

STUDENT: \_\_\_\_\_ UNIT TITLE: \_\_\_\_\_

Unit includes a description of students for whom this unit is designed and appropriate accommodations.

(0-1)	(2-3)	(4-5))
No student description and/or no accommodations	Student description and general accommodations; No specific strategies listed	Detailed student description & appropriate accommodations & specific Strategies

Unit includes a concept map which identifies the essential question and major concepts

(0)	(1)	(2)
Concept map is missing or unclear	Concept map needs Some clarification	Concept map clearly communicates EQ & major concepts

Lessons within the unit are well developed and clearly lay out objectives, implementation plans, (procedures and materials), activities, and assessment.

(2)	(4)	(6)
Many of the criteria are missing	Some elements are missing or need more detail	All criteria are fully present.

The relationship of essential question, curriculum standards, and unit goals and objectives is clear in this unit

(1)	(2)	(3)
Relationship of essential question, standards, unit goals, objectives is unclear	Relationship of essential question, standards, unit goals, objectives needs clarification	Explicit and connected relationship of essential question, standards, unit goals, objectives

Lessons within the unit demonstrate authentic instruction:

Construction of Knowledge (higher order thinking)

(0)	(1-2)	(3)
No evidence of higher order thinking. Students do not compare/contrast/predict/make hypotheses, set goals, plan, evaluate, or reflect on learning	There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding that is new for them	Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and reflect on learning

Disciplined Inquiry (deep knowledge and disciplinary process)

(0)	(1-2)	(3)
Emphasis is on coverage rather than in-depth understanding. Students do not use tools or processes of the discipline	Students are beginning to use tools and processes of subject matter. Some topics are studied in depth	Students use tools and processes of social scientists and lessons focus on in-depth understanding of core content

Substantive oral and /or written discourse

(0)	(1-2)	(3)
Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing	Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments	Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication

Value beyond School (connections to world)

(0)	(1-2)	(3)
No connection of subject to real world problems or students' lives	Some connection of the subject matter to real world.	Students work on real world tasks, problem solve, <b>share w/audience</b>

One of the lessons effectively incorporates technology

(0)	(1)	(2)
No evidence	Teacher uses technology to enhance instruction	Students use technology as a tool for learning

Unit includes an authentic assessment:

Construction of Knowledge (organization of information & consideration of alternatives)

(0)	(1)	(2)
Students do not organize info or consider alternatives. Short answer/selected response	Information is organized but no explicit <b>consideration of alternative</b> perspectives	Detailed information is clearly organized, and alternatives are intentionally considered

Disciplined Inquiry (disciplinary content & process, elaborated written communication)

(0)	(1)	(2)
Assessment requires little social studies content or skills; superficial selected response	Assessment requires use of disciplinary content and skills but little written communication	Assessment requires depth of knowledge, application of social science skills, and in-depth written communication

Value Beyond School (problem connected to the world and/or audience beyond class)

(0)	(1)	(2)
Assessment is not related to real issues or problems.. Assessment is not shared with an audience	Assessment relates to a real world issue or problem but the audience is limited to the classroom	Assessment is based on a real world problem or issue and there is an <b>audience beyond the class</b>

Assessment includes a scoring rubric that includes expectations for content and performance with sufficient detail to differentiate levels of student skill/knowledge

(0)	(1)	(2)
No scoring rubric	Criteria need specificity. Levels of performance need clarification.	Specific criteria are closely connected to the assessment and performance levels are clear

Unit Bibliography

(0)	(1)	(2)
No evidence	3-5 references No internet URL	6 references including 1 Internet URL