

## Unpacking Standard Template - Sample: Science

Established Goals:

Students **explain** how **California** became an **agricultural and industrial power**, tracing the transformation of the California **economy** and its **political** and **cultural development** since the **1850s**.

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:

- \_\_ Californian agricultural & industrial power
- \_\_ California economic, political and cultural development since the 1850s [... onward to today]

Stated or implied real-world performance in the VERBS:

- \_\_ explain (using the historical evidence)

SL4.4: "Report on a topic ... in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes..."

Essential Questions Ideas:

[FOCUS ON ENERGY FOR TWO WEEKS]

- How did California become an agricultural and industrial power between 1850 and 1950?
  - How did gold "fever" make California grow and change so quickly?
  - What attracted so many different immigrants to California during the early 1900s?
  - How did the Dust Bowl migration affect both California and the people who came?
  - What made California so important for defending the country during World War II?

Understanding Ideas:

*Students will understand that:*

- California became an industrial and agricultural power starting the mid-nineteenth century as many diverse peoples migrated to the state for a myriad of reasons and events.

Performance Task Ideas:

@ 8 weeks - Students will produce a documentary showcasing either:

- (1) how the arrival and/or contributions of an immigrant group influenced California, OR
- (2) how the state transformed itself to become an agricultural or industrial power

@ 6 weeks - Performance task: Write an opinion piece on whether or not people are coming to California today for the same reasons as during the Dust Bowl.

RUBRIC for essay:

1. **Statement of Purpose/Focus** – how well you clearly state and maintain your controlling idea or main idea.
2. **Organization** – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay.
3. **Elaboration of Evidence** – how well you provide evidence from sources about your topic elaborate with specific information.
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purposes.
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

## Identifying Essential Questions and Understandings

### Topics and Big Ideas

California transformed and grew tremendously from 1850-1950 as different groups came and interacted for economic gain from its natural resources, rich farmland, and new industries (such as gold, aerospace, petroleum, automobile, communication, entertainment, etc.)

What essential questions are raised by this idea or topic?  
What, *specifically*, about the idea or topic do you want students to come to understand?

*Why study \_\_\_\_\_? So what?*

*What makes the study of \_\_\_\_\_ universal?*

*If the unit on \_\_\_\_\_ is a story, what's the moral of the story?*

*What's the Big Idea implied in the skill or process of \_\_\_\_\_?*

*What larger concept, issue, or problem underlies \_\_\_\_\_?*

*What couldn't we do if we didn't understand \_\_\_\_\_?*

*How is \_\_\_\_\_ used and applied in a larger world?*

*What is real-world insight about \_\_\_\_\_?*

*What is the value of studying \_\_\_\_\_?*

### Essential Questions:

- **How did California become an agricultural and industrial power between 1850 and 1950?**
  - How did gold “fever” make California grow and change so quickly?
  - What attracted so many different immigrants to California during the early 1900s?
  - How did the Dust Bowl migration affect both California and the people who came?
  - What made California so important for defending the country during World War II?

### Understandings:

- **California became an industrial and agricultural power starting the mid-nineteenth century as many diverse peoples migrated to the state for a myriad of reasons and events.**