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| **FOUR WEEK STORYBOARD** | |
| **Teacher Information** | |
| Teacher: Aponte  Unit Name: Founding Fathers/Docs. Const. | Subject: US History  Periods: 2,4 |
| **Time Frame** | |
| Module: 2b | Weeks: 5-8 |
| **Standards** | |
| **PA Core Writing Standards**  **CC.8.6.9/10.H** Draw evidence from informational texts to support analysis, reflection, and research.  **PA Core Reading Standards**  **CC.8.5.9-10.A** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  **CC.8.5.9-10.C** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  **CC.8.5.9-10.I** Compare and contrast treatments of the same topic in several primary and secondary sources.  **PA Academic Standards/Keystone Eligible Content**  **8.1.12.A** Evaluate patterns of continuity and rates of change over time, applying context of events.  **8.1.12.B** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  **8.1.12.C** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.  **8.3.12.B** Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.  **8.3.12.D** Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced growth and development of the world. | |
| **Driving Question** | |
| How can we, as Philadelphians, encourage the world to embrace Philadelphia as the first World Heritage City in the United States? | |
| **Final Product** | |
| Students Will create a Pamphlet defining their own heritage and promoting Philadelphia to become the first World Heritage City in the United States. | |

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| **Week 5** | Teacher Name: Aponte | Subject: U.S History | Module: 2 |
| **Monday- December 4th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn the classroom rules and procedures  **Activity:** Prezi on procedures/cultures/and rules. Students will then have to complete a fill in the blank work sheet that corresponds with Prezi**.** | | **Assessment**: Completed fill in the blank worksheet  **DI**: Use of fill in the blanks | |
| **Tuesday- December 5th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** SWL the driving question and final product  **Activity:** Students will make a prediction about what they believe they will learn this half module based on pictures presented to them. Students will then complete a graphic organizer that scaffolds learning towards understand what is expected of them for the final product. | | **Assessment**: completed graphic organizer  **DI**: use of graphic organizer | |
| **Wednesday- December 6th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective: Professional Development**  **Activity:** | | **Assessment**:  **DI**: | |
| **Thursday- December 7th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** students will learn the role heritage plays in their lives  **Activity**: As a warm up I will read students an excerpt about America being a melting pot. I will inform students that we will be learning about heritage and as an assignment will have to interview a family member or close friend. They will be provided with three interview questions and will have to create three in class to ask. Students will also plot points on a large world map after sharing with their class where their ancestors came from. Students will then write a paragraph explaining what heritage means to them( Written Assessment 1) | | **Assessment**: completed interview question and paragraph ( Written Assessment 1)    **DI**: real world connections | |
| **Friday- December 8th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** students will learn how to assess online resources effectively  **Activity:** Students will be given time to complete the activity from yesterday. Students will be given a set of hoax or no hoax websites. Students will be given a worksheet to explore these websites to find out if the information is reliable. Students will share their findings and we will make a classroom list on how to choose a “reliable” website on google | | **Assessment**: completed internet website worksheet  **DI**: use of technology | |

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| **Week 6** | Teacher: Aponte | Subject: U.S history | Module: 3 |
| **Monday- December 11th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn about the history of their family name and the elements of a heritage flag  **Activity:** Students will be able research their family crests and make a heritage flag based on their heritage. Students will have to put the answers to the interview questions inside their maps. Students will also try to illustrate their family crest and tell me what their last name stands for. | | **Assessment**: completed flag  **DI**: use of technology | |
| **Tuesday- December 12th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn the requirements to become a World Heritage City  **Activity:** Students will be shown a Prezi of the requirements of becoming a World Heritage City. They will then have to compare and contrast Philadelphia with some of the cities shown in the Prezi. Students will then independently research three of the cities and complete a “checklist of requirements” for each city and tell me how each city has benefited from becoming a World heritage City | | **Assessment**: completed checklist of requirements  **DI**: use of technology | |
| **Wednesday- December 13th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how to synthesize information  **Activity:** Students will finish activity from the previous day. Students will use the information they have researched to write a paragraph on how Philadelphia could benefit from being a World Heritage City. Students will then categorize their information to help them better outline their pamphlet | | **Assessment**: completed outline of pamphlet  **DI**: use of graphic organizer | |
| **Thursday- December 14th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn the positives impacts of becoming a World Heritage City using cities that are not Philadelphia  **Activity:** Students will explore the classroom and complete a scavenger hunt to find out how cities throughout the world have improved from becoming a world heritage site. Students will visit stations throughout the room and will have to complete a graphic organizer explaining how each city has benefited | | **Assessment**: completed graphic organizer    **DI**: use of graphic organizer | |
| **Friday- December 15th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn the elements of an effective pamphlet is and the benefits of them  **Activity:** Students will learn how to create a pamphlet. They will then have to create a pamphlet to advertise visiting one of the World Heritage cities that they researched throughout the week. Students will have to highlight the reasons to go and add pictures/illustrations to their pamphlets. (Final product checkpoint #1) | | **Assessment**: completed Pamphlet  **DI**: modeling | |

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| **Week 7** | Teacher Name: Aponte | Subject: U.S history | Module: 2b |
| **Monday- December 18th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn the categories that Philadelphia has that make it eligible to be a World Heritage City  **Activity:** Students will complete a warm up answering “ What is the heritage of Philadelphia” Based on their responses I will lead a classroom discussion for Philadelphia Becoming the first United States World Heritage City. Students will use their checkpoint sheets from earlier lessons to keep track If Philadelphia can become a World Heritage City. Students will gather this information from notes that will be presented them through a Prezi. Each Prezi will go in depth about reason Why Philadelphia has what it takes to become a World Heritage City. | | **Assessment**: completed checkpoint graphic organizer explaining why Philadelphia qualifies to become a world heritage city  **DI**: use of graphic organizer | |
| **Tuesday- December 19th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how to construct a historic landmark  **Activity:** Students will watch a video of the many historic landmarks in Philadelphia that meet the criteria of a world heritage city. Students will pick a landmark and construct it out of clay. This will be a part of the pamphlet used for the final product. Students will also need to include a placard to give the public an understanding of the historical significance of their landmark and how it meets the criteria of helping Philadelphia become a world heritage city | | **Assessment**: completed clay landmark  **DI**: hands on learning | |
| **Wednesday- December 20th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how to write a descriptive placard  **Activity:** Students will finish their placards and present their landmarks out of clay | | **Assessment**: completed placard  **DI**: hands on learning | |
| **Thursday- December 21st** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how becoming a World Heritage City would benefit the City ofPhiladelphia  **Activity:** Students will take notes from a Prezi explaining how becoming a World Heritage City would benefit the City of Philadelphia. They will then have to write a letter to the new mayor outlining how best to spend the new money so that all citizens in Philadelphia can benefit.( WA2) | | **Assessment**: completed letter (WA2)    **DI**: sentence starters | |
| **Friday- December 22nd** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn different methods to compare and contrast Philadelphia with other candidates to become U.S first world heritage City  **Activity:** Students will visit stations throughout the room of various cities that were nominated from the United States to become World heritage Cities. Students will use another checklist organizer to compare and contrast these cities for Philadelphia. Students will have to write a few sentences about Philadelphia being a better or worse candidate to become a World heritage City | | **Assessment**: completed checkpoint graphic organizer explaining why Philadelphia qualifies to become a world heritage city  **DI**: use of graphic organizer | |

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| **Week 8** | Teacher Name: Aponte | Subject: U.S History | Module: 2b |
| **Tuesday- January 2nd** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how organize materials  **Activity:** Students will have research time to print any pictures needed for their pamphlet promoting why Philadelphia should be a World Heritage City. Students will also have to illustrate a picture of themselves for their “about the author” page in their pamphlet. This page will explain their own heritage and what they think it means to be an American. | | **Assessment**: completed about the author page(Final product checkpoint 2)  **DI**: use of technology | |
| **Wednesday – January 3rd** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how to **d**raw evidence from informational texts to support research  **Activity:** students will go through their graphic organizers to pull the most important information for their pamphlets. Students will use their rubrics and examples of completed projects to get a better idea of what to add to their pamphlets. Students will add this information to their pamphlets and will add any pictures/illustrations they need | | **Assessment**: completed research  **DI**: use of technology | |
| **Thursday- January 4th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** students will learn how to proofread their **work**  **Activity:** Students will use their rubrics and all the information they have gathered over the module to complete their final products. Students will have to create a pamphlet highlighting why Philadelphia should become the United States first World heritage city**.** | | **Assessment**: completed pamphlet ( Final product)  **DI**: modeling | |
| **Friday January 5th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how to reflect on their final products  **Activity:** Students will present their final products for extra credit. They will then give each presentation 2 pieces of constructive criticism about their products. They will also have to write a paragraph explaining what they would have differently. Students will also be informed that Philadelphia is America’s first world heritage city and will watch videos that explain what that means for the future of the city. | | **Assessment**: completed final product    **DI**: modeling | |
| **Monday- January 8th** | | | |
| **Activities** | | **Assessments & DI** | |
| **Objective:** Students will learn how reflect  **Activity:** Students will be given a questionnaire that will evaluate the teacher’s performance and their own performance over the 8 week module. Data will be collected to help students and the teacher learn how to do their jobs more effectively | | **Assessment**: completed questionnaire  **DI**: students led activity | |