



Pieces of the Puzzle for Inquiry, Information, Technology & Common Core Alignment UBD

The Common Core asks us to create lessons that are:

- Data-driven
- Aligned with college and work expectations;
- Include rigorous content and to foster higher level thought
- Built upon standards and shifts
- Going to prepared students to succeed in our global economy and society;

UBD Stage 1 - Identify Desired Results		Ideas for Technology & Information Integration And other notes
<p>Content List CCSS strand + Science or SS topic</p>	<p>Begin with the end in mind.</p>	
<p>EQ for the theme? What is the Big Idea? What is the umbrella question? What is the Moral of the story? What question can I ask to compel students to research, think, and synthesize...</p>		
<p>Students will know What is the enduring understanding you want your students to understand at the end of the unit?</p>		
<p>Students will be able to do:</p>		

<p>Vocabulary of the discipline (Consider word walls, bookmarks of terms, and more)</p>				<p>List the words you want your students to be able to use in a “knowledge product.” ...Words they will come across in research...words they need to understand to understand the “content”</p>
<p>Literacy Shifts Addressed</p>				<ul style="list-style-type: none"> • 50% - 50% Fiction, Non • Staircase of Complexity • Writing from Research • Academic Vocabulary • Text-Based Answers • Reading across the disciplines
<p>UBD Stage 2 - Evidence of Understanding</p>				
<p>What will be the knowledge product “Research to build and present knowledge”</p>	<p>How can the student share his knowledge?</p>			
<p>Have you raised rigor? What CCSS “verbs” are you embracing?</p>		<p>CCSS language: Research, Draw Evidence Conclude, Analyze, Solve a problem Understand Argue, debate Persuade, Critique, Support, Comprehend, Persuade,</p>	<p>Bloom’s: Remembering Understanding Analysis Synthesis Applying Analyzing Evaluating Creating</p>	<p>Inquiry Verbs Rote & Recall Challenge Wonder- focus Investigate Analyze Synthesis Explain Present</p>
<p>Formative Assessment tools:</p>	<p>(as knowledge is forming)</p>			<p>Checklists, discussion rubrics, vocabulary usage, quizzes, questioning, timeline benchmarks, mind-mapping, journaling</p>

UBD Stage3: Build the Learning Plan		
Do I need Complex Text?	What activity can I link to rich-text, after close reading for deeper understanding? Do we need to find a "rich text" article to embrace close-focused reading? List all materials and resources being used to support the unit. Record the Lexile ranges for all resources.	Lexile.com, Opals catalog, Word Readability Statistics Books, database articles, primary source documents.
K-1 2-3 4-5 6-8 9-10 11-12	N/A 450-725 645-845 860-1010 960-1115 1070-1220	
What Pre-assessment Wonder	How can I capture the base-line knowledge level prior to teaching this to prove my effectiveness and target instruction correctly?	Graffiti walls Graffiti placemats K-W-L Stixy.com Video clip? Picture w/debate? Carousel?
Hook	How can we activate thinking? Link the unknown to something known. (Transfer) Video, pictures, brainstorming questions,	Video clips, mystery, Experiments Photos, Internet tour, brainstorming
Explore Enhance Investigate		Research Collect Data Databases Wikis Blogs (Edmodo-Blackboard?) Interview "Research to build knowledge"
Rethink Revise Synthesize		Draw Conclusions Excel

<p>Evaluate</p> <p>Express</p>		<p>PPT, Infographic iMovie -MovieMaker Microsoft Word, Photobabble Blabberize - Crazytalk Debate Public Service Announcement, Journals, Blogs, reports, etc.</p>
<p>Information Resources Available:</p>	<p>See your librarian if you are unsure. Rigor is not Google (CARS = Credible, reliable, accurate, supported info)</p>	<p>Information literacy terms? Digitalvaults.org Exploratorium.edu Databases Gather relevant info conduct research projects “use advanced searches effectively”</p>
<p>Technology Tools Plan</p>		<p>“research to present knowledge” “Using technology, interact and collaborate”</p>