

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title:

Designed by:

District:

Content Area:

Grade Level(s):

Summary of Unit

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

Students will know...

Students will be able to...

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

- Performance/Transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- *Complex, real-world, authentic applications
- *Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- *Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- *Measure what is appropriate for the Content Standard that is assessed.
- *Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task)

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- *Align with expectations of Stage 1 and Stage 2
- *Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- *Include a wide range of research-based, effective, and engaging strategies
- *Differentiate and personalize content, process, and product for diverse learners
- *Provide ongoing opportunities for self-monitoring and self-evaluation

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Content Connections

Content Standards integrated within instructional strategies