

CURRICULUM UNIT PLAN RUBRIC

(BASED ON THE UNDERSTANDING BY DESIGN FRAMEWORK)

CRITERIA	ON TARGET	ALMOST THERE	NEEDS MUCH WORK	OFF THE MARK
<p>BIG IDEAS</p> <ul style="list-style-type: none"> • Refer to core concepts, principles, theories, and processes that should serve as the focal point of the unit. • They connect discrete knowledge and skills to a larger intellectual frame and provide a bridge for linking specific facts and skills. • They embody transferable ideas, applicable to other topics, inquiries, contexts, issues, and problems. • They are inherently abstract -- its meaning is not always obvious to students. 				
<p>ESTABLISHED GOALS (POWER STANDARDS)</p> <ul style="list-style-type: none"> • Only those goals or content standards that are directly relevant to the unit and assessed in the unit are included. 				
<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Involve the Big Ideas that give meaning and importance to facts. • They are derived from or are aligned with appropriate goals. • They are both over arching and topical. • They are framed as full-sentence generalizations in response to the stem: <i>“The students will understand that...”</i> • They make vital and informative connections for student learning. • They can transfer to other topics, fields, and adult life. • They are usually not obvious, often counter intuitive, and easily misunderstood. • They may provide a conceptual foundation for basic skills. • They are deliberately framed as a generalization. 				
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Have no simple “right” answer. • They are meant to be argued. • They are designed to provoke and sustain student inquiry, while focusing learning and final performance. • They often address the conceptual or philosophical foundation of a discipline. • They stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons. • They naturally and appropriately recur. • Over arching essential questions clarify the Big Ideas and connect to other topics and contexts. • Topical essential questions frame and guide inquiry into the topic. • Essential questions are framed in appropriate “kid language” to make them accessible to students. 				
<p>CONTENT (WHAT WE WANT STUDENTS TO <u>KNOW</u>.)</p> <ul style="list-style-type: none"> • Expressed as a noun or noun phrase. • Vocabulary. • Terminology. • Definitions. • Key factual information. • Formulas. • Critical details. • Important events and people. • Sequence and time lines. 				

<p>SKILLS (WHAT WE WANT STUDENTS TO BE ABLE TO DO.)</p> <ul style="list-style-type: none"> • Expressed as a verb or verb phrase. • Six Facets of Understanding and/or Bloom’s Taxonomy reflected. • Basic skills - decoding, arithmetic computation, etc. • Communication skills - listening, speaking, writing. • Thinking skills - compare, infer, analyze, interpret. • Research, inquiry, investigation skills. • Study skills - note taking. • Interpersonal skills, group skills. 				
<p>ASSESSMENT</p> <p>Diagnostic -- Assessment that precedes instruction, checks for student prior knowledge and identifies misconceptions, interests, and learning style preferences. Provides information to assist teacher planning and to guide differentiated instruction. Example: pre-test, student survey, skills check, K-W-L, etc.</p> <p>Formative -- Ongoing assessments that provide information to guide teaching and learning for improving learning and performance. Formative assessments include both formal and informal methods. Examples: Quiz, oral questioning, observation, draft work, “think aloud,” dress rehearsal, portfolio review, etc.</p> <p>Summative - Culminating assessments are conducted at the end of a unit, course, or grading period to determine the degree of mastery or proficiency according to identified achievement targets. Summative assessments are evaluative in nature, generally resulting in a score or a grade. Examples: Test, performance task, final exam, culminating project or performance, work portfolio, etc.</p>				
<p>LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • Instructional strategies and learning experiences needed to achieve the desired results as reflected in the assessment evidence to be gathered have been identified. • Activities are planned to develop the targeted understandings and the knowledge and skills identified in the unit. • Activities are planned to equip students for the performance of learning specified in the assessments. 				
<p>RESOURCES</p> <ul style="list-style-type: none"> • Print material, such as books, journals, magazines, articles, etc., that will enhance the teaching/learning activities have been identified. • Internet resources that will enhance the teaching/learning activities have been identified. 				
<p>TECHNOLOGY INTEGRATION</p> <ul style="list-style-type: none"> • Various media resources that will be used to enhance the teaching/learning activities have been identified. • Technology resources, such as Activ/Smart Boards, Elmo’s, graphic calculators, etc., that will be used to enhance the teaching/learning activities have been identified. 				
<p>CATHOLIC IDENTITY</p> <ul style="list-style-type: none"> • Where appropriate, the Catholic Social Justice Teachings permeate the unit. • Where appropriate, the Rights of Children permeate the unit. • Where appropriate, our Catholic faith and Catholic values permeate the unit. • Where appropriate, the school’s Catholic Identity goal is infused throughout the unit. 				

Items used in the Rubric are based on: McTighe, Jay and Grant Wiggins. 2005. *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.