U.S. Constitution; analyze and compare and contrast war strategies from the past to the present (6.2.C.1, 6.2.E.2).

### Essential Questions

1. What is a “right”?
2. What is the purpose of the Constitution?
3. What prompted the writing of the Constitution?
4. How did the Constitution change life?

### Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

**Tiered Lesson: Mastery**

**Tier I: Meets Standard**

Write a newspaper story about a current revolution that we studied and explain how you think that revolution could have been avoided if the country had a Bill of Rights like the US Constitution. Include a headline that provides an idea of the “Big Idea” of your story.

**Tier II: Exceeds Standard**

Identify a current revolution going on in the World. Write a Bill of Rights for that country that would have helped to avoid the revolution. Defend your Bill of Rights by explaining specifically how it would help avoid the revolution. Be ready to present your Bill of Rights and your defense to the class.

**Assessment Model**

In the middle of the 1700’s, France and Britain were fighting over their North American colonies. In 1776, the 13 British colonies decided to break away from Great Britain. New Jersey played a major role in the American Revolution. The student is an editor of a major newspaper in New Jersey and will write an article about this historical time period. Students author this article based on the point of view of either a Patriot or a Loyalist by answering the following questions in their article:

1. What events may be identified as the causes and effects of the Revolution? (Analysis)
2. What compromises were made? (Knowledge)
3. Evaluate the following statement: “New Jersey played an important role in the American Revolution.” Provide and explain your opinion. (Evaluation)
4. What impact did the Constitution and the Bill of Rights have on freedom of the press? (Analysis)
6. Would the King of England consider the colonists to be terrorists if the “Revolution” happened today? Students should defend their responses. (Evaluation, Analysis)
The 3 Stages of ("Backward") Design

1. Identify desired results:
   WHAT DO YOU WANT IN THE END? Big Ideas & Objectives

2. Determine acceptable evidence – Make Assessment

3. Plan learning experiences & instruction - Activities
Importance of Big Ideas

► Help to organize large amounts of content around a word or phrase

► Helps students to remember the most important concepts

► Students must master between 600 and 750 skills and ideas a year – You only have about 140 content teaching days – see the issue
# United States History II
## Scope and Sequence
### Big Ideas: Government, People, Ideas & Beliefs, Geography, Economics, Connections

### Quarter I

I. Politics of the Roaring Twenties (1919-1929)
   a. **Government:** Examine how the government reacted to the perceived threat of communism through the Palmer Raids and the quota system; Evaluate the effectiveness of the Washington Naval Conference and the Kellogg-Briand Pact; Identify the corruption scandals from the Harding administration.
   b. **People:** Describe the conflict between labor and management after the war and how the public turned against strikers; Explain why so many people were upset about the Sacco and Vanzetti case.
   c. **Ideas and Beliefs:** Define the concepts of nativism, isolationism, and communism; Analyze Harding’s inaugural address where he promises a “return to normalcy”; Explain in what ways the country’s prosperity was superficial.
   d. **Geography:** Describe how the automobile changed the American landscape and identify the major stops along Route 66.
   e. **Economics:** Describe the relationship between the Fordney-McCumber Tariff and the Dawes Plan; Explain Calvin Coolidge’s quote “the chief business of American people is business...”; Identify the role mass advertising played on the American economy in the 1920s.
   f. **Connections:** Discuss the current issue of illegal immigration and devise solutions to the problem.

II. The Jazz Age (1921-1929)
   a. **Government:** Identify the 18th amendment and describe the causes and effects of prohibition.
   b. **People:** Explain how the flapper embodied the changing attitudes of many young women in the 1920s; Examine how the various forms of media helped shape American culture in the 1920s; Identify the heroes and events that inspired Americans during the 1920s; Explain how African-American performers and musicians popularize black culture.
   c. **Ideas and Beliefs:** Analyze the difference between urban and rural lifestyles; Describe the class between science and religion through an investigation of the Scopes Trial; Examine how literature of the time expressed a class of values within society; Identify the ideals that were promoted by Harlem Renaissance writers.
   d. **Geography:** Outline the factors that prompted African-Americans to move to Northern cities.
   e. **Economics:** Compare, contrast, interpret and measure the various economic indicators between the time period of 1919-1929, such as the Gross Domestic Product (GDP), and Gross National Product (GNP).
   f. **Connections:** Define intelligent design and debate teaching intelligent design in public schools through the analysis and discussion of the “Kitzmiller v. Dover Area School District” case. (2005)

### Quarter II

III. The Great Depression (1929-1932)
   a. **Government:** Explain the actions Hoover took to remedy the effects of the Great Depression, including the Reconstruction Finance Corporation and the Boulder Dam; Describe what happened to the Bonus Army and the damaging effects it had on President Hoover’s image.
   b. **People:** Examine the effects of the Great Depression in the cities, rural areas, and on the family; Analyze photography from the era.
   c. **Ideas and Beliefs:** Explain the difference between indirect and direct relief; Define “rugged individualism”.
   d. **Geography:** Locate the area affected by the Dust Bowl and trace the migration routes west.
   e. **Economics:** Summarize the critical problems that threatened the American economy in the late 1920s, including living on credit; Explain how the stock market crash caused the Great Depression; Describe how the Hawley-Smoot Tariff decrease world trade; analyze the cycle of business/bank failures and unemployment.
   f. **Connections:** Research current stocks on the Dow Jones and conduct a comparative analysis of common stocks traded prior to and in the aftermath of the Great Depression.

IV. Roosevelt and the New Deal (1933-1939)
   a. **Government:** Define the New Deal and explain what Roosevelt accomplished during the “Hundred Days”; Examine the purpose and legacy of the “alphabet soup” agencies of the 1st and 2nd New Deal; Explain the “court packing bill”.
   b. **People:** Examine why Roosevelt’s fireside chats were significant; Analyze the liberal and conservative criticisms of the New Deal; Describe the efforts of Eleanor Roosevelt to reform society.
   c. **Ideas and Beliefs:** Define “relief, recovery, and reform”; Explain the policy of deficit spending; Describe the “imperial presidency” and the welfare state.
   d. **Geography:** Describe the Tennessee Valley Authority and the benefits it brought to the Tennessee Valley region; Locate the dams built; List the seven states the TVA served.
   e. **Economics:** Explain the government’s expanding role in the economy through the establishment of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission.
   f. **Connections:** Examine the government programs that exist today to aid individuals and describe the controversy over the Social Security program.
System

Each part is fully understandable only in relation to the rest of the system.
Models

The value in models lies in suggesting how things either do work or might work.
Constancy

These are the simplifying principles and aspects of systems that do not change.
Change

These are the patterns of change whether trends, cycle or chaotic.
Scale

Some substances are endlessly divisible on a human scale, but on atomic scales matter cannot be divided and still keep its identity.
Some questions for identifying true “Big Ideas”

✓ Does it have many layers, not obvious to the naïve or inexperienced learner?
✓ Can it yield great power, depth and breadth of insight, into the subject?
✓ Can it be used K-12?
✓ Do you have to dig deep to really understand its subtle meanings and implications, even if anyone at any level, can have a surface grasp of it?
✓ Does it reflect a core idea, as judged by experts?
✓ Does it lend itself to subject areas outside of the one you are using it for?
What’s the Big Idea

Tie them together around a Big Idea

► Chinese Dynasties?
► Magna Carta?
► Mayflower Compact?

► Enduring Understanding/Big Idea: Rule of Law:
The use of written law and reason helps describe the power and responsibilities of government and the rights of its people.
Big Idea: Rule of Law

RULE OF LAW

- Chinese Dynasty
- Mayflower Compact
- Magna Carta
- Topic
- Topic
What do these essential questions have in common?

► What is the purpose of government?
► Is it acceptable to clone human beings?
► What invention of the 20th century has had the greatest impact?
► Which credit card is best for me?
► What is the best plan for losing 20 pounds?
Essential Questions

✓ Tied to Big Ideas
✓ Act as the bridge from Big Ideas to objectives/content
✓ Open ended, thought-provoking questions
✓ They signal that work will center on a few recurring and important ideas
✓ They provoke interest and engage the learner
Additional Essential Questions

Examples

- What is freedom?
- Who is a friend and can a friend be a villain?
- When is a revolutionary a terrorist?
- How might your life be different without linear equations? The world?
- What makes a linear equation linear?
- In what ways is a democracy “undemocratic”?
- Is a straight line always the shortest possible distance?
- What special characteristics or traits help amphibians and reptiles to survive?
- What makes a friend a friend? Are Frog and Toad friends?
<table>
<thead>
<tr>
<th>Choice of Books</th>
<th><strong>Tiered Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Options</td>
<td><strong>RAFT</strong></td>
</tr>
<tr>
<td>Use of Reading Buddies</td>
<td>Independent Study</td>
</tr>
<tr>
<td>Various Journal Prompts</td>
<td>Multiple Texts</td>
</tr>
<tr>
<td>Varied Pacing with anchor options</td>
<td>Multiple Testing Options</td>
</tr>
<tr>
<td><strong>Student/Teacher Goal Setting</strong></td>
<td>Alternative Assessments</td>
</tr>
<tr>
<td>Work Alone or Together</td>
<td>4-MAT</td>
</tr>
<tr>
<td>Flexible Seating</td>
<td>Course Compacting</td>
</tr>
<tr>
<td>Varied Computer Programs</td>
<td>Spelling by Readiness</td>
</tr>
<tr>
<td><strong>Design-A-Day</strong></td>
<td>Varying Organizers</td>
</tr>
<tr>
<td>Varied Supplemental Materials</td>
<td>Community Mentorships</td>
</tr>
<tr>
<td>Options for Varied Modes of Expression</td>
<td>Tiered Centers</td>
</tr>
<tr>
<td>Varied Scaffolding</td>
<td>Interest Centers</td>
</tr>
<tr>
<td><strong>Computer Mentors</strong></td>
<td>Stations</td>
</tr>
<tr>
<td>Think-Pair-Share by Readiness, Interest, Learning Profiles</td>
<td>Group Investigations</td>
</tr>
<tr>
<td>Open-ended Activities</td>
<td>Choice Boards</td>
</tr>
<tr>
<td><strong>Explorations by Interest</strong></td>
<td>Think-Tac-Toe</td>
</tr>
<tr>
<td>Options for Competition</td>
<td>Simulations</td>
</tr>
<tr>
<td>Flexible-Learning Groups by Readiness, Interest, Learning Profile</td>
<td>Students Are Assessed in Multiple Ways</td>
</tr>
</tbody>
</table>
Tiered Lesson Multiple Paths For Learning

Key Concept or Understanding

Struggling With The Concept

Understanding

Understand & Beyond

Reaching Back → READINESS LEVELS → Reaching Ahead
**Subject:** Mathematics  
**Grade:** Seventh  
**4.1.7.A.4**  
**Topic:** Real-Number Sense

**Key Concept:** Students develop a sense about numbers which allows them to manipulate them appropriately in any given form or structure.

**Background:** This is the first independent practice activity in the unit that which emphasize number-sense and in particular, the reasonableness of values in situations. The teacher prepares sets of “real-number” cards consisting of at least 15 cards. Each card has written on it either a fraction, decimal, mixed number, integer, or whole number. You may make all the sets the same or by varying the number of cards and/or difficulty level of the numbers, you would be tiering also by content.

This lesson is tiered in *product* according to *readiness*.

**Tier I: Struggling Learners (Meets Standards for Grade Level)**
Pairs of students are given a set of “real-number” cards consisting of fractions, decimals and whole numbers and a blank Venn diagram which has three overlapping circles labeled as follows: numbers greater than 1½, numbers less than 3.5, and numbers between 0 and 15. Students write each number in the appropriate circle.

**Tier II: Grade Level Learners**
Pairs of students are given a set of “real-number” cards and a blank number line. Students must sort their cards and decide where to place each on the number line. Students complete the lesson by writing each number on the number line.

**Tier III: Advanced Level Learners**
Pairs of students are given a set of “real-number” cards and a blank Venn diagram which has three overlapping circles which are not labeled. Students must sort their cards and decide on labels for each of the circles. Then students write each number in the appropriate circle.
In Reality...

► You really only need two levels – depends on when you do the activity

► If it is used as an intro

► or as a mastery
### Curriculum Management System

**Grade Level/Subject:**
4/Social Studies

**Suggested days of instruction:**

<table>
<thead>
<tr>
<th>Objective/Cluster Concepts/Cumulative Progress Indicators (CPI's)</th>
<th>Essential Questions</th>
<th>Tiered Lesson: Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>1. What is a &quot;right&quot;?</td>
<td>Tier I: Meets Standard</td>
</tr>
<tr>
<td></td>
<td>2. What is the purpose of the Constitution?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. What prompted the writing of the Constitution?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. How did the Constitution change life?</td>
<td></td>
</tr>
</tbody>
</table>

**Tier I: Meets Standard**
Write a newspaper story about a current revolution that we studied and explain how you think that revolution could have been avoided if the country had a Bill of Rights like the US Constitution. Include a headline that provides an idea of the "Big Idea" of your story.

**Tier II: Exceeds Standard**
Identify a current revolution going on in the world. Write a Bill of Rights for that country that would have helped to avoid the revolution. Defend your Bill of Rights by explaining specifically how it would help avoid the revolution. Be ready to present your Bill of Rights and your defense to the class.

**Assessment Model:**

- **Tier I:** What events may be identified as the causes and effects of the Revolution? (Analysis)
- **Tier II:** What compromises were made? (Knowledge)
- **Tier I & II:** Evaluate the following statement: "New Jersey played an important role in the American Revolution." Provide and explain your opinion. (Evaluation)
- **Tier I:** What impact did the Constitution and the Bill of Rights have on freedom of the press? (Analysis)
- **Tier I & II:** Does "too much" freedom of the press exist? Explain. (Evaluation, Analysis)
- **Tier I & II:** Would the King of England consider the colonists to be terrorists if the "Revolution" happened today? Students should defend their responses. (Evaluation, Analysis)
Formative Assessment Is...

- Assessment For Learning
- Non-evaluative, instructive, occurs while teaching
- Provides the teacher with information to use to monitor and adjust instruction
- Alerts the teacher about student misconceptions
- Provides regular feedback
- Provides evidence of progress
- Aligns with instructional/curricular outcomes
Formative Assessment Is...

► Think-pair-share
► Closure
► Thumbs up / Thumbs down
► Non-graded independent practice
► Short response question
► Focus-group interviews
► Any other non-graded tool to get feedback from students regarding learning objectives
Assessment Continuum

► Pre-assessment: Like formative assessment in that it is non-graded. Occurs PRIOR to finishing your unit planning.

► Use the information from pre-assessment to finish unit plan and adjust content.
Assessment Continuum

- Formative assessment: Used to monitor and adjust instruction
- Non-graded
- No stakes – assessment for learning
Summative Assessment

► Used for grades, evaluation, judgments

► Should be based on clear set of learning objectives

► Students should have had the opportunity to learn the material prior to the assessment