# ::Desktop:books.pngCurriculum Mapping Unit Rubric

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| ***Criteria*** | ***On***  ***Target*** | ***Almost***  ***There*** | ***Needs***  ***Much***  ***Work*** | ***Off***  ***The***  ***Mark*** |
| **Big Ideas**   * Refers to core concepts, principles, theories, and processes that should serve as the focal point of the unit map. Big Ideas connect discrete knowledge and skills to a larger intellectual frame and provide a bridge for linking specific facts and skills. *They embody transferable ideas, applicable to other topics, inquiries, contexts, issues, and problems.* |  |  |  |  |
| **(Common Core Curriculum or Power Standards)**   * Only those goals or content standards that are directly relevant to the unit and assessed in the unit are included. |  |  |  |  |
| **21st Century Skills or Enduring Understandings**   * Involve the Big Ideas that give meaning and importance to facts. They are derived from or are aligned with appropriate goals. They are both over arching and topical. They are framed as full-sentence generalizations in response to the stem: *“The students will understand that...”* They make vital and informative connections for student learning. They can transfer to other topics, fields, and adult life. They are usually not obvious, often counter intuitive, and easily misunderstood. They may provide a conceptual foundation for basic skills. |  |  |  |  |
| **Essential Questions**   * Have no simple “right” answer. Essential Questions are meant to be argued. They are designed to provoke and sustain student inquiry, while focusing learning and final performance. They often address the conceptual or philosophical foundation of a discipline. They stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons. They naturally and appropriately recur. Over arching essential questions clarify the Big Ideas and connect to other topics and contexts. Topical essential questions frame and guide inquiry into the topic. Essential questions are framed in appropriate “kid language” to make them accessible to students. |  |  |  |  |
| **Content** **(What We Need students to Know. *This varies according to discipline)***   * Vocabulary, Terminology and Definitions. * Key factual information and Critical details. * Important events and people. * Sequence and time lines. * Appropriate genres in literature * Other |  |  |  |  |
| **Skills (What we want students to be able to do.)**   * Expressed as a verb or verb phrase. * Six Facets of Understanding and/or Bloom’s Taxonomy reflected. Thinking skills - compare, infer, analyze, interpret. * Basic Core Skills (Reading) * Communication Skills – (listening, speaking, writing) * Research, inquiry, investigation skills. * Study skills - note taking. * Interpersonal skills, group skills. |  |  |  |  |
| **Assessment**   * Diagnostic -- Assessment that precedes instruction, checks for student prior knowledge and identifies misconceptions, interests, and learning style preferences. Provides information to assist teacher planning and to guide differentiated instruction.   + Example: pre-test, student survey, skills check, K-W-L, etc. * Formative -- Ongoing assessments that provide information to guide teaching and learning for improving learning and performance. Formative assessments include both formal and informal methods.   + Examples: Quiz, oral questioning, observation, draft work, “think aloud,” dress rehearsal, portfolio review, etc. * Summative - Culminating assessments are conducted at the end of a unit, course, or grading period to determine the degree of mastery or proficiency according to identified achievement targets. Summative assessments are evaluative in nature, generally resulting in a score or a grade.   + Examples: Test, performance task, final exam, culminating project or performance, work portfolio, etc. |  |  |  |  |
| **Learning Experiences**   * Instructional strategies and activities are planned to develop the targeted understandings and the knowledge and skills identified in the unit. * Activities are planned to equip students for the performance of learning specified in the assessments. |  |  |  |  |
| **Resources**   * Print material, such as books, journals, magazines, articles, etc., that will enhance the teaching/learning activities have been identified. * Internet resources that will enhance the teaching/learning activities have been identified. |  |  |  |  |
| **Technology Integration**   * Various media resources that will be used to enhance the teaching/learning activities have been identified. * Technology resources, such as SmartBoards, Computers, etc., that will be used to enhance the teaching/learning activities have been identified. |  |  |  |  |

*Rubric Adapted from McTighe, Jay and Grant Wiggins. 2005. Understanding by Design: Professional Development Workbook. Alexandria, VA: ASCD*