

A hand is holding a magnifying glass over a yellow flower. The magnifying glass is positioned over the flower, and the text is centered within the lens. The background is a clear blue sky.

**Unit
Appraisal
Annotated**

Grade 11

Prologue:

Curriculum Design, for many teachers, is a new space. In a general sense, the curriculum design work that is being engaged in right now is far above the instructional practices of the past.

This is also meant to be a baseline from which all future curriculum work will develop. Being thoughtful and transparent in our work allows exponential growth in professional practice and student achievement.

Many, many thanks to the teacher(s) who submitted this plan so that we can nurture the seeds they've planted.

Why do this?

**To Support Data Informed
Decision Making**



Data informs your decisions

Curriculum data
aligned to standards

Written
curriculum

Taught
curriculum

Curriculum mapping

Assessment data
aligned to standards

State and
National

Local

Analysis of results

Data informed culture to improve student achievement

“Unit Plans (Maps) equal data ... Data equals facts and figures ... Facts and figures show trends ... And with this knowledge, we can give ‘all of the above’ meaning by looking at the trends and comparing it to other data bases.”

Bena Kallick, Curriculum Mapping Conference, 2003

Evidence Vs Claim

Caveat:

This annotation represents a look through several lenses of opportunities for improvement. The depth of this annotation is specifically for the purpose of this analysis only and does not necessarily represent what would be involved in a curriculum coaching moment. Critical decisions would have to be made around “do now” vs. “explore later” depending on several variables that could include: delivery of the unit plan, collaboration and consensus, alignment of the unit as a whole versus a pinpoint alignment moment, opportunities for growth over time, further fleshing out of details related to curriculum practice vs. design, etc.



C

Clarity and
Transparency
are important.
Is what you
intend apparent
to others?



L

Is **Lively** and
Dynamic
instruction
apparent?



E

Do your assessments
provide **Evidence** that
skills have been mastered?
Big Ideas answered?



A

Does your
Alignment
represent a
balance in
content, skills,
and
assessments?



R

Compared to
the previous
version of your
unit, is the new
one **Robust**,
Hearty, and
Strong?



America's Beginnings

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
<p>How does geography influence culture?</p> <p>What causes people to revolt?</p>	<p>Early Geography</p> <p>Colonial Experience</p> <p>French & Indian War</p> <p>Events leading to the American Revolution</p> <p>War for Independence</p> <p>How have the nation's physical and human characteristics influenced the development of the United States?</p> <p>What was the economic relationship of the colonies to Europe during this period; how was it beneficial to the colonies, how was it detrimental to the colonies?</p> <p>How did Britain's neglect of the colonies gradually lead to independence?</p>	<p>Identify American states, major physical features, and economic zones on US map.</p> <p>Create Venn diagram on different colonial regions.</p> <p>Cite the causes and effects of the French & Indian War.</p> <p>Create a timeline of the events leading to the Revolution.</p> <p>Describe the causes and effects of the War for Independence.</p>	<p>US Map Assignment</p> <p>Unit 1 - Early Beginnings Test</p>		<p>Vocabulary:</p> <p>colony, joint stock company, cash crop, French & Indian War, Proclamation of 1763, salutary neglect, mercantilism, Stamp Act, Boston Massacre, Lexington & Concord, Continental Congress</p>	<p>1.1.1 ~ analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans</p> <p>1.3.1 ~ compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture</p> <p>1.1b ~ learn and communicate about the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.1h ~ view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>3.2.5 ~ develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.</p> <p>3.1e ~ identify and compare physical characteristics of different regions and people.</p> <p>RH.11-12.4 ~ Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.8 ~ Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>

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•**Clarity:** The content and skills are clear enough to replicate, but much additional information (see alignment section) is needed and what is here needs clarification.

•**Lively (and Robust):** Without the inclusion of activities/lessons, there is little evidence for depth and engagement, although, there are opportunities apparent. (such as upgrading the measurable verbs, engaging in specific vocabulary instruction, and leveraging available technology)

•**Evidence:** Without knowing what is on the Unit 1 test, there is little written evidence here to support what proficiency looks like. The Map Assignment is not described but seems to support one part of one skill statement.

•**Alignment:** See subsequent slides. Connections need to be more transparent and in depth.

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The standards in green are loosely represented in the content and skills. The remainder of the standards do not seem to match what is being developed in this unit. The standards indicate an analysis of the development of culture, Native American and other cultural groups' experiences, and the shaping of the American Society and culture. The content and skills evidenced here point to an exploration of war.

Alignment to the included Common Core standards is not evidenced in this unit plan. The inclusion of the vocabulary words is here, however, they seem to point to supporting the content and skills versus the standards.

Additional note: There seems to be additional moments of Essential Questions in the content column. These exploratory questions may inform additional content pieces, skills, or opportunities for robustness and attention to the College and Career Readiness Capacities.

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Aside from the standards, and based solely on the content and skills evidenced here, there is a lot of information for only two assessments. Without the explanation here, some clarification is needed on what the map assignment is assessing and whether or not the depth and rigor of that assignment is developmentally appropriate. The creation of the Venn diagram, the creation of a timeline of events, and the comparative analysis of cultures are opportunities to engage ALL of the CCR capacities in some way.

Endnote:

While there may be several areas of improvement in this unit plan, the critical “do now” element is a more specific alignment to the standards. Perhaps there are other standards to align the already included content and skills to? When the standards issue is improved, the “do next” moment may include upgrading the measurable verbs, instructional targets, and descriptors to evidence lively and robust instruction. (That could include activities, too!) Further “explore later” moments would include specific vocabulary instruction, more formative assessment opportunities, an analysis and upgrade of the current assessments, and an articulated alignment to the College and Career Readiness capacities.