Collaboration (Reacting to the Past/Math/History/Writing)

James Hayashi
jhayashi@csusb.edu

Follow this and additional works at: https://scholarworks.lib.csusb.edu/q2sep

Part of the Algebra Commons, Analysis Commons, History Commons, Logic and Foundations Commons, and the Number Theory Commons

Recommended Citation
Hayashi, James, "Collaboration (Reacting to the Past/Math/History/Writing)" (2020). Q2S Enhancing Pedagogy. 113.
https://scholarworks.lib.csusb.edu/q2sep/113

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
### Stage 1 – NCSI 1110

#### ESTABLISHED GOALS
Student’s will have an understanding of collaboration, leadership, written skills (B and E)

#### Transfer

*Students will be able to independently use these skills as a productive member of a community. (Communication, Written, Oral, Problem solving and Collaboration)*

#### Meaning

<table>
<thead>
<tr>
<th>UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that...</td>
<td>What is a valid source of information? How to communicate through verbal and written communication?</td>
</tr>
<tr>
<td>To be able to assign roles in a group, problem solve and finish with a written assignment (project).</td>
<td></td>
</tr>
</tbody>
</table>

#### Acquisition

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid resources to use in project and team building.</td>
<td>Research, communication (written and oral), team building</td>
</tr>
</tbody>
</table>

### Stage 2 – Evidence and Assessment

#### Evaluative Criteria | Assessment Evidence
---|---
Reacting to the Past Journal | PERFORMANCE TASK(S):
  - Group dynamics
    - Setting up a group- what roles will each member complete
    - Discussion in the group setting how to share each all opinions validity
  - Valid versus invalid information in research
    - How to understand what a valid resource would be?
    - Technology and research
  - Reacting to the past
    - Working as a community to complete the game/understanding
Valid Research | Communicating in written and oral project on the history of science versus religion
Communication skills | Produce a answer to the above question in a coherent manner

| OTHER EVIDENCE: |
| Use of a social based group app/ website(GroupMe) |
| Formal presentation to class |

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Student will be able to work as a functioning group to research valid information on the impact of a project. An example would be “What was the impact of the church in the 1500’s?” or “How did a civilization create a numbering system and its effects on modern mathematics?” Then students will be able to present finding to class and have positive discussion in regard to their findings.