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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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| **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 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.
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	+ 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 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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