

# Delaware Model Unit Gallery Instructional Unit Look-Fors

Overall Design	Extensively	Meets	Conditional	Does Not Meet	Not Applicable
<b>Stage 1 – Identify Desired Results</b>					
<i>To what extent does the unit:</i>					
• Target selected Delaware Content Standards/Benchmarks/GLEs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lead to enduring understandings that are based on transferable and overarching, big ideas at the heart of the discipline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Include essential questions related to the Delaware Content Standards/Benchmarks/GLEs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Include targeted content knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stage 2 – Determine Acceptable Evidence</b>					
<i>To what extent does the unit provide:</i>					
• Feedback and guidance to students through formative assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Authentic</i> transfer tasks in which students exhibit understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student self-assessment and self-reflection (along the way as well as at the end)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stage 3 – Plan Learning Experiences and Instruction</b>					
<i>To what extent do the learning experiences and instructional strategies:</i>					
• Align to the DE Content Standards/Benchmarks/GLEs enduring understandings and essential questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Scaffold student thinking by moving them through levels of thinking (acquiring knowledge and skills, constructing meaning, and transferring understanding)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Take into consideration varying student learning profiles by providing a variety of learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reflect research-based best practices in the content area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Principles for Unit Development</b>					
<i>To what extent does the unit design consider:</i>					
• <b>8<sup>th</sup> Grade Technology Literacy</b> - 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <b>21st Century Knowledge and Skills</b> (the ability to meet the demands of the global community and tomorrow's workplace)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <b>International education</b> (the ability to appreciate different cultures and understand varying cultural viewpoints by acquiring knowledge of world regions and international issues, developing skills in communicating in languages other than English, working with information from a variety of world-wide sources, and participating in international experiences to exchange information with peers around the world).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <b>Universal design for learning (UDL)</b> (the ability to provide multiple means of representation, expression and engagement) to give learners various ways to acquire and demonstrate knowledge)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <b>Differentiated instruction (DI)</b> (the ability to effectively and efficiently reach all students in a heterogeneous environment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources</b>					
• To what extent do the resources selected for this unit provide rich, varied, and appropriate materials for student inquiry of the big idea(s) and essential questions of this unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Extensively – is richly and consistently developed throughout the unit.
- Meets – is developed throughout the unit with some areas of inconsistency.
- Conditional – is incorporated/developed sporadically and inconsistently within the unit.
- Does not meet – is **not** incorporated/developed in the unit.