



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	World History		Grade:	7th
Unit Number:	7	Unit Name:	Age of Change	
Unit Length	Days: 25 Buffer: 5 days		Minutes per day: 50	
Unit Synopsis	Analyze the culture and diffusion of the Scientific Revolution, Age of Exploration and Enlightenment			
Priority Standards	Current History Standards		Common Core Literacy Standards	
	<p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <p>7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p> <p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p>		<p>RH</p> <p>6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>WH</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	

		Common Core Literacy Standards
Supporting Standards	<p>7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p> <p>7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p> <p>7.11.3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</p> <p>7.11.4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.</p> <p>7.11.5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</p> <p>7.11.6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>	<p>RH</p> <p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WH</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>
Target ELD Standards	<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Understand	the significance of the new scientific theories and the significance of new inventions.	Analysis	Level 3
Know	the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	Evaluation	Level 3
Describe	how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles Louis Montesquieu, American founders)	Evaluation	Level 3

Learning Progressions of Skills and Concepts

Priority History Standard	7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.		
Previous Grade	Current Grade	Next Grade	
		10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	
Priority History Standard	7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).		
Previous Grade	Current Grade	Next Grade	
		8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	

Literacy Standard	RH 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies		
Previous Grade	Current Grade	Next Grade	
Literacy Standard	WH 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		
Previous Grade	Current Grade	Next Grade	

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<i>How did Protestant self-governing lead to democracy and federalism?</i>	<i>Religious freedom leads to political freedom.</i>
<i>How did the questions of the Renaissance scientific ideas and methods lead to the Scientific Revolution?</i>	<i>Advances in science are a result of questioning existing ideas and methods.</i>
<i>How did the great voyages of discovery during the Age of Exploration alter European world view?</i>	<i>World views change when cultures come into contact with each other.</i>
<i>How did the ideas of Enlightenment thinkers lead to democratic thought and institutions?</i>	<i>Questioning political beliefs and values often leads to change.</i>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Identify, engage, summarize, thesis, elaborate, connect, convey, point of view, narrator, primary source, cite, revise, analyze, modify, interact	Nationalism, exploration, circumnavigation, astrolabe, compass, colonization, caravel, textiles, mercantilism, natural rights, religious tolerance, capital punishment, balance of power, absolute monarchy, salon, heliocentric, geocentric, scientific method, gravity, cartography, telescope, microscope, barometer, Columbian exchange
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<ul style="list-style-type: none"> • “Talk Show Host” (practicing unit vocabulary activity) –5 Students are up at front of room, each of the 5 add a word to complete a sentence about one vocabulary word. (Minimum of 8 words). Each student passes microphone to other student to complete the sentence. The “audience” (the rest of the class) writes the sentence on their own paper as the 5 students say it. Then 5 students choose 5 from the audience to take their places. • Budget vocabulary matrix • Word Wall • Vocabulary Frayer models 	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p> <p>History 7 CFA Unit 7 Pretest</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>	<p>Test Description: CFA Unit 7 Post Test</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP</p> <p>Accommodations</p> <ul style="list-style-type: none"> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <p>Modifications</p> <ul style="list-style-type: none"> Change number of items Give more time Different test Shorter answers Sentence frames

Engaging Scenario Overview**(Situation, challenge, role, audience, product or performance)****Description:** Students will create a newscast to show what they have learned about the Age of Change.

Days: 5

Situation: All 7th grade students will cooperatively participate in the creation of a “newscast from the past.” Each groups’ presentation will consist of a minimum of one infomercial, one anchor story, and one special assignment story.

Minutes/Day:

Challenge: Using your imagination, knowledge of the Age of Change, video cameras (on phones, tablets, etc), and various materials, you will create a newscast to be shown to other students in the Alvord Unified School District. Students will create a storyboard/ comic strip for their segment, and have it proofed and evaluated before being videotaped/ role playing.

Scientific Revolution	Age of Discovery	Enlightenment
Johannes Kepler	Prince Henry the Navigator	John Locke
Galileo Galilee	Vasco da Gama	Thomas Hobbes
Nicolas Copernicus	Ferdinand Magellan	Voltaire
Andreas Vesalius	Francis Drake	Baron de Monstesquieu
Sir Francis Bacon	Pedro Cabral	Jean Jacques Rousseau
Antoine Van Leeuwenhoek	Christopher Columbus	Cesare Beccaria
Isaac Newton	Bartolomeu Dias	Thomas Jefferson
Daniel Farhenheit	King Ferdinand/Queen Isabella	Madame Geoffrin
Evangelista Torricelli	Hernando Cortes	Abigail Adams
Rene Descartes	Francisco Pizzaro	Louis XVI/ Marie Antoinette

Role: In cooperative learning groups, students will plan, write, and edit their storyboards/comic strips and rehearse the parts of a newscast. Choose to become either an anchor, reporter on special assignment, or host of an infomercial.**Product or performance:** Video of groups performing newscast, or role play newscast in class.**Engaging Learning Experiences**
Synopsis of Authentic Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	<u>Scientific Revolution: Story board/comic strip for infomercial</u> Students will create a segment for a newscast by making a mock up on a storyboard or comic strip. Students must address the fact that advances in science are a result of questioning existing ideas and methods.	Days:3 Minutes/Day:
Task 2:	Exploration maps and vocabulary	Days:3 Minutes/Day:
Task 3:	<u>Age of Exploration: Story board/comic strip for reporter on special assignment story</u> Students will create a segment for a newscast by making a mock up on a storyboard or comic strip. Students must address the fact that world views change when cultures come into contact with each other.	Days:3 Minutes/Day:
Task 4:	<u>Enlightenment: Story board/comic strip for anchor story</u> Students will create a segment for a newscast by making a mock up on a storyboard or comic strip. Students must address the fact that questioning political beliefs and values often leads to change.	Days:3 Minutes/Day:5

Interdisciplinary Connections		
Scoring Rubric		
21st Century Skills		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview: <p><i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i></p>		

Authentic Performance Task 1

Task Description	Scientific Revolution: Story board/comic strip for infomercial Students will create a segment for a newscast by making a mock up on a storyboard or comic strip. <i>*Students must address the fact that advances in science are a result of questioning existing ideas and methods.</i>	Suggested Length	Days:4 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. 7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).		
	Supporting Standard(s)		
	7.10.1 discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration). 7.10.4 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.		
	Target ELD Standard(s)		
Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type). Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.			
Essential Question(s)	<i>How did the questions of the Renaissance scientific ideas and methods lead to the Scientific Revolution?</i>		
Big Idea(s)	<i>Advances in science are a result of questioning existing ideas and methods.</i>		
Bloom's		DOK	Scoring Rubric
Evaluation		Level 3	

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Students will use Ch 34 of TCI Text or teacher given resources.
 Students will be in groups of teacher choice to create their storyboard or comic strip.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
 Ch 34 Scientific Revolution TCI Textbook



IFX-Weekly---storyboard[1]Example.png



template1[1].jpg

Look under Unit 7 Resources for more templates and examples for storyboards

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	Reference IEP Accommodations Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader Modifications Change number of items Give more time Different test Shorter answers Sentence frames	Emerging	
		Expanding	
		Bridging	

Scoring Rubric

Authentic Performance Task 2

Task Description	Exploration map(s) and vocabulary	Suggested Length	Days: 3 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.		
	Supporting Standard(s)		
	7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	How did the great voyages of discovery during the Age of Exploration alter European world view?		
Big Idea(s)	World views change when cultures come into contact with each other.		
Bloom's	DOK	Scoring Rubric	
Analysis	Level 3		

Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <p>Ch 33 Age of Exploration for maps and vocabulary</p> <p>Ferdinand Magellan DBQ “April 27th 1521- Was Magellan Worth Defending?”- any documents that teacher finds relevant</p> <p>DBQ “Exploration or Reformation: Which was the more important consequences of the Printing Press?” Doc D, E</p>
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Ch. 33 Age of Exploration TCI textbook for maps and vocabulary</p> <p>Ferdinand Magellan DBQ “April 27th 1521- Was Magellan Worth Defending?”- any documents that teacher finds relevant</p> <p>DBQ “Exploration or Reformation: Which was the more important consequences of the Printing Press?” Doc D, E</p>



Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p>	

Scoring Rubric	
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Authentic Performance Task 3



Task Description	<p>Age of Exploration: Story board/comic strip for reporter on special assignment story Students will create a segment for a newscast by making a mock up on a storyboard or comic strip.</p> <p><i>*Students must address the fact that world views change when cultures come into contact with each other.</i></p>	Suggested Length	Days: 3 Mins/Day: 50
Standards Addressed	Priority Standard(s)		
	<p>7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p>		
	Supporting Standard(s)		
	<p>7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p> <p>7.10.5 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p>		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	How did the great voyages of discovery during the Age of Exploration alter European world view?		
Big Idea(s)	World views change when cultures come into contact with each other.		

Bloom's	DOK		Scoring Rubric			
Analysis	Level 3					
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)					
	<p>Ch 33 Age of Exploration TCI textbook for maps and vocabulary</p> <p>Ferdinand Magellan DBQ "April 27th 1521- Was Magellan Worth Defending?"- any documents that teacher finds relevant</p> <p>DBQ "Exploration or Reformation: Which was the more important consequences of the Printing Press?" Doc D, E</p>					
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)					
	<p>Ch. 33 Age of Exploration TCI textbook for maps and vocabulary</p> <p>Ferdinand Magellan DBQ "April 27th 1521- Was Magellan Worth Defending?"- any documents that teacher finds relevant</p> <p>DBQ "Exploration or Reformation: Which was the more important consequences of the Printing Press?" Doc D, E</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  IFX-Weekly---storyboard[1]Example.png </div> <div style="text-align: center;">  template1[1].jpg </div> </div> <p style="text-align: center;">Look under Unit 7 Resources for more templates and examples for storyboards</p>					
Strategies for Differentiation						
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="text-align: center; padding: 10px;">Emerging</td> </tr> <tr> <td style="text-align: center; padding: 10px;">Expanding</td> </tr> <tr> <td style="text-align: center; padding: 10px;">Bridging</td> </tr> </table>	Emerging	Expanding	Bridging	
Emerging						
Expanding						
Bridging						

Scoring Rubric	
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Authentic Performance Task 4

Task Description	<p>Enlightenment: Story board/comic strip for anchor story -Students will create a segment for a newscast by making a mock up on a storyboard or comic strip.</p> <p><i>*Students must address the fact that questioning political beliefs and values often leads to change.</i></p> <p><i>*Students will analyze how political change rose out of larger societal changes.</i></p>	Suggested Length	Days: 3 Minutes/Day: 50
Standards Addressed	Priority Standard(s)		
	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p>		
	Supporting Standard(s)		
	<p>7.11.3.Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</p> <p>7.11.4.Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.</p> <p>7.11.5.Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</p> <p>7.11.6.Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>		
	Target ELD Standard(s)		
	<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>		

Essential Question(s)	How did the ideas of Enlightenment thinkers lead to democratic thought and institutions?	
Big Idea(s)	Questioning political beliefs and values often leads to change.	
Bloom's	DOK	Scoring Rubric
Analysis	Level 3	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)	
	Ch 35 Enlightenment- TCI textbook	
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	
	<p>Ch 35 Enlightenment- TCI textbook</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>template1[1].jpg</p> </div> <div style="text-align: center;">  <p>IFX-Weekly---storyboard[1]Example.png</p> </div> </div> <p>Look under Unit 7 Resources for more templates and examples for storyboards</p>	

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p>Emerging</p> <hr/> <p>Expanding</p> <hr/> <p>Bridging</p>	

Scoring Rubric	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: Students will create a newscast to show what they have learned about the Age of Change.

Situation: All 7th grade students will cooperatively participate in the creation of a “newscast from the past.” Each groups’ presentation will consist of a minimum of one infomercial, one anchor story, and one special assignment story.

Challenge: Using your imagination, knowledge of the Age of Change, video cameras (on phones, tablets, etc), and various materials, you will create a newscast to be shown to other students in the Alvord Unified School District. Students will create a storyboard/ comic strip for their segment, and have it proofed and evaluated before being videotaped/ role playing.

Scientific Revolution	Age of Discovery	Enlightenment
Johannes Kepler	Prince Henry the Navigator	John Locke
Galileo Galilee	Vasco da Gama	Thomas Hobbes
Nicolas Copernicus	Ferdinand Magellan	Voltaire
Andreas Vesalius	Francis Drake	Baron de Montesquieu
Sir Francis Bacon	Pedro Cabral	Jean Jacques Rousseau
Antoine Van Leeuwenhoek	Christopher Columbus	Cesare Beccaria
Isaac Newton	Bartolomeu Dias	Thomas Jefferson
Daniel Fahrenheit	King Ferdinand/Queen Isabella	Madame Geoffrin
Evangelista Torricelli	Hernando Cortes	Abigail Adams
Rene Descartes	Francisco Pizzaro	Louis XVI/ Marie Antoinette

Role: In cooperative learning groups, students will plan, write, and edit their storyboards/comic strips and rehearse the parts of a newscast. Choose to become either an anchor, reporter on special assignment, or host of an infomercial.

Product or performance: Video of groups performing newscast, or role play newscast in class.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames	Emerging Expanding Bridging	