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| [Nasser Al Mufarji]  Stage #0:  COURSE  APPROVAL |
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STAGE #0: COURSE APPROVAL

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| COURSE UNIT AND INFORMATION |
| 1. **COURSE AND UNIT INFORMATION:** What is the name of your course and unit. Explain when you will have the opportunity to teach this unit. |
| *Put answer here:*  *Name of the course :* English as the Second Language  *Unit:* Parts of Speech.  I am not really sure when I will start teaching but probably after I complete my Master at WSU. The objective is to help all those students who have difficulty in English as their second language. I want to do something similar to what Khan Academy is providing but not exactly the same. This course will be provided for free. |
| 1. **BIG IDEA:** What is the "Big Idea" behind the unit that you are teaching? Your "Big Idea" is an important concept in your discipline, but you should phrase it in a format that would be meaningful to participants. Think of a student asking the question, "Why do we have to study this?". Your "Big Idea" should be able to answer this and it should be put in terms of a good reason that the student would understand the "value" of studying this topic. An example would be, don't say something like "You have to understand the literature". They would think "Why? So what? What is this about? Why does it matter?". Give a reason why it would be important to them. "Big Ideas" should not be written in "teacherly language" that emphasizes the concepts or definitions that would be applicable to mostly that particular unit. Try to write the "Big Idea" in terms that students would understand and write it in terms that could apply across time and disciplines. The "Big Idea" is the single (or maybe two) ideas that tie the entire unit together. Some of the characteristics should be:  * "Not easy to answer. Can’t just look up the answer in 5 minutes. You must create the answer by analyzing and evaluating your research and deciding for yourself. * Spark your curiosity. Come from your own passions and interests. * Raise other important questions. Answering sub-questions will help lead to answers. * Require higher level thinking skills (analyze, evaluate, synthesize). Often ask “how?” or “why” rather than “who?” or “when?”" |
| *IMPORTANT: This answer should be in your own words. Put this in words that a 6th grader would understand (regardless of your teaching level). Don’t use discipline jargon that would be difficult to understand.*  BIG IDEA: ~~To be able to use the parts of speech at the appropriate level.~~  Teaching how to communicate effectively in the environment where English is spoken. In order to do that, students will use the parts of speech at the appropriate level. |
| 1. **TECHNOLOGIES:** Your unit does not have to be an online unit, but it does need to have a strong technology component to ensure students meet their learning objective. The technology that needs to be included is not something that your students will be passively viewing (learning management system, videos, or PowerPoint presentations). It needs to be a technology that your students will be using to create a product. What technology will students be using to create a product? Give an overview of student’s ability to have access to this technology and any anticipated issues you may run into. As you progress through the development of your unit, it is perfectly fine for you to add or change technologies, but at this point tell me what technologies you plan to incorporate and why they will make a significant impact. You are also required to incorporate technology into your assessment plan to systematically collect and analyze student achievement data, interpret the results, and communicate the findings to improve instructional practice and maximize your students' learning. What technology or technologies do you plan to use and how can the technology be used to analyze the data to help make improvements? |
| *Put answer here:*  Students will download the audio file from the internet. They have to listen to the audio file in their computers or on an MP3 or an iPod. Students can also subscribe so that the link is posted to their email address automatically each day or week depending on their level. Students can also correspond with their instructor through email, Skype and Facebook. |
| 1. **PROFESSIONAL ORGANIZATIONS (CONTENT & TECHNOLOGY):** What is the appropriate professional organization that you will be using to get your content competencies and standards from for this unit? Justify to my why this is the appropriate professional organization. (Example: If you are designing a unit for a public K-12 school then you should be using Ohio Department of Education. Example: If you are designing a unit for higher education you need to be using the professional organization that is responsible for your accreditation.). What is the appropriate professional organization that you will be using to get your technology competencies and standards from for this unit? Justify to my why this is the appropriate professional organization [NETS-C 2A]. (Example: If you are designing a unit for a public K-12 school then you should be using the ISTE NETS-S standards. You would also need to include any local/state student technology standards so for Ohio public schools this should be ODE. Example: If you are designing a unit for higher education you need to be using the professional organization that is responsible for your accreditation.). |
| *Put answer here:*  *~~Ministry of Higher Education, Oman is responsible for accreditation and approval of all courses in the country.~~*  *What are the components of quality education in learning English as the second language? This course answers this question by defining quality learning. The standards will be used in improving the current unit and also as a guide in setting up new courses. These standards are in accordance to TESOL.*  *(*[*http://www.tesol.org/advance-the-field/standards*](http://www.tesol.org/advance-the-field/standards)*.*  *World Class Instructional Design and Assessment (WIDA).* |

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| Stage #1:  IDENTIFY  DESIRED  RESULTS |
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STAGE #1: COURSE INSTRODUCTION

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| Course and Unit Information | |
| COURSE | |
| Subject/Discipline | English as a Foreign Language (EFL) |
| Class name and number: | EFL for Adult Learners |
| Class time frame: | 7 weeks |
| Grade Level: | High School |
| Key words: | EFL, ESL, Adult Learners |
| District/University/ Organization | Muscat, Sultan Qaboos University |
| School/Department/ Corporation | Language Center |
| Type of school or organization | Public School Private School Charter School  Corporation Training Company Other: |
| Textbook for class: | A Step from Heaven by An Na |
| Links to online resource material: | <http://www.writingcentre.uottawa.ca/hypergrammar/rvpartsp.html> |
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| UNIT | |
| Unit title: | Parts of Speech |
| Unit time frame: | 1 week |
| Where does unit fit into class? | Week #4 |
| Unit delivery? | F2F  Blended  Online Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| COURSE DESIGN | |
| Why are you developing this course? | Course project  Plan to teach course  Part of team developing course Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Time frame to teach: | 1 hour |
| Level of Expertise:  (Select all that apply) | Subject Matter Expert (SME) Future Instructor Course Designer |

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| Unit Summary |
| UNIT OVERVIEW  Give an overview of the unit in your own words. |
| The study of another language prepares learners to function fully and effectively by being able to communicate in appropriate ways with people from different cultures |
| BIG IDEA OF UNIT  In your own words tell us the “big idea” of your unit or why it is important to teach the unit. |
| Teaching how to communicate effectively in the environment where English is spoken. In order to do that, students will use the parts of speech at the appropriate level.  English is commonly spoken throughout much of the world. People in Australia, New Zealand, Canada, and parts of Africa, India, and many smaller island nations speak English. English is the commonly adopted second language in Germany, Norway, Sweden, Denmark and the Netherlands. Speaking English opens these countries and cultures up to you. |

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| Professional Organization(s) | |
| List all professional organizations that would have competencies, standards, or requirements for this course. | |
| Professional Organization #1 | Organization:  TESOL International Association |
| Put URL here: http:/ www.TESOL.org |
| Put URL to competencies here:  [**~~http://www.tesol.org/docs/default-source/pdf/the-tesol-guidelines-for-developing-efl-standards.pdf?sfvrsn=0~~**](http://www.tesol.org/docs/default-source/pdf/the-tesol-guidelines-for-developing-efl-standards.pdf?sfvrsn=0)  <http://www.ncate.org/programstandards/tesol/tesolstd.pdf> |
| Professional Organization #2 | Organization: |
| Put URL here: |
| Put URL to competencies here: |

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| Technology Professional Organization(s) | |
| Most likely you will use ISET NET-S  <http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2> | |
| Professional Organization #1 | Organization: TESOL |
| Put URL here <http://www.tesol.org/docs/books/bk_technologystandards_framework_721.pdf?sfvrsn=2> |
| Put URL to competencies here:   |  | | --- | | [**http://www.tesol.org/docs/default-source/pdf/the-tesol-guidelines-for-developing-efl-standards.pdf?sfvrsn=0**](http://www.tesol.org/docs/default-source/pdf/the-tesol-guidelines-for-developing-efl-standards.pdf?sfvrsn=0) | |

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| STANDARDS AND/OR COMPETENCIES  “ Standards are like the building code. Architects and builders must attend to them but they are not the purpose of the design.” | |
| Code | STANDARDS AND/OR COMPETENCIES [C]:  What content standards and program- or- mission =-related goal(s) will this unit address? |
| 1.a.1 | Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading and writing (including spelling)skills in English |
| 1.a.2 | Apply knowledge of morphology (the structure of words) to develop oral and literacy skills in English |
| 1.a.3 | Apply knowledge of syntax(phrase and sentence structure) to assist ESOL students in developing written and spoken English |
| 1.b.1 | Provide reach exposure of English |
| 1.b.7 | Recognize the importance of ESOL students’ home languages and language varieties and build on these skills as a foundation for learning English |

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| TRANSFER  “The ability to transfer is arguably the long-term aim of all education. You truly understand and excel when you can take what you have learned in one way or context and use it in another on you own” (Wiggins & McTighe, 2011, p. 14). | | |
| Code | TRANSFER [T]:  What kinds of long-term independent accomplishments are desired?  *Students will be able to independently use their learning to. . .* | Competency  Codes |
| T #1 | Students will independently use their learning to develop their speaking, listening, reading and writing skills | 1.a.1, 1.b.7 |
| T #2 | Students will independently use their learning to have confidence in the day-to-day use of English language | 1.a.3 |
| T #3 | Students will independently use their learning to communicate effectively in the target language, in varied situations, while displaying a sensitivity to culture and context | 1.b.7 |
| T#4 | Students will independently use their learning to eliminate mistakes that are caused by language barrier | 1.a.2 |
| T #5 | Students will independently use their learning to access information such as updates, world news and current events | 1.b.1 |

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| MEANING  “An understanding is an idea that results from reflecting on and analyzing one’s learning: an important generalization, a new insight, a useful realization that makes sense out of prior experience or learning that was either fragmented or puzzling. An understanding is not a fact (though it may sound like one) but a ‘theory’ in the broadest sense; it is the result of inference- the developing and testing of ideas by learners, with teacher assistance, as needed- culminating in an idea that seems useful and illustrative to the learner” (Wiggins & McTighe, 2011, p. 14). | | |
| Code | ESSENTIAL QUESTION [Q]:  What thought-provoking questions will foster inquiry, meaning-making, and transfer?  *Students will keep considering. . .* | Competency  Codes |
| Q #1 | Students will keep considering how do they develop their English skills? | 1.a.1 |
| Q #2 | Students will keep considering why do different cultures behave differently? | 1.a.3, 1.b.7 |
| Q #3 | Students will keep considering how is language a product of culture? | 1.b.7 |
| Q #4 | Students will keep considering what strategies do they need to communicate appropriately? | 1.a.3 |
| Code | UNDERSTANDINGS [U]: What specifically do you want students to understand? What inferences should they make?  *Students will understand that:* | Competency  Codes |
| U #1 | Students will understand that communication is knowing how, when and why to convey message to different people | 1.a.1 |
| U #2 | Students will understand that learning a different language leads to greater understanding of other languages and cultures. | 1.a.3, 1.b.7 |
| U #3 | Students will understand that language is influenced by the culture in which it is found. | 1.a.3 |
| U #4 | Students will understand that language learning involves acquiring strategies to fill communication gaps | 1.b.1 |
| U #5 |  |  |

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| ACQUISITION  “In the short term, our aim is that students acquire knowledge and skill. Here, you state the key declarative knowledge (factual information, vocabulary, and basic concepts) and procedural knowledge (basic know-how or discrete skills) you want your students to learn by the unit’s end” (Wiggins & McTighe, 2011, p. 21). | | |
| Code | **KNOWLEDGE [K]:**  What facts and basic concepts should students know and be able to recall?  *Students will know. . .* | Competency  Codes |
| K #1 | Students will know the different parts of speech | 1.a.1 |
| K #2 | Students will know how to make simple sentences using nouns and pronouns. | 1.a.3, 1.b.7 |
| K #3 | Students will know how to communicate with other people with different culture | 1.a.3 |
| K #4 | Students will know how to describe themselves by using simple sentences | 1.b.1 |
| K #5 |  |  |
| Code  Know = S | **SKILL [S]:** What discrete skills and processes should students be able to use? *Students will be skilled at. . .* | Competency  Codes |
| S #1 | Students will be skilled at differentiating the different parts of speech | 1.a.1 |
| S #2 | Students will be skilled at identifying between male, female and an object | 1.a.3 |
| S #3 | Students will be skilled at implementing communication outside their mother tongue | 1.a.2 |
| S #4 | Students will be skilled at using Microsoft word to describe about their culture | 1.a.1 |
| S #5 |  |  |

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| SELF CHECK: STAGE #1: IDENTIFY DESIRED RESULTS *Take a moment and do a self-check of Stage #1* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectation; E- Expectation, S- Sufficient, NR- Needs Revision, NE- Not Evident |
|  |  | X |  |  | 1. **COURSE AND UNIT INFORMATION:** Is the appropriate course and unit information included? Suggestions for improvement: *none* |
|  | X |  |  |  | 1. **UNIT SUMMARY:** Is there a unit summary included with an overview of the unit in the designers own words and the “big ideas” of the unit listed in the designers own words? Suggestions for improvement: *none* |
|  | X |  |  |  | 1. **PROFESSIONAL ORGANIZATIONS:** Are the appropriate professional organizations identified? Are the URL listed for each of the professional organizations? Suggestions for improvement: *none* |
|  |  |  | X |  | 1. **STANDARDS AND/OR COMPETENCIES:** Are the appropriate standards and/or competencies (e.g. content standards, benchmarks, and curriculum objectives) identified? Suggestions for improvement: *I am rating this as sufficient based on TESOL standards but still it might need revision. This was a difficult part. I did not get the standards for Professional Organization # 2* |
|  |  | X |  |  | 1. **TRANSFER:** Do the listed transfer goals specify desired long-term, genuine accomplishments? Are the listed transfer goals listed in terms of things students will be able to independently use their learning to accomplish? Suggestions for improvement: *There is always room for improvements* |
|  |  | X |  |  | 1. **MEANING/ UNDERSTANDINGS:** Are the targeted understandings framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer? Do the understandings start with the stem, "the students will understand that . . ."? Are the targeted understandings enduring, based on transferable big ideas at the heart of the discipline, and in need of “uncovering”? The understandings are not obvious or true by definition (i.e., factual knowledge). They need to be uncovered (rather than merely stated) in order for students to come to understand them. Suggestions for improvement: *none* |
|  | X |  |  |  | 1. **MEANING/ ESSENTIAL QUESTIONS:** Are the essential questions provocative, arguable, and likely to generate inquiry around central ideas? The essential questions do not have “pat” answers that simply point to the facts. Do they match one of the following "essential" characteristics: (1) important questions that recur throughout all over lives, (2) core idea and inquiries within a discipline, (3) information needed for learning core content or (4) questions that will most engage a specific and diverse set of learners? Suggestions for improvement: *none* |
|  |  | X |  |  | 1. **ACQUISITION/ KNOWLEDGE:** Are the knowledge facts and basic concepts listed valid and unit relevant? Are the factual information, vocabulary and basic concepts that students need to know by the unit’s end listed? Suggestions for improvement: *Yes it could be improved* |
|  |  | X |  |  | 1. **ACQUISITION/ SKILLS:** Are the skills and processes listed valid and unit relevant? Are the basic know-how or discrete skills that students need to know by the unit’s end listed? Suggestions for improvement: *I do appreciate any suggestions for improvements.* |
| 1. **SELF-REFLECTION:** Take a minute and do a short self-reflection on this stage of your UbD Template design. Include an honest appraisal of the strengths, weaknesses and challenges you faced while designing this stage. Your reflection should also include your thoughts and feelings on how the use of the UbD design will have an impact on effective course design and the ability to design courses that help students develop deeper levels of **understanding** and have higher rates of transfer.   **STRENGTH:** I feel that after completing this template of UbD stage 1, I am starting to realize where we are heading with the unit I am planning to teach. Since it is called the backward design, the more I continue completing the template, the more I see the big picture coming. I am sure by the end of the semester; I will have the overall idea.  **WEAKNESS:** My biggest weakness was when I first started thinking of the big idea. This is because; it is the first time I am designing the course using specific guidelines. The template in this stage was too long with a lot of information to be filled in. In the beginning I could not figure out what we were supposed to do.  **CHALLENGES:** My biggest challenge was establishing the standards / competencies for my unit. I have realized that the standards I was using did not have a clear cut set of standards. The document was very long with different types of standards explained in details. As the basis, I had to select from the three standards and use one of them that suit my unit.  Another challenge I faced is I found the URL for the professional organization #2 but there were no standards in their website. So I decided to use only one professional organization with its standards.  To do feedback for myself was also the biggest challenge I have encountered. | | | | | |
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| PEER REVIEW: STAGE #1: IDENTIFY DESIRED RESULTS *Take a moment and do a self-check of Stage #1* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectation; E- Expectation, S- Sufficient, NR- Needs Revision, NE- Not Evident |
|  |  |  |  |  | 1. **COURSE AND UNIT INFORMATION:** Is the appropriate course and unit information included? Suggestions for improvement: |
|  |  |  |  |  | 1. **UNIT SUMMARY:** Is there a unit summary included with an overview of the unit in the designers own words and the “big ideas” of the unit listed in the designers own words? Suggestions for improvement: |
|  |  |  |  |  | 1. **PROFESSIONAL ORGANIZATIONS:** Are the appropriate professional organizations identified? Are the URL listed for each of the professional organizations? Suggestions for improvement: |
|  |  |  |  |  | 1. **STANDARDS AND/OR COMPETENCIES:** Are the appropriate standards and/or competencies (e.g. content standards, benchmarks, and curriculum objectives) identified? Suggestions for improvement: |
|  |  |  |  |  | 1. **TRANSFER:** Do the listed transfer goals specify desired long-term, genuine accomplishments? Suggestions for improvement: |
|  |  |  |  |  | 1. **MEANING/ UNDERSTANDINGS:** Are the targeted understandings framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer? Do the understandings start with the stem, "the students will understand that . . ."? Are the targeted understandings enduring, based on transferable big ideas at the heart of the discipline, and in need of “uncovering”? The understandings are not obvious or true by definition (i.e., factual knowledge). They need to be uncovered (rather than merely stated) in order for students to come to understand them. Suggestions for improvement: |
|  |  |  |  |  | 1. **MEANING/ ESSENTIAL QUESTIONS:** Are the essential questions provocative, arguable, and likely to generate inquiry around central ideas? The essential questions do not have “pat” answers that simply point to the facts. Do they match one of the following "essential" characteristics: (1) important questions that recur throughout all over lives, (2) core idea and inquiries within a discipline, (3) information needed for learning core content or (4) questions that will most engage a specific and diverse set of learners? Suggestions for improvement: |
|  |  |  |  |  | 1. **ACQUISITION/ KNOWLEDGE:** Are the knowledge facts and basic concepts listed valid and unit relevant? Are the factual information, vocabulary and basic concepts that students need to know by the unit’s end listed? Suggestions for improvement: |
|  |  |  |  |  | 1. **ACQUISITION/ SKILLS:** Are the skills and processes listed valid and unit relevant? Are the basic know-how or discrete skills that students need to know by the unit’s end listed? Suggestions for improvement: |
|  |  |  |  |  | 1. **SELF REFLECTION**:  Is there a short self-reflection on this stage of the UbD template? Is there an honest appraisal of the strengths, challenges, and thoughts on how the UbD design can impact effective course design? Suggestions for improvement: |
| 1. **COMMENTS:** Additional comments or suggestions for improvement: | | | | | |

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| Stage #2:  DETERMINE  ACCEPTABLE  EVIDENCE |

STAGE #2- DETERMINE ACCEPTABLE EVIDENCE

*Students should refer to Module G & J in the textbook for information in this section.*

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| PERFORMANCE TASKS  *Assessments where students flexibly and intelligently us what they know, in a new complex situation where higher-order thinking in the use of content is required.* | | |
| ***Performance Task(s):***  *How will students demonstrate their understanding (meaning-making and transfer) through complex performance? Students will show that they really understand by evidence of:* | ***Evaluative Criteria:***  *What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* | ***Desired Results Code***  *All Transfer Goals*  *And*  *All Meaning Goals* |
| Read the chapter “Revealing Forms” from the text book titled *A Step from Heaven*. Then, write a brief summary of the chapter in your own words. | **Explain** the different parts of speech after reading the chapter.  **Interpret** what might have caused misunderstanding between Young Ju’s parents.  **Apply** what they have learned from reading the chapter by recording an audio summary. | T #3  U #1  U #2  U #3  Q #2 |

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| OTHER EVIDENCE  *Here you place assessments of knowledge, skill, standards, and other goals that re not otherwise assessed by the performance tasks.* | | |
| ***Other Evidence:*** *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?* | ***Evaluative Criteria:***  *What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* | ***Desired Results Code***  *All Meaning Goals*  *And*  *All Skill and Transfer Goals*  *And*  *All Knowledge and Skill Goals.* |
| S #3  S #4 | **Duplicate** the questions from the website into a word document.  **Interpret** what they have learned to get the answers for the questions | Create a Microsoft Word template with questions from the website. Students will then compare with their template based on the scoring guidelines if they managed to answer correctly. |

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| Grading Rubric | | | | |
| *Pick one of your critical assessments and develop the rubric that you will be using to evaluate it. In your rubric you should list the criterion that you will be using to evaluate the assessment, the levels that you will use, and a description for each level/criterion.* | | | | |
| CRITERION | EXEMPLARY | SUFFICIENT | NEEDS REVISION | NO EVIDENCE |
| 1. Criterion #1   **Explain** the different parts of speech after reading the chapter. | Thorough explanation of the various facets that are explained in different parts of speech (e.g. verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections). | Brief explanation of one facet that is explained in the different parts of speech (e.g. verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections). | Simply listing the various facets without any explanation of how they are explained in different parts of speech. | No mention of any part of speech |
| 1. Criterion #2   **Interpret** what might have caused misunderstanding between Young Ju’s parents | Detailed interpretation of the evidence from the chapter that supports the argument between Young Ju’s parents. | Brief interpretation of the evidence from reading the chapter that supports the perception. | Simply listing evidence from the chapter by copying the words that supports the argument between Young Ju’s parents. | No evidence to support why there was argument between Young Ju’s parents. |
| 1. Criterion #3   **Apply** what you have learned from reading the chapter by recording an audio summary | Write a detailed summary of what you have learned from reading the chapter. Identify and explain at least one challenge that children face when there is a misunderstanding between parents. | Write a brief summary of what you have learned from reading the chapter. Identify at least one challenge that supports your summary. | Simply writing out a detailed summary without reading the chapter. Identify one challenge without explanation that children face when there is a misunderstanding between parents. | No summary from reading the chapter. |

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| CRITERION | MEETS  EXPECTATIONS | NEEDS REVISION | NO EVIDENCE |
| 1. Criterion #1   **Duplicate** the questionnaire from the website into a word document | Duplicates an exact copy of the questionnaire into Word. | Duplicates the copy of the questionnaire into Word, but has errors when comparing the duplicate copy to the version in the website. | Does not create a duplication of the questionnaire into Word. |
| 1. Criterion #2   **Interpret** what might have caused misunderstanding between Young Ju’s parents | Accurately interprets what might have caused the misunderstanding between Young Ju’s parents by following the guidelines from the website. | Attempt to interpret what might have caused misunderstanding between Young Ju’s parents but did not follow the guidelines from the website. | Does not interpret the cause of misunderstanding based on the guidelines from the website. |

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| SELF CHECK: STAGE #2: DETIRMINE ACCEPTABLE EVIDENCE  *Take a moment and do a self-check of Stage #2* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectation  E- Expectation  S- Sufficient  NR- Needs Revision  NE- Not Evident |
| X |  |  |  |  | 1. **UPDATES:** Has the UbD template been updated to reflect the feedback from instructor and colleagues? Are the changes marked with an electronic yellow highlighter so that reviewers can quickly see that updates have been implemented? Suggestions for improvement: *I updated my Big Idea, URL competencies, standards and competency codes.* |
|  | X |  |  |  | 1. **ALIGNMENT:** Are the performance tasks are aligned with one or more desired results in Stage #1 and will yield the appropriate evidence? Suggestions for improvement: |
|  | X |  |  |  | 1. **PERFORMANCE TASKS DESIRED LEARNING CODES:** Are the desired learning goals listed for all transfer goals and meaning making goals? Are they listed with the appropriate code categorizations such as T #1, U #4 and Q #3? Suggestions for improvement: |
|  | X |  |  |  | 1. **PERFORMANCE TASKS EVALUATIVE CRITERIA:** Is appropriate evaluative criteria listed that will be used to judge students’ products and performance. Suggestions for improvement: |
|  | X |  |  |  | 1. **PERFORMANCE TASKS:** Are the performance tasks assessments where students complete a product or performance where they flexibly and intelligently show us what they know, in a new complex situation where higher-order thinking in the use of content is required? Is it likely that the tasks are not likely to be performed well without a clear grasp of the understandings the task is meant to asses? Suggestions for improvement: |
|  | X |  |  |  | 1. **OTHER EVIDENCE** **DESIRED LEARNING CODES:**  Are the desired learning goals for transfer goals, meaning making goals, and knowledge and skill goals listed? Are they listed with the appropriate code categorizations such as T #1, U #4, Q #3, K#2 and S #4? Suggestions for improvement: |
|  | X |  |  |  | 1. **OTHER EVIDENCE** **EVALUATIVE CRITERIA:** Is appropriate evaluative criteria listed that will be used to judge students’ products and performance. |
|  | X |  |  |  | 1. **OTHER EVIDENCE:** Is there other evidence such as quizzes or tests that will be used to demonstrate achievement of desired results? Suggestions for improvement: |
|  |  | X |  |  | 1. **RUBRIC:** Does the rubric for one of the critical assignments identify the key evaluative criteria concretely and also define the range for each criteria so that students can see where they succeed (or not) in each criterion. Suggestions for improvement: *I decided to make two rubrics because I had one assessment for each “performance tasks” and other evidence* |
| 1. **SELF-REFLECTION:** Take a minute and do a short self-reflection on this stage of your UbD Template design. Include an honest appraisal of the strengths, weaknesses and challenges you faced while designing this stage. Your reflection should also include your thoughts and feelings on how the use of the UbD design will have an impact on effective course design and the ability to design courses that help students develop deeper levels of understanding and have higher rates of transfer.   I thought this stage will be much easier than the previous stage. I had difficulty in doing the performance tasks. However, once I made the decision for two assessments which I will use for both the performance task and other evidence, the completion was flowing easily. The most challenging part was identifying the differences in the four levels of the rubric for the performance tasks. I had trouble in differentiating between Exemplary and Sufficient. In conclusion, I felt relieved when I completed this stage. I have observed that the performance tasks are directly aligning with my stage 1. This is what I want my students to learn from this unit. | | | | | |

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| PEER FEEDBACK: STAGE #2: DETIRMINE ACCEPTABLE EVIDENCE  *The evaluator should use this format to give peer feedback to the designer of this unit.* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectation  E- Expectation  S- Sufficient  NR- Needs Revision  NE- Not Evident |
|  |  |  |  |  | 1. **UPDATES:** Has the UbD template been updated to reflect the feedback from instructor and colleagues? Are the changes marked with an electronic yellow highlighter so that reviewers can quickly see that updates have been implemented? Suggestions for improvement: |
|  |  |  |  |  | 1. **ALIGNMENT:** Are the performance tasks are aligned with one or more desired results in Stage #1 and will yield the appropriate evidence? Suggestions for improvement: |
|  |  |  |  |  | 1. **PERFORMANCE TASKS DESIRED LEARNING CODES:** Are the desired learning goals listed for all transfer goals and meaning making goals? Are they listed with the appropriate code categorizations such as T #1, U #4 and Q #3? Suggestions for improvement: |
|  |  |  |  |  | 1. **PERFORMANCE TASKS EVALUATIVE CRITERIA:** Is appropriate evaluative criteria listed that will be used to judge students’ products and performance. Suggestions for improvement: |
|  |  |  |  |  | 1. **PERFORMANCE TASKS:** Are the performance tasks assessments where students complete a product or performance where they flexibly and intelligently show us what they know, in a new complex situation where higher-order thinking in the use of content is required? Is it likely that the tasks are not likely to be performed well without a clear grasp of the understandings the task is meant to asses? Suggestions for improvement: |
|  |  |  |  |  | 1. **OTHER EVIDENCE** **DESIRED LEARNING CODES:**  Are the desired learning goals for transfer goals, meaning making goals, and knowledge and skill goals listed? Are they listed with the appropriate code categorizations such as T #1, U #4, Q #3, K#2 and S #4? Suggestions for improvement: |
|  |  |  |  |  | 1. **OTHER EVIDENCE** **EVALUATIVE CRITERIA:** Is appropriate evaluative criteria listed that will be used to judge students’ products and performance? Suggestions for improvement: |
|  |  |  |  |  | 1. **OTHER EVIDENCE:** Is there other evidence such as quizzes or tests that will be used to demonstrate achievement of desired results? Suggestions for improvement: |
|  |  |  |  |  | 1. **RUBRIC:** Does the rubric for one of the critical assignments identify the key evaluative criteria concretely and also define the range for each criteria so that students can see where they succeed (or not) in each criterion. Suggestions for improvement: |
|  |  |  |  |  | 1. **SELF-REFLECTION**:  Is there a short self-reflection on this stage of the UbD template? Is there an honest appraisal of the strengths, challenges, and thoughts on how the UbD design can impact effective course design? Suggestions for improvement: |
| 1. **COMMENTS:** Additional comments or suggestions for improvement: | | | | | |

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| Stage #3:  PLAN  LEARNING  EXPERIENCES |

STAGE #3A- PLAN LEARNING EXPERIENCES

*Students should refer to Module K and N in the textbook for information in this section.*

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| “WHERETO” LEARNING PLAN  *What teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Group each key teaching and learning activity with it’s appropriate WHERETO location.* | |
| W= help the students know WHERE the unit is going and WHAT is expected? Help the teacher know WHERE the students are coming from (prior knowledge, interests). | GOALS: SMART Learning Objective  (Specific, Measurable, Attainable, Results-Focused and Time Focused)   1. Students will be able to explain why different cultures behave differently 2. Students will be able to communicate through emails and Skype with their instructor 3. Students will be able to post their assignments on Weebly website |
| EXPECTATIONS:   1. Students will be able to identify and explain the different parts of speech after reading the chapter 2. Students will be able to determine the cause of misunderstanding between Young Ju’s parents 3. Students will be able to apply the knowledge by posting an audio summary on Weebly website |
| RELEVANCE:   1. Students will be able to listen at the recording and identify the different parts of speech 2. Students will be able to provide real life examples by applying their knowledge after completing each chapter |
| DIAGNOSIS:   1. Students will be able to share their different cultures with other students 2. Students will write a list of differences between their culture and other cultures |
| H= HOOK all students and HOLD their interest. | HOOK & HOLD: How will you hook and hold student interest?   1. Show them this You Tube video clip from “Culture Shock – International students in the United States”   (<http://youtu.be/FQtzQn1Rvc8>). This clip shows the perception of different cultures in the US.   1. Then show them this You Tube video clip from “The Importance of Foreign Language – Did You Know?”   (<http://youtu.be/GpI1fNSk8m0>). This clip shows the importance of learning any foreign language. |
| TECHNOLOGY: How will technology be using in the unit?  Show video clips of a different culture that speak 5 different languages from You Tube. Students will use Microsoft Word and Excel for assessments. |

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| E= EQUIP students, help them EXPERIENCE the key ideas, and EXPLORE the issues. | EXPERIENCE & EXPLORE: How will students uncover the meaning of the unit?   1. Students will be given a chapter to read so that they apply their theoretical knowledge |
| R= provide opportunities to RETHINK and REVISE their understandings and work? | RETHINK: How will students rethink the unit?   1. Students will have to look at the chapter from different perspective of a real life example to be aware of how relationships affect families. |
| REVISE: How will students have opportunities to revise and refine their work in the unit?   1. Students will be able to do a self-assessment indicating the grade they think they will receive from their summary based on the rubric provided. |
| REFLECT: How will students have opportunities to reflect on their work throughout the unit?   1. Students will participate and discuss what they have learned about relationships and how relationships can affect the children |
| E= Allow students to EVALUATE their work and its implications. | Students will be required to include a completed self-assessment rubric and a short summary response with their reading assessment. This will allow them to evaluate their performance and offer insight into areas which they may have struggled in their work. |

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| T= be TAILORED (personalized) to the different needs, interests, and abilities of learners.  *Carol Ann Tomlinson (2007) felt that teachers can differentiate instruction in four ways (1) through differentiated content, (2) through individualized process, (3) differentiated product and (4) through personalized learning environment. How will you use differentiation in your lesson plan to provide students with different avenues so that students can learn effectively regardless of differences in ability? Provide an example or two of how you will incorporate differentiation into your lesson plan.* | CONTENT:   1. Not applicable |
| PROCESS:   1. Assessments will be explained in an online class so that students have an opportunity for questions to be asked 2. Detailed, written rubrics will be made available for all assessments 3. Examples of exemplary chapters will be available for students to visualize what is expected from them |
| PRODUCT:   1. Students can do an audio presentation 2. Students will have the flexibility of choosing how to present their work using technology |
| LEARNING ENVIRONMENT:   1. Not applicable |
| O= be ORGANIZED to maximize initial and sustained engagement as well as effective learning. | RESEARCH BASED: How will your lesson be organized to ensure it is designed using learner-centered strategies that promote creativity, higher-order thinking and metal habits of mind?   1. Show video clips for the first 5 minutes of the class. Allow another 5 minutes for students to share their reactions to the videos 2. Then, discuss for 30 minutes the examples of how good/bad relationships might be.Students will have 5 minutes to write how these examples made them feel. 3. Discuss for 30 minutes the parts of speech, including the time for questions 4. Assign assessments and answer any questions before the lesson ends. |
| STUDENT ASSESSEMENT AND DATA ANALYSIS: What are ways that technology can support effective student assessment and data analysis? Is there a way that the instructor can use technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning?   1. Virtual environments will be used to analyze how well students communicate in a variety of ways. 2. Students will work in teams, analyze the topic within the virtual city and write up their summary which they then submit to the instructor through Weebly website. |

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| SELF-CHECK: STAGE #3: PLAN LEARNING EXPERIENCES  *Take a moment and do a self-check of Stage #3* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectation  E- Expectation  S- Sufficient  NR- Needs Revision  NE- Not Evident |
|  | X |  |  |  | 1. **UPDATES:** Has the UbD template been updated to reflect the feedback from instructor and colleagues? Are the changes marked with an electronic yellow highlighter so that reviewers can quickly see that updates have been implemented? Suggestions for improvement: |
|  | X |  |  |  | 1. **ALIGNMENT:** Does the unit have good alignment between Stage #1: Desired results, Stage #2: Assessment evidence, and Stage #3: Learning Experiences? Suggestions for improvement: |
|  |  | X |  |  | 1. **[W]HERE, [W]HY, [W]HAT:** Will the students know *where* they’re going (the learning goals), *why* the material is important (reason for learning the content) and *what* is required of them (unit goal, performance requirements and evaluative criteria)? Suggestions for improvement: |
|  | X |  |  |  | 1. **[H]OOK & [H]OLD:** Will the students be *hooked*- engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation) with special emphasis on the opening lessons and activities? Was technology used to engage the students? Suggestions for improvement: |
|  |  | X |  |  | 1. **[E]XPERIENCE & [E]XPLORE:** Will the students have adequate opportunities to *explore* and *experience* big ideas and receive instruction to equip them for the required performance? Suggestions for improvement: |
|  |  | X |  |  | 1. **[R]ETHINK, [R]EHEARSE, & [R]EVISE:** Will the students have sufficient opportunities to *rethink*, *rehearse*, *revise*, and refine their work based upon timely feedback? Suggestions for improvement: |
|  | X |  |  |  | 1. **[E]VALUATE:** Is there ongoing assessment and *evaluation* of individual and group progress that provides students with feedback and guidance? Suggestions for improvement: |
|  |  | X |  |  | 1. **[T]AILORED:** Is the learning plan *tailored* and flexible to address the interests and learning styles of all students?  Suggestions for improvement: |
|  | X |  |  |  | 1. **[O]RGANIZED:** Does the learning plan include ways that the unit will include learner-centered strategies? Does the learning plan include ways that the technology can support student assessment and data analysis? Suggestions for improvement: |
| 1. **SELF-REFLECTION:** Take a minute and do a short self-reflection on this stage of your UbD Template design. Include an honest appraisal of the strengths, weaknesses and challenges you faced while designing this stage. Your reflection should also include your thoughts and feelings on how the use of the UbD design will have an impact on effective course design and the ability to design courses that help students develop deeper levels of understanding and have higher rates of transfer.   At times I was thinking that the last stage was the most difficult stage to complete. When I referred back to the notes I made during the last BB class, it was easy to complete the template. I felt that some of the information in stage 1 and 2 are being repeated in stage 3.  I had difficulties in “Tailoring” since this would be a high school level course for adult learners, it was hard to alert expectations to fit different types of students. I would be able to tailor the lesson by offering various means of expressing my expectations. Examples are verbal, rubric as well as giving examples so that my students will be able to succeed in mastering the content.  It was a great way to design the unit using the backward design. A new experience for me as this is my first time to use the backward design. I would definitely use UbD in my future clases. | | | | | |

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| PEER FEEDBACK: STAGE #3: PLAN LEARNING EXPERIENCES  *The evaluator should use this format to give peer feedback to the designer of this unit.* | | | | | |
| **AE** | **E** | **S** | **NR** | **NE** | AE- Above Expectations  E- Expectations  S- Sufficient  NR- Needs Revision  NE- Not Evident |
|  |  |  |  |  | 1. **UPDATES:** Has the UbD template been updated to reflect the feedback from instructor and colleagues? Are the changes marked with an electronic yellow highlighter so that reviewers can quickly see that updates have been implemented? Suggestions for improvement: |
|  |  |  |  |  | 1. **ALIGNMENT:** Does the unit have good alignment between Stage #1: Desired results, Stage #2: Assessment evidence, and Stage #3: Learning Experiences? Suggestions for improvement: |
|  |  |  |  |  | 1. **[W]HERE, [W]HY, [W]HAT:** Will the students know *where* they’re going (the learning goals), *why* the material is important (reason for learning the content) and *what* is required of them (unit goal, performance requirements and evaluative criteria)? Suggestions for improvement: |
|  |  |  |  |  | 1. **[H]OOK & [H]OLD:** Will the students be *hooked*- engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation) with special emphasis on the opening lessons and activities? Was technology used to engage the students? Suggestions for improvement: |
|  |  |  |  |  | 1. **[E]XPERIENCE & [E]XPLORE:** Will the students have adequate opportunities to *explore* and *experience* big ideas and receive instruction to equip them for the required performance? Suggestions for improvement: |
|  |  |  |  |  | 1. **[R]ETHINK, [R]EHEARSE, & [R]EVISE:** Will the students have sufficient opportunities to *rethink*, *rehearse*, *revise*, and refine their work based upon timely feedback? Suggestions for improvement: |
|  |  |  |  |  | 1. **[E]VALUATE:** Is there ongoing assessment and *evaluation* of individual and group progress that provides students with feedback and guidance? Suggestions for improvement: |
|  |  |  |  |  | 1. **[T]AILORED:** Is the learning plan *tailored* and flexible to address the interests and learning styles of all students?  Suggestions for improvement: |
|  |  |  |  |  | 1. **[O]RGANIZED:** Does the learning plan include ways that the unit will include learner-centered strategies? Does the learning plan include ways that the technology can support student assessment and data analysis? Suggestions for improvement: |
|  |  |  |  |  | 1. **SELF-REFLECTION**:  Is there a short self-reflection on this stage of the UbD template? Is there an honest appraisal of the strengths, challenges, and thoughts on how the UbD design can impact effective course design? Suggestions for improvement: |
| 1. **COMMENTS:** Additional comments or suggestions for improvement: | | | | | |

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| UbD RESOURCES |
| Many schools and universities are now using the UbD process. To develop this template, I have incorporated bits and pieces from several resources. Here are some of those resources: |
| 1. Understanding by Design Professional Development Workbook.  by- Jay McTighe and Grant Wiggins Association for Supervision and Curriculum Development Copyright 2004 2. Understanding by Design by Jay McTighe and Grant Wiggins Association for Supervision and Curriculum Development Copyright 2005 3. The Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe  Association for Supervision and Curriculum Development Copyright 2011 4. The Understanding by Design Guide to Creating High-Quality Units   by Grant Wiggins and Jay McTighe  Association for Supervision and Curriculum Development  Copyright 2011   1. Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units   by Grant Wiggins and Jay McTighe  Association for Supervision and Curriculum Development  Copyright 2011 |
| OTHER RESOURCES |
| Here are some of those resources: |
| 1. Tomlinson, C. A. (2007). Ministry of Education. Differentiated instruction teacher’s guide: Getting to the core of teaching and learning. Toronto: Queen’s Printer for Ontario. |