

Unit Title: Ubd GLOSSARY

Unit Author(s) _____

Content Area(s): _____ Grade Level: _____

Stage 1 – Desired Results			
Established Goals	Transfer		
<p>(SOLs) The Virginia Standards of Learning that are the focal point of the unit and must be assessed in the evidence of learning.</p> <p>National Standards (if applicable)</p>	<p><i>Students will independently be able to use their learning to...</i> Long-term performances that we want learners to independently accomplish in unpredictable, real-world situations.</p> <ul style="list-style-type: none"> ● Long term in nature ● Emphasis is on independent application when facing new challenges both in and outside of school ● Help to establish purpose and relevance by answering common student questions such as “Why do I have to learn this?” 		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Understandings <i>Students will understand that...</i> Essential truths about a topic that are both meaningful and measurable.</p> <ul style="list-style-type: none"> ● Are framed as full sentences in assessor-friendly language ● Help students make connections among discrete facts and skills; “conceptual velcro” ● Must be earned by the student through creating and evaluating inferences </td> <td style="width: 50%;"> <p>Essential Questions <i>Students will keep considering...</i> Genuine questions that are framed in <i>student friendly language</i> that require students to explore larger concepts and make connections.</p> <ul style="list-style-type: none"> ● Framed in student friendly language ● Promotes inquiry, thinking, and dialogue rather than straightforward questions ● Draws on prior knowledge and past experience to challenge and/or develop thinking </td> </tr> </table>	<p>Understandings <i>Students will understand that...</i> Essential truths about a topic that are both meaningful and measurable.</p> <ul style="list-style-type: none"> ● Are framed as full sentences in assessor-friendly language ● Help students make connections among discrete facts and skills; “conceptual velcro” ● Must be earned by the student through creating and evaluating inferences 	<p>Essential Questions <i>Students will keep considering...</i> Genuine questions that are framed in <i>student friendly language</i> that require students to explore larger concepts and make connections.</p> <ul style="list-style-type: none"> ● Framed in student friendly language ● Promotes inquiry, thinking, and dialogue rather than straightforward questions ● Draws on prior knowledge and past experience to challenge and/or develop thinking
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Acquisition			
<p>KNOWLEDGE <i>Students will KNOW... Statements of Essential Knowledge:</i> Key information (e.g. facts, dates, times, places, vocabulary) students will know at the end of the unit.</p> <ul style="list-style-type: none"> ● Outlines major topic ● Succinctly stated 	<p>SKILLS <i>Students will be able to do; SKILLED AT...</i> (Bloom’s) Processes in which students will become proficient as a result of the unit.</p> <ul style="list-style-type: none"> ● Tasks students should be able to perform. ● Phrased using a verb 		

Stage 2 – Evidence

Evaluative Criteria	Assessments
<p>Criteria for Success Communicates expectations of quality around a performance task or other student assessment to define learning targets for students</p> <ul style="list-style-type: none"> • Each criterion is easily understood by the target audience • Identify important traits of quality performance <p>(Rubric Criteria/Categories):</p>	<p>Performance Task: Tasks are designed to measure mastery of goals, knowledge, skills and understanding. Tasks motivate learners by creating <i>relevant experiences</i> and require transfer of learning to an <i>authentic context or new challenge</i>. Tasks are snapshots of information identified in Stage 1. Typically, they integrate multiple reporting categories and take advantage of the natural relationships that exist. Be cognizant of the amount of time that it will take to complete the task, keep it manageable.</p> <p>REMINDER: <i>Every reporting category must be represented in the collective group of tasks.</i></p> <ul style="list-style-type: none"> • <u>Goal:</u> • <u>Role:</u> • <u>Audience:</u> • <u>Situation:</u> • <u>Product/Performance:</u> <p>Other Evidence Straightforward demonstration of declarative and procedural fluency.</p> <ul style="list-style-type: none"> • Short answer • multiple choice • academic prompt • vocabulary definitions • formulaic word problems or experiments