



# Baldwin-Whitehall School District

## UNIT OF INSTRUCTION OVERVIEW

### General Course Information

<b>Course Title:</b>		<b>Course Code:</b>	
<b>Pre-requisites:</b>		<b>Time Allocated Per Unit:</b> <i>(Based on 165 days of instruction)</i>	
<b>Authors:</b>		<b>Last Updated:</b>	
<b>Reviewed by:</b>		<b>Date Entered:</b>	

### Course Description

<ul style="list-style-type: none"> <li>• <i>What information would accurately and articulately describe what students will know and be able to do as a result of this course?</i> <ul style="list-style-type: none"> <li>○ Is the description worded in such a way that it is engaging and interesting to both students and parents?</li> <li>○ Does the description provide the essential skills and competencies that students will be able to demonstrate upon successful completion of the course?</li> <li>○ Does the description mention the duration of the course?</li> <li>○ Does the description use the title of the course within it?</li> <li>○ Does the description specifically communicate expectations of students?</li> </ul> </li> </ul>

<b>Unit Title 1</b>	<b>Instructional Days Needed</b>
<b>Competencies/Academic Standards</b> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>	
<b>Big Ideas:</b> Students will understand that: <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>	

Unit Title 1		Instructional Days Needed	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			
<p><b>Essential Skills/Objectives:</b></p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Knowledge:</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b></p> <p>Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 1		Instructional Days Needed	
<p><b>Performance Tasks/Major Assessments:</b>  Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 2		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			

Unit Title 2		Instructional Days Needed	
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			
<p><b>Essential Skills/Objectives:</b> Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			

Unit Title 2		Instructional Days Needed	
<p><b>Knowledge:</b> Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b> Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Performance Tasks/Major Assessments:</b> Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 2		Instructional Days Needed	
<b>Instructional Materials, Equipment, and Technologies</b> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 3		Instructional Days Needed	
<b>Competencies/Academic Standards</b> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<b>Big Ideas:</b> Students will understand that: <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit's essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			

Unit Title 3		Instructional Days Needed	
<p><b>Essential Skills/Objectives:</b>  Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Knowledge:</b>  Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b>  Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			
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Unit Title 3		Instructional Days Needed	
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 4		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			



Unit Title 4		Instructional Days Needed	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			
<p><b>Essential Skills/Objectives:</b></p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Knowledge:</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b></p> <p>Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 4		Instructional Days Needed	
<p><b>Performance Tasks/Major Assessments:</b>  Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 5		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			

Unit Title 5		Instructional Days Needed	
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			
<p><b>Essential Skills/Objectives:</b> Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			

<b>Unit Title 5</b>		<b>Instructional Days Needed</b>	
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**Knowledge:**

Students will know:

- *What key knowledge will students acquire as a result of this unit?*
  - Knowledge statements should be written in sentence form.
  - Knowledge statements should contain nouns and key information from the unit.
  - List each concept on a new line with a bullet point.

**Learning Activities**

Students will work toward mastery of the desired outcomes by participating in:

- *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*
  - Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.
  - List each activity on a separate line as a bullet point.

**Performance Tasks/Major Assessments:**

Students will demonstrate understanding:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?*
- *By what criteria will performances of understanding be judged?*
  - Select the type of assessment that would best measure student knowledge and skills.
  - Write a brief description of the assessment.
  - Attach/upload a copy of the common major assessments for the unit of instruction.
  - Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).

**Essential Vocabulary & Definitions:**

- *Which essential vocabulary words should every student be able to use?*
  - Limit Essential Vocabulary to a maximum of 10 words per unit.
  - Use primarily Tier 3 Vocabulary in your list.
  - List each Essential Vocabulary term on a separate line as a bullet point.

Unit Title 5		Instructional Days Needed	
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 6		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit's essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			

Unit Title 6		Instructional Days Needed	
<p><b>Essential Skills/Objectives:</b> Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Knowledge:</b> Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b> Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Performance Tasks/Major Assessments:</b> Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			

Unit Title 6		Instructional Days Needed	
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 7		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			

<b>Unit Title 7</b>		<b>Instructional Days Needed</b>	
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**Essential Questions:**

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*
  - Essential questions are always written in question format.
  - Essential questions should be overarching in nature and written in language that is readily understandable.
  - Please list only 2-3 essential questions in a unit of instruction.
  - Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.
  - List each question in bulleted form.

**Essential Skills/Objectives:**

Students will be skilled at:

- *What should students eventually be able to do as a result of such knowledge?*
  - Essential skills/objectives should be written in statement form.
  - Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.
  - List each skill on a new line with a bullet point.

**Knowledge:**

Students will know:

- *What key knowledge will students acquire as a result of this unit?*
  - Knowledge statements should be written in sentence form.
  - Knowledge statements should contain nouns and key information from the unit.
  - List each concept on a new line with a bullet point.

**Learning Activities**

Students will work toward mastery of the desired outcomes by participating in:

- *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*
  - Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.
  - List each activity on a separate line as a bullet point.



Unit Title 7		Instructional Days Needed	
<p><b>Performance Tasks/Major Assessments:</b>  Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 8		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			

Unit Title 8		Instructional Days Needed	
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			
<p><b>Essential Skills/Objectives:</b> Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			

<b>Unit Title 8</b>		<b>Instructional Days Needed</b>	
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**Knowledge:**

Students will know:

- *What key knowledge will students acquire as a result of this unit?*
  - Knowledge statements should be written in sentence form.
  - Knowledge statements should contain nouns and key information from the unit.
  - List each concept on a new line with a bullet point.

**Learning Activities**

Students will work toward mastery of the desired outcomes by participating in:

- *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*
  - Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.
  - List each activity on a separate line as a bullet point.

**Performance Tasks/Major Assessments:**

Students will demonstrate understanding:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?*
- *By what criteria will performances of understanding be judged?*
  - Select the type of assessment that would best measure student knowledge and skills.
  - Write a brief description of the assessment.
  - Attach/upload a copy of the common major assessments for the unit of instruction.
  - Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).

**Essential Vocabulary & Definitions:**

- *Which essential vocabulary words should every student be able to use?*
  - Limit Essential Vocabulary to a maximum of 10 words per unit.
  - Use primarily Tier 3 Vocabulary in your list.
  - List each Essential Vocabulary term on a separate line as a bullet point.

Unit Title 8		Instructional Days Needed	
<b>Instructional Materials, Equipment, and Technologies</b> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 9		Instructional Days Needed	
<b>Competencies/Academic Standards</b> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<b>Big Ideas:</b> Students will understand that: <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> <li>○ Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit's essential questions.</li> <li>○ List each question in bulleted form.</li> </ul> </li> </ul>			

Unit Title 9		Instructional Days Needed	
<p><b>Essential Skills/Objectives:</b> Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• <i>What should students eventually be able to <u>do</u> as a result of such knowledge?</i> <ul style="list-style-type: none"> <li>○ Essential skills/objectives should be written in statement form.</li> <li>○ Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.</li> <li>○ List each skill on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Knowledge:</b> Students will know:</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> <li>○ Knowledge statements should be written in sentence form.</li> <li>○ Knowledge statements should contain nouns and key information from the unit.</li> <li>○ List each concept on a new line with a bullet point.</li> </ul> </li> </ul>			
<p><b>Learning Activities</b> Students will work toward mastery of the desired outcomes by participating in:</p> <ul style="list-style-type: none"> <li>• <i>Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?</i> <ul style="list-style-type: none"> <li>○ Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.</li> <li>○ List each activity on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Performance Tasks/Major Assessments:</b> Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			

Unit Title 9		Instructional Days Needed	
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			

Unit Title 10		Instructional Days Needed	
<p><b>Competencies/Academic Standards</b></p> <ul style="list-style-type: none"> <li>• <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the core of instruction.</li> <li>○ Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate.</li> </ul> </li> </ul>			
<p><b>Big Ideas:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i> <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts.</li> <li>○ Write big ideas in statement form, each with a new bullet point.</li> </ul> </li> </ul>			

<b>Unit Title 10</b>		<b>Instructional Days Needed</b>	
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**Essential Questions:**

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*
  - Essential questions are always written in question format.
  - Essential questions should be overarching in nature and written in language that is readily understandable.
  - Please list only 2-3 essential questions in a unit of instruction.
  - Use SAS to help identify the standards, anchors and eligible content that are aligned to the unit’s essential questions.
  - List each question in bulleted form.

**Essential Skills/Objectives:**

Students will be skilled at:

- *What should students eventually be able to do as a result of such knowledge?*
  - Essential skills/objectives should be written in statement form.
  - Essential skills/objectives should contain verbs from Webb’s Depth of Knowledge and lead to higher order thinking.
  - List each skill on a new line with a bullet point.

**Knowledge:**

Students will know:

- *What key knowledge will students acquire as a result of this unit?*
  - Knowledge statements should be written in sentence form.
  - Knowledge statements should contain nouns and key information from the unit.
  - List each concept on a new line with a bullet point.

**Learning Activities**

Students will work toward mastery of the desired outcomes by participating in:

- *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*
  - Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.
  - List each activity on a separate line as a bullet point.

Unit Title 10		Instructional Days Needed	
<p><b>Performance Tasks/Major Assessments:</b>  Students will demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i> <ul style="list-style-type: none"> <li>○ Select the type of assessment that would best measure student knowledge and skills.</li> <li>○ Write a brief description of the assessment.</li> <li>○ Attach/upload a copy of the common major assessments for the unit of instruction.</li> <li>○ Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).</li> </ul> </li> </ul>			
<p><b>Essential Vocabulary &amp; Definitions:</b></p> <ul style="list-style-type: none"> <li>• <i>Which essential vocabulary words should every student be able to use?</i> <ul style="list-style-type: none"> <li>○ Limit Essential Vocabulary to a maximum of 10 words per unit.</li> <li>○ Use primarily Tier 3 Vocabulary in your list.</li> <li>○ List each Essential Vocabulary term on a separate line as a bullet point.</li> </ul> </li> </ul>			
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <ul style="list-style-type: none"> <li>• <i>What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?</i></li> <li>• <i>What items or strategies will be used for differentiation?</i> <ul style="list-style-type: none"> <li>○ List any instructional materials and resources that will be used to support learning in this unit.</li> <li>○ For print works, audio and video materials, software, etc., list the item in MLA format.</li> <li>○ List each resource on a separate line as a bullet point.</li> </ul> </li> </ul>			