

EDU 155/255 OPPORTUNITY TASK 2
PART 1: DESIRED RESULTS

This assignment provides feedback on the following TPEs:

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 3.1 Demonstrate Knowledge of Subject matter, including the adopted Ca State Standards and curriculum frameworks

TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to curriculum

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (*See Subject-Specific Pedagogical Skills in Section 2 for reference*)

5 POINTS

Goal

You will create an integrated instructional unit that addresses History/Social Science and Visual and Performing Arts Content Standards of the California Department of Education for your selected grade level. The unit must meet the professional and academic standards made explicit throughout the unit planning process. All components of the unit must be present in the final unit submitted.

Topical Understanding

Part One is the Desired Results. Using the backward design process outlined in *Understanding by Design* by Grant Wiggins and Jay McTighe this part of your unit design will address big ideas, essential questions, enduring understanding, knowledge and skills

necessary needed to teach the unit. **This component is about choices and prioritizing to determine what will be included in the unit of study.**

Topical Questions

What should students know, understand, and be able to do?

What content is worthy of understanding?

What enduring understandings are desired? In stage 1 we consider our goals, examine established content standards, and review curriculum expectations. (Wiggins & McTighe, 2005)

What knowledge do your students need in order to internalize this new information?

What skills do your students need in order to internalize this new information?

Task

Use the Understanding by Design Desired Results template posted on Canvas to complete the criteria listed in Step One below. (There is also a sample included on this document.)

STEP ONE

Standards and Criteria for Success:

Your product must meet the following criteria:

1) Design focused on the “big ideas” of targeted content:

- The targeted understandings are enduring, based on transferable, big ideas at the heart of the social sciences and the arts and are frame the entire unit.
- The big ideas are framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer.
- **Appropriate goals/standards are identified from *History-Social Science Framework for California Public Schools* including sub-standards, and the California Arts Standards.**
- Valid and unit-relevant knowledge and skills are identified and connected directly to the goals in Social Studies.
- Coherence among the various parts of Component One: Desired Results.

STEP TWO

1. **Submission:** Use the Desired Results Template below and posted on Canvas. It is okay if you recreate the template, but do not omit any elements and keep the formatting as a table. (See below) This assignment will be posted on your final unit website. Part 1 of 5.

Name of Designer

Desired Results for the Unit

State-Adopted Content

Relevant excerpt from the History-Social Science Framework for California Public Schools:
 (Cut and paste the paragraph(s) from the framework that pertain to your unit.)

History-Social Science Standards for Grade (type grade here):
 (Cut and paste numbered content standards that will be addressed in this unit.)

Relevant Arts Standards for Grade

Big Ideas & Understandings

<p><i>Students will understand that:</i></p> <p>(These big ideas provoke genuine inquiry and deep thought and provide(s) a good umbrella for the unit. These big ideas are transferable; provide useful lenses into other content areas/eras/contemporary times.)</p> <p><i>Students will develop an answer for:</i></p> <p>(You may choose to frame a big idea as a question.)</p>	<p><i>Why is this a big idea? Why did you select it? How is an idea that could transfer to another unit?</i></p> <p>(Provide a convincing, detailed explanation for why these are big ideas and how the ideas are a good match for the unit.)</p>
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Knowledge & Skills

<p><i>What content will they learn?</i></p>	<p><i>What will they learn how to do?</i></p>
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(Identify what students will know as a result of this unit. This should be derived directly from the framework and Social Studies and Arts content standards. However extra elements may be added if appropriate. Be specific and detailed in this description.)	Some examples of skills would include making a map, creating a timeline)
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**EDU 155/255 RUBRIC FOR OT 2/Component 1: Desired Results
(10 pts)**

Total Points Possible = 10

Total Points Earned:

Candidate Learning Outcome	Where Demonstrated	Level 4	Level 3	Level 2	Level 1
<u>TPE 3 2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to curriculum</u>	<input type="checkbox"/> State Adopted Content <input type="checkbox"/> Big Ideas & Understandings <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills	Desired results are comprehensive in relation to the topic and establish clear, and appropriate goals for student learning, Standards and frameworks with valid and unit-relevant knowledge and skills identified (2)	Desired results are adequate in relation to the topic and establish appropriate goals for student learning, based on with unit-relevant knowledge and skills identified (1.5)	Desired results are partially adequate in relation to the topic and establish partial and/or somewhat inappropriate goals for student learning, based on Standards and Frameworks with some unit-relevant knowledge and skills identified (1)	Desired results are missing vital content in relation to the topic and establish only partial and inappropriate goals for student learning, based on Standards and Frameworks with cursory knowledge and skills identified (.5)

<p>TPE 3 2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Big Ideas & Understandings <input type="checkbox"/> Rationale 	<p>The big ideas are framed as understandings or questions that spark meaningful connections, provoke genuine inquiry and deep thought</p> <p>(2)</p>	<p>The big ideas are framed as understandings or questions that spark meaningful connections, provoke genuine inquiry</p> <p>(1.5)</p>	<p>The ideas are framed as understandings or questions that spark some connections and inquiry</p> <p>(1)</p>	<p>The big ideas are not framed as understandings or questions that spark meaningful connections or provoke inquiry</p> <p>(.5)</p>
<p>TPE 3 2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Big Ideas & Understandings <input type="checkbox"/> Rationale <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills 	<p>Desired results are clearly defined to help students understand events and periods from multiple points of view (2)</p>	<p>Desired results are defined to help students understand events and periods from multiple points of view (1.5)</p>	<p>Desired results are marginally defined to help students understand events and periods from multiple points of view (1)</p>	<p>Desired results are not defined to help students understand events and periods from multiple point of view (.5)</p>
<p>TPE 3 2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Big Ideas & Understandings <input type="checkbox"/> Rationale <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills 	<p>Understanding are generalized appropriately to encourage transfer and reveal how social science concepts and themes provide</p>	<p>Understandings are somewhat generalized to encourage transfer and reveal how social science concepts and themes provide insights into historical</p>	<p>Understandings are marginally generalized to encourage transfer and reveal how social science concepts and themes provide insights into historical</p>	<p>Understandings are not generalized or inappropriately and do not reveal how social science concepts and themes provide insights into</p>

<p>make accommodations and/or modifications as needed to promote student access to curriculum</p>		<p>insights into historical periods and cultures (2)</p>	<p>periods and cultures (1.5)</p>	<p>periods and cultures (1)</p>	<p>historical periods and cultures (.5)</p>
<p>TPE 3.1 Demonstrate Knowledge of Subject matter, including the adopted Ca State Standards and curriculum frameworks</p> <p>TPE: 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See</p>	<p><input type="checkbox"/> Big Ideas, Knowledge and Skills</p> <p>Learning Experiences and Performance Task</p>	<p>Standards are clearly listed and framework excerpt fits strongly with the unit themes and goals. Standards are strongly aligned with the learning goals of the unit</p> <p>The unit outcomes include a wide range of effective research-based subject specific pedagogical approaches</p>	<p>Standards are listed and framework excerpt fits with the unit themes and goals. Standards are aligned with the learning goals of the unit</p> <p>The unit outcome's plan reflects a moderated range of effective research-based subject specific pedagogical approaches</p>	<p>Standards and framework excerpt are partially aligned with the themes and learning goals of the unit</p> <p>The unit outcome reflects some range of subject specific pedagogical approaches or includes some approaches that are not suitable to student learning of content</p>	<p>Standards and framework excerpt are poorly aligned with the themes and learning goals of the unit</p> <p>The unit outcome reflects a limited range of subject specific pedagogical approaches or includes approaches that are not suitable to student learning of content</p>

<p><i>Subject- Specific Pedagogical Skills in Section 2 for reference)</i></p> <p>TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p>	<p><u>Learning Experiences and Design Matrix</u></p>	<p>Learning experiences and instruction include appropriate arts integration and is purposeful, student-centered, and designed for maximum engagement</p>	<p>Learning experiences and instruction include appropriate arts integration and is purposeful, student-centered, and designed for engagement</p>	<p>Most learning experiences and instruction are student-centered with some arts integration and engaging activities. Some learning experiences and instruction require adjustment.</p>	<p>Some learning experiences and instruction are student-centered with little arts integration and engaging activities. Many learning experiences and instruction require adjustment.</p>
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STAGE 1 – DESIRED RESULTS

Unit Title: _____

Established Goals:

Understandings: *Students will understand that...*

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Essential Questions:

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Students will know:

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Students will be able to:

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STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Other Evidence:

Key Criteria:

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STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

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