

Unit Goals Guidelines

The unit goals outline the key concepts and skills addressed in the unit. This section includes the following:

_____ **Enduring Understandings**

What are the “big ideas” in your unit?

_____ **Essential Questions**

What are the guiding questions that will focus this unit?

_____ **Standards and Benchmarks**

List national/state standards that apply to the unit. List only standards that are a legitimate fit. These may be both specific content standards and overarching (thematic) standards. When listing the standards, be sure to include the reference number for the standard as well as the text.

_____ **Literacy Strategies** (*Spring term only*)

What strategies will you use to promote effective learning from written materials/graphics that also allows students to communicate their learning through writing? Include a minimum of **three** strategies.

_____ **Technology Integration** (*Spring term only*)

How will you integrate technology into your unit? How will these technologies reinforce your objectives?

Unit Goals Scoring Guide

Criteria	Meets Expectations	Exceeds Expectations	Needs Revision
Lists <i>enduring understandings</i>	<ul style="list-style-type: none"> Items are meaningful for students as well as to the discipline Items relate to big ideas in unit. Items support students' conceptual and procedural understanding Items align with other EQs and goals. 	<ul style="list-style-type: none"> Items clearly focus students on big ideas in unit. Items support students' conceptual and procedural understanding Items align with other EQs and goals. 	<ul style="list-style-type: none"> Invalid enduring understandings. Enduring understandings vague or unclear. Items untenable in unit according to EQs or goals.
Lists national and state standards	<ul style="list-style-type: none"> Clearly articulated parts of standards applicable to unit. Standards partially align with EU, EQs and goals. 	<ul style="list-style-type: none"> Standards clearly align with EUs, Eqs, and goals. 	<ul style="list-style-type: none"> Standards are missing or do not legitimately apply.
Lists essential questions	<ul style="list-style-type: none"> Proposed EQs relate to the EUs for the unit. EQs cover at least 2 different levels of cognitive demand. 	<ul style="list-style-type: none"> EQs clearly align with EUs and goals. EQs pose plausible questions to be answered by students. 	<ul style="list-style-type: none"> Proposed EQs are either trivial or over-generalized.
Lists all learning objectives	<ul style="list-style-type: none"> What students will know, understand, and be able to do is clearly stated. Learning objectives focus on learning rather than student or teacher activities. Learning objectives partially align with EUs and EQs. Objectives clearly align with a variety of cognitive levels. 	<ul style="list-style-type: none"> A thorough listing is given of what students will know, understand, and be able to do. Objectives clearly align with EUs & EQs. 	<ul style="list-style-type: none"> Few learning outcomes and objectives given are teaching or student activities. Objectives are not stated. Objectives are all low level.