

Figure B.5

Social Studies Unit Before UbD

Topic
Topic: Westward Movement and Pioneer Life Social Studies—3rd Grade
Activities
<ol style="list-style-type: none"> 1. Read textbook section—“Life on the Prairie.” Answer the end-of-chapter questions. 2. Read and discuss <i>Sarah Plain and Tall</i>. Complete a word-search puzzle of pioneer vocabulary terms from the story. 3. Create a pioneer-life memory box with artifacts that reflect what life might be like for a child traveling west or living on the prairie. 4. Prairie Day activities—Dress in pioneer clothes and complete seven learning stations: <ol style="list-style-type: none"> a. Churn butter b. Play 19th century game c. Send letter home with sealing wax d. Play “dress the pioneer” computer game e. Make a corn-husk doll f. Try quilting g. Do tin punching
Assessments
<ol style="list-style-type: none"> 1. Quiz on pioneer vocabulary terms from <i>Sarah Plain and Tall</i> 2. Answers to end-of-chapter questions on pioneer life 3. Show-and-tell for memory box contents 4. Completion of seven learning stations during Prairie Day 5. Student reflections on the unit

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Figure B.6

Social Studies Unit

Stage 1—Desired Results		
<p>Established Goals</p> <p>Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> • Seek out, compare, and critique different historical accounts. • Compare the lives of pioneers on the prairie and “pioneers” today, on their own. • View interactions of civilizations, cultures, and peoples with greater perspective and empathy. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • Many pioneers had naïve ideas about the opportunities and difficulties of moving west. • People move for a variety of reasons—for new economic opportunities, greater freedoms, or to flee something. • Successful pioneers rely on courage, ingenuity, and collaboration to overcome hardships and challenges. • The settlement of the west threatened the lifestyle and culture of Native American tribes living on the plains. • History involves making sense of different “stories.” 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> • Why do people move? Why did the pioneers leave their homes to head west? • How do geography and topography affect travel and settlement? • What is a pioneer? What is “pioneer spirit”? • Why did some pioneers survive and prosper while others did not? • Whose story is it? • What happens when cultures interact?
	Acquisition of Knowledge and Skill	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Key facts about the westward movement and pioneer life on the prairie. • Pioneer vocabulary terms. • Basic geography (travel routes of pioneers and location of their settlements). • Key factual information about Native American tribes living on the plains and their interactions with the settlers. 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Using research skills (with guidance) to find out about life on the wagon train and prairie. • Expressing their findings orally and in writing. 	

Figure B.6

Social Studies Unit *(continued)*

Stage 2—Evidence	
Evaluative Criteria	<i>Students will show their learning by...</i>
<ul style="list-style-type: none"> • Historically accurate • Well crafted • Revealing and informative • Good detail • Clear explanation • Mechanically sound 	<p>PERFORMANCE TASK(S): Evidence is needed of student ability to generalize from the pioneer experience. Ideas:</p> <ul style="list-style-type: none"> • Create a museum display, including artifacts, pictures, and diary entries, depicting “a week in the life” of a family of settlers living on the prairie. (What common misunderstandings do folks today have about prairie life and westward settlement?) Explain how geography and topography affected pioneer travels and settlement. • Write 1 letter a day (each representing a month of travel) to a friend back east, describing your life on the wagon train and the prairie. Tell about your hopes and dreams, then explain what life on the frontier was really like. (Students may also draw pictures and explain orally.) • Formal oral presentation to teacher, parent, or aide: museum docent speech at an exhibit of 19th, 20th, and 21st century pioneers. How are we pioneers? How are modern pioneers like and unlike the people on the prairie? • Imagine that you are an elderly tribal member who has witnessed the settlement of the plains by the pioneers. Tell a story to your 8-year-old granddaughter about the impact of the settlers on your life. (This task may be done orally or in writing.)
<ul style="list-style-type: none"> • Well argued • Well spoken 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Oral and/or written response to one of the essential questions, using pioneer vocabulary in context. • Drawing(s) showing hardships of pioneer life. • Test on facts about westward expansion, life on the prairie, and basic geography. • Explanation of memory box contents. • Quiz on facts about Native American tribes living on the plains.

Figure B.6

Social Studies Unit *(continued)*

Stage 3—Learning Plan
Summary of Key Learning Events and Instruction
<p>The key to the transfer and meaning goals is that students need to be helped to process Prairie Day, the readings, and other events in terms of the essential questions. The aim is for students to say, in their own words, what prairie life was like and how pioneers then compare to pioneers now.</p> <ul style="list-style-type: none">• Pre-assess: Use K-W-L to assess students' prior knowledge and identify further student-identified learning goals for the unit.• Revise Prairie Day activities (e.g., substitute Oregon Trail 2 computer simulation for “dress the pioneer” and ask for prompted journal entries related to the EQs while the simulation is played). Students are helped to process the prairie day simulation, with the essential questions as the source of inquiry and talk. Students should see and be familiar with the questions and be encouraged to consider them on their own.• Include other fictional readings linked to the identified content standards and understandings (e.g., <i>Little House on the Prairie</i>, <i>Butter in the Well</i>). Add nonfiction sources to accommodate various reading levels, such as <i>Life on the Oregon Trail</i>, <i>Diaries of Pioneer Women</i>, and <i>Dakota Dugout</i>. Guide students in researching the period, using a variety of resources. Link all readings back to the EQs.• For acquisition as well as understanding, ask students to develop a timeline map of a pioneer family's journey west.• To prepare students for transfer, have them develop ideas about how we are all pioneers in some ways, and research current pioneers.• Stage a simulated meeting of a council of elders of a Native American tribe living on the plains to have students consider a different perspective and develop empathy for the displaced Native Americans. Discuss: “What should we do when threatened with relocation: fight, flee, or agree to move (to a reservation)? What impact would each course of action have on our lives?”• Teacher supplies graphic organizers and prompts to help students reflect upon the readings and learning events concerning the nature of a pioneer and the effects of cultural interactions between pioneers and native peoples.• Review the scoring rubrics for memory box, museum display, letters, and journals before students begin the performance tasks. Include opportunities for students to study examples of these products.

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Figure B.9

Music Unit

Stage 1—Desired Results		
<p>Established Goals</p> <p>Virginia Standards of Learning Music, Grade 1</p> <p>1.1 The student will sing songs and play instruments. 1. Sing songs that contain sol, mi, and la pitches.</p> <p>1.2 The student will perform rhythmic patterns. 2. Demonstrate melodic rhythm.</p> <p>1.3 The student will respond to music with movement. 3. Demonstrate locomotor and nonlocomotor movements.</p> <p>1.4 The student will employ creativity in a variety of music experiences. 1. Use classroom instruments, body percussion, and movement. 2. Use the voice in speech and song.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> • Recognize beat in music, and follow a steady beat. • Evaluate musical performances. 	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • Sounds that have no steady beat have no predictable pattern. • The foundation of rhythm is pulse (steady beat), which continues through sound and silence. • The voice has different qualities for different functions: whispering, shouting, speaking, and singing. • The quality of a performance influences the enjoyment level of both the listener and the performer. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering ...</i></p> <ul style="list-style-type: none"> • What sounds in our environment have a steady beat? • How does steady beat look and feel? • How does a person learn to sing? • What is the difference between speaking and singing? • What makes a performance good? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • Sounds that have no steady beat have no predictable pattern. • The foundation of rhythm is pulse (steady beat), which continues through sound and silence. • The voice has different qualities for different functions: whispering, shouting, speaking, and singing. • The quality of a performance influences the enjoyment level of both the listener and the performer.
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Acquisition of Knowledge and Skill		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • That not all sounds have a beat. • How steady beat looks and feels. • When sounds go up and down. • The sound of a minor 3rd (sol-mi). • A limited repertoire of songs. • The difference between speaking, singing, whispering, and shouting. </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> • Differentiating between sounds that have a beat and those that do not. • Demonstrating steady beat (pulse) individually and in a group. • Echoing sol-mi tonal patterns within their singing range. • Singing selected age-appropriate songs. • Demonstrating vocal qualities: singing, speaking, whispering, calling. • Expressing an opinion about the quality of a performance. </td> </tr> </table>	<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • That not all sounds have a beat. • How steady beat looks and feels. • When sounds go up and down. • The sound of a minor 3rd (sol-mi). • A limited repertoire of songs. • The difference between speaking, singing, whispering, and shouting. 	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> • Differentiating between sounds that have a beat and those that do not. • Demonstrating steady beat (pulse) individually and in a group. • Echoing sol-mi tonal patterns within their singing range. • Singing selected age-appropriate songs. • Demonstrating vocal qualities: singing, speaking, whispering, calling. • Expressing an opinion about the quality of a performance.
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Figure B.9

Music Unit *(continued)*

Stage 2—Evidence	
Evaluative Criteria	<i>Students will show their learning by . . .</i>
<ul style="list-style-type: none"> • Accuracy 	<p>PERFORMANCE TASK(S): Performance assessment is ongoing. Teachers will assess students as they engage in the learning activities Beat/No Beat, Steady Beat Silent Walking Game, Melody Up/Down, and Timbre: Speaking/Singing Game, using the following rubric:</p> <p>4 = Mastery—accurate throughout the entire performance 3 = Competent—accurate for almost all of the performance (expected level for majority of students) 2 = Developing—accurate for part of the performance 1 = Emerging—very little accuracy</p>
<ul style="list-style-type: none"> • Well argued • Well spoken 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will self-assess their individual performance. • Students will tell what they liked about a group performance. They will give their opinions regarding how well the group stayed together and followed the beat and how correctly they used their instruments or voices.
Stage 3—Learning Plan	
<p>Summary of Key Learning Events and Instruction</p>	
<p>Rhythm: Beat/No Beat—Students recall things in their environment that have a steady beat (clocks, heartbeat, car direction blinker), and create a movement depicting it. Practice the movement for eight beats.</p> <p>Rhythm: Steady Beat Silent Walking Game—Students walk the beat to music played by the teacher. Feet must stop when music stops. Students can be “caught” by the teacher for walking when music stops, talking, or touching another person. Students earn their way back into the game by sitting quietly in their seats.</p> <p>Melody Up/Down—Students make sounds that match the squiggles, then make up their own squiggles and perform for each other. Students draw squiggles as teacher plays short melodic phrases.</p> <p>Timbre: Speaking/Singing Game (“Do What I Sing/Do Not Do What I Speak”)—Students should only respond to commands given with a singing voice. Once procedure is established, students become leaders and must demonstrate their singing or speaking voices.</p> <p>Aesthetics: Discussion—Students will tell what they liked about a group performance. They will give their opinions regarding how well the group stayed together and how correctly they used their instruments or voices.</p>	

Figure B.14

History Unit *(continued)*

Stage 2—Evidence		
Code	Evaluative Criteria	
Analysis	<ul style="list-style-type: none"> • Historical accuracy • Thorough explanation of the significance of the selected events and the perspective or point of view of the photographs 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>The Virginia Historical Society has invited you to prepare an exhibit to inform the public about significant transitions that occurred in early 20th century Virginia society and show various points of view through which this history can be seen. The exhibit will be presented using historical photographs with commentaries.</p> <p>Your task is to choose two significant events or transition periods from early 20th century Virginia. Select several photographs that represent each event from two or more perspectives. Prepare a commentary for each selected photograph in which you explain (1) the significance of the event shown (how it reveals an important transition occurring in early 20th century Virginia); and (2) the perspective or point of view of the photograph.</p>
Synthesis		
Application		
Knowledge, comprehension		
Evaluation		
	<ul style="list-style-type: none"> • Well-crafted display • Historical accuracy • Effective critical analysis • Effective analysis of perspective • Clear and appropriate reflections 	<ul style="list-style-type: none"> • Students have access to archives of historical photos at the following websites: http://www.lib.virginia.edu/speccol/collections/jdavis http://cass.etsu.edu/ARCHIVES/photoapp.htm http://www.vcdh.virginia.edu/afam/raceandplace/index.html <hr style="border-top: 1px dashed black;"/> <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Passing quizzes on historical facts and sequence of events. • “Reading” art and completing four-part criticism worksheets. • Filling out a historical analysis sheet (perspectives). • Writing a series of journal entries—reflections on events and time periods from different perspectives (race, gender, economic status).

Figure B.14

History Unit *(continued)*

Stage 3—Learning Plan	
Code	Pre-assessment
<p><i>Student success at transfer, meaning, and acquisition depends upon...</i></p> <p>Interpret photos: (Meaning)</p> <ul style="list-style-type: none"> • Distribute letter from historical society and rubric. Present photo collection. Present students with an engaging photo of people in early 20th-century Virginia, depicting a certain event or time of social transition (e.g., segregated restaurant/white patrons). Ask students to create a caption for a magazine of the time. Students share their captions. • Lead a Socratic seminar on a photo. In middle of seminar, present another photo showing same “event” with different perspective (segregated restaurant with African American patrons). Continue seminar, now comparing two photos. • Introduce a representative photo and one with another point of view. Lead students in four-part art criticism process (describe, interpret, analyze, evaluate), which will get them into the history depicted, the human subject, and what the photographer wanted us to see. • Complete historical analysis sheet (looking at stakeholders’ perspectives and outcomes of event). • Compare and contrast photo with text information (Venn diagram, primary/secondary sources). Continue these comparisons with several photos. • Self-evaluation. Exhibit display (“gallery walk”). Analysis of peers’ selections. • Daily journal entries. Prompt: Reflect on the event, considering different perspectives and personal connection. Share in small groups. <p>Acquire knowledge about and for the unit. Post and discuss essential questions and understandings. Introduce Performance Task 1: Take a Walk in Someone Else’s Shoes. Discuss rubric. Class time to complete.</p> <p>Present and discuss exemplar for Task 2. Discuss rubric. Time to begin task.</p> <p>Facilitate SQ3R of textbook section (or other resource) for information regarding topic.</p>	<p><i>Progress Monitoring</i></p>

Figure B.15

Time Unit

Stage 1—Desired Results		
<p>Established Goals</p> <p>Virginia Mathematics Standards 1.11</p> <p>The student will tell time to the half hour, using an analog or digital clock.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> • Use knowledge of time to make plans and schedule activities. 	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • Measuring the passage of time helps us better plan and organize activities. • Humans measure time in a variety of ways. • Different situations call for different degrees of time precision. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> • How would life be different if we couldn't tell time? • How do we know what time it is? • How do people measure time? • How precise do we need to be (in a given situation)? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • Measuring the passage of time helps us better plan and organize activities. • Humans measure time in a variety of ways. • Different situations call for different degrees of time precision.
<p>UNDERSTANDINGS</p> <p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • Measuring the passage of time helps us better plan and organize activities. • Humans measure time in a variety of ways. • Different situations call for different degrees of time precision. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> • How would life be different if we couldn't tell time? • How do we know what time it is? • How do people measure time? • How precise do we need to be (in a given situation)? 	
Acquisition		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Time-related vocabulary terms: <i>hours, minutes, seconds, late, early.</i> • Different devices that people use to measure time: clock, watch, sundial. </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Telling time. • Communicating the time. </td> </tr> </table>	<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Time-related vocabulary terms: <i>hours, minutes, seconds, late, early.</i> • Different devices that people use to measure time: clock, watch, sundial. 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Telling time. • Communicating the time.
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Figure B.15

Time Unit *(continued)*

Stage 2—Evidence		
Code	Evaluative Criteria	
	<ul style="list-style-type: none"> • Accurate time placement shown on each clock • Explanation clearly showing understanding of time frames • Appropriate use of time-related vocabulary 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i></p> <p>Imagine that you are in charge of the cafeteria and must help the cafeteria staff know when to begin preparing lunch for the primary lunch shift. You know that it takes 2 hours and 15 minutes to prepare lunch. To help the staff be ready to serve lunch on time, create two analog clocks to hang on the wall in the kitchen. One clock will show what time to start preparing lunch. The other clock will show when the kids will arrive to eat. When you have completed the clocks, write a note to explain to the school principal what time the kitchen staff will begin preparing lunch in order to have it ready for the primary lunch shift.</p> <ul style="list-style-type: none"> • Students who are not proficient at independent writing can do this orally. <hr style="border-top: 1px dashed black;"/> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Completing worksheets on the clock. • Passing a quiz on time-measuring devices. • Teacher observations of students at work throughout the unit. • Verbal questioning on telling time (ongoing).
Stage 3—Learning Plan		
Code	<i>Pre-assessment</i>	
	<p style="text-align: center;"><i>Learning Events</i></p> <p><i>Student success at transfer, meaning, and acquisition depends upon...</i></p> <ul style="list-style-type: none"> • Begin with a K-W-L on the question: “How do we measure time?” • Build on student answers by showing various time-measuring devices (e.g., sundial, watch, grandfather clock, egg timer). • Present and discuss the essential question “What might happen if we didn’t have a way of telling time?” • Clock repair—Have students pretend that they need to fix a broken clock by cutting and pasting the numbers onto a paper cutout. • TV guide—Have students list the times of their favorite TV shows (for one day or one week) in sequential order. Chart how much time would be needed to watch the selected shows. • Have students work in cooperative groups to plan the amount of time it would take for various activities (e.g., walk to the cafeteria, watch a movie, eat breakfast). • Present a time-planning task similar to the culminating performance task. Guide students in completing the task. 	<i>Progress Monitoring</i>