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|  | **Baldwin-Whitehall School District**  ***UNIT OF INSTRUCTION OVERVIEW*** |

**General Course Information**

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| **Course Title:** |  | | **Course Code:** | |  |
| **Pre-requisites:** |  | **Time Allocated Per Unit:**  ***(Based on 165 days of instruction)*** | | |  |
| **Authors:** |  | | | **Last Updated:** |  |
| **Reviewed by:** |  | | | **Date Entered:** |  |

**Course Description**

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| * *What information would accurately and articulately describe what students will know and be able to do as a result of this course?*   + Is the description worded in such a way that it is engaging and interesting to both students and parents?   + Does the description provide the essential skills and competencies that students will be able to demonstrate upon successful completion of the course?   + Does the description mention the duration of the course?   + Does the description use the title of the course within it?   + Does the description specifically communicate expectations of students? |
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| **Unit Title 1** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 2** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 3** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 4** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 5** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 6** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 7** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Unit Title 8** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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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. | | | |
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| **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. | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 9** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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| **Unit Title 10** |  | **Instructional Days Needed** |  |
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| **Competencies/Academic Standards**   * *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?*   + Select specific standards or assessment anchors that address the core of instruction.   + Use Common Core, PA Academic Standards, Keystone Assessment Anchors, etc., as appropriate. | | | |
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| **Big Ideas:**  Students will understand that:   * *What are the big ideas?* * *What specific understandings about them are desired?* * *What misunderstandings are predictable?*   + Big ideas help students make sense of confusing experiences and seemingly isolated facts.   + Write big ideas in statement form, each with a new bullet point. | | | |
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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. | | | |
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| **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. | | | |
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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. | | | |
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| **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. | | | |
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| **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.). | | | |
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| **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. | | | |
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| **Instructional Materials, Equipment, and Technologies**   * *What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?* * *What items or strategies will be used for differentiation?*   + List any instructional materials and resources that will be used to support learning in this unit.   + For print works, audio and video materials, software, etc., list the item in MLA format.   + List each resource on a separate line as a bullet point. | | | |
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