



## **Single Subject Credential Program**

### *Signature Assignment for EDSE 436*

### *Curriculum Unit Plan*

#### **Student Learning Outcome(s) Assessed:**

SLO #4: Plans instruction and designs learning experiences for all students.

#### **Description of the Signature Assignment**

The purpose of the Curriculum Unit Plan Task is to:

- 1) develop a standards-aligned unit with clear learning targets and essential question(s);
- 2) differentiate appropriately for an ELL and Special Needs students
- 3) develop a single week curriculum map including appropriate assignments and activities

#### **Directions for Students**

For this task you will...

- Provide a narrative overview of the goals of your four to six week unit
- List the relevant content standards addressed in the four to six week unit
- Identify an overarching essential question(s) or unit question(s)
- Articulate differentiation strategies for a student with Special Education need (or a GATE student) and for an English language learner (ELL).
- Create a 1-week curriculum map that lays out assignments and activities appropriate for students in this unit

#### **Description of the Final Project:**

##### **Required Elements:**

- Narrative overview of the goals of the four to six week unit
- Content standards aligned to unit goals
- Relevant essential question(s)/unit question(s)
- Curriculum Map with appropriate components
- Differentiated strategies for lesson with rationale

## Scoring Rubric:

Criteria	Unable to score; incomplete or missing work	Does not meet expectations	Meets some expectations	Meets expectations	Exceeds expectations	Score
<b>Narrative overview and unit goals orients reader</b>	Overview fails to orient reader to the unit goals or fails to provide overview or unit goals.	Overview provides little orientation to unit goals.	Overview minimally orients reader to unit goals.	Overview adequately orients reader to the unit goals.	Overview effectively orients reader to unit goals.	
<b>Content standards and essential/unit questions aligned to unit goals (learning targets)</b>	Content/ CCSS standards and essential/unit question(s) not aligned to unit goals (learning targets) or fails to identify content standards.	Content/CCSS standards and essential/unit question(s) minimally aligned to unit goals (learning targets).	Content / CCSS standards and essential/unit question(s) partially aligned to unit goals (learning targets).	Content / CCSS standards and essential/unit question(s) aligned to unit goals (learning targets).	Content / CCSS standards and essential/unit question(s) clearly aligned to unit goals (learning targets).	
<b>Curriculum map aligned with unit and appropriate instructional approaches</b>	Curriculum map not aligned with unit goals and content standards. Contains no appropriate instructional approaches.  Strategies not aligned to philosophy/ approaches.	Curriculum map minimally aligned with unit goals and content standards. Contains few appropriate instructional approaches.  Strategies are minimally aligned to philosophy/ approaches.	Curriculum map weakly aligned with unit goals and content standards. Contains some appropriate instructional approaches.  Strategies are weakly aligned to philosophy/ approaches.	Curriculum map aligned with unit goals and content standards. Contains several appropriate instructional approaches.  Strategies are somewhat aligned to philosophy/ approaches.	Curriculum map clearly aligned with unit goals and content standard(s). Contains numerous appropriate instructional approaches.  Strategies are clearly aligned to philosophy/ approaches.	
<b>Effective differentiated strategies</b>	Fails to utilize differentiation strategies and/or fails to provide rationale for differentiation.	Utilizes few appropriate differentiation strategies.	Utilizes some appropriate differentiation strategies.	Utilizes appropriate differentiation strategies.	Utilizes clearly effective differentiation strategies.	
<b>Rationale for differentiation</b>	Rationale, if provided, demonstrates lack of understanding of principles for differentiation.	Rationale demonstrates partial understanding of principles for differentiation.	Rationale demonstrates a partial understanding of principles for differentiation.	Rationale demonstrates adequate understanding of principles for differentiation.	Rationale demonstrates clear understanding of principles for differentiation.	
<b>Total</b>						

## Legend

Total Points	College of Education Assessment Scale Equivalent
18 - 20	4 (Exceeds Expectations)
16 - 17	3 (Meets Expectations)
14 - 15	2 (Meets Some Expectations)
1 - 13	1 (Does Not Meet Expectations)
0	0 (Can't Score)