**Instructional Unit Project – Requirements and Rubric**

**EDUC6060 Curriculum Design and Assessment**

**Spring 2018**

**Due Date: Week 8, on or before Thu Apr 26 xxxx / 150 points**

**Project Purpose**

***Educators:*** The purpose of this project for current teachers or future teachers is to develop a complete 2-3 week instructional unit that relates to a grade level and content area of your choice. The final project includes a unit description, unit goals, unit objectives, overview of the unit’s daily lessons, several of the unit’s daily lesson plans that include lesson learning objectives, various types of summative assessment instruments, and several reflections. In order to complete this project, students developing a PreK-12 unit of instruction for a school system find it valuable to obtain a traditional textbook from the RMU library, or borrow one from a school district. This is a valuable resource as you complete the set of six assignments that lead to the final instructional unit project.

***Others:*** The purpose of this project for others, such as workforce educators (corporate trainers) or sport management personnel, is to develop a sequence of adult instruction equivalent to a 2-3 day seminar comprised of 60-90 minute modules that relates to a content area of your choice. The final project includes a seminar description, seminar goals, seminar objectives, overview of the seminar’s modules, several of the module lesson plans that include lesson learning objectives, various types of summative assessment instruments, and several reflections.

For both educators and others, key parts of the instructional unit are collected separately as six individual assignments (IU-1 Assignment thru IU-6 Assignment from Weeks 4 thru 8), and the content of each assignment (after modifications based on instructor feedback) is included as part of your final instructional unit project.

**Project Deliverable**

Revise your six IU assignment results based on review and instructor feedback, and then consolidate into a cohesive instructional unit as one final Word document, complete with the five separately marked project sections as described below.

**Required Project Sections (for Educators)**

The final project document must include a title page, followed by a table of contents. Each of the following sections must follow in the order presented, and each section must have a section title page.

1. **Instructional Unit Project Introduction**

The overall project **title** must be descriptive of the content.

The **narrative introduction** that follows the table of contents must include the following:

* Instructional setting: the community, the district, school building, department, grade level, size of district, etc.
* Learner characteristics: typical student profile
* Subject matter description: list of instructional units that make up the course and how your chosen unit fits into the course structure, the purpose of the unit; and how your chosen unit of instruction fits into the district-level curriculum and/or how it relates to appropriate PDE Academic Standards
1. **Relationship of Unit to Curriculum and Standards**

This section must include a list of unit instructional goals and related objectives, as well as a table that maps your instructional unit goals and objectives to the school district curriculum and to Pennsylvania Academic Standards. A traditional content outline for the unit of instruction is optional.

1. **Lesson Plans, including Instructional Strategies Worksheets**

This section must include an overview of all the daily lessons that make up the instructional unit (Daily Lesson Plan Overview Table). Provide a brief description of each daily lesson, no more than 2 or 3 sentences each*.* *Use the template table provided to format your daily lesson plan overview.*

Also include at least three fully completed lesson plans using the RMU lesson plan template. One of the lesson plans must introduce the unit, and another can be from the “middle” or “end” of the unit. The third must specifically utilize one of the following instructional strategies presented in the *Classroom Instruction that Works* textbook: Cues, Questions, or Advance Organizers; Nonlinguistic Representations; Summarizing and Note Taking; Identifying Similarities and Differences; or Generating and Testing Hypotheses.

Include a completed Instructional Strategies Worksheet (using the worksheet document provided) for each of the three lesson plans and place each immediately following the associated lesson plan.

1. **Major Assessment Instruments**

**Achievement Test** … you must include the following:

* A selected-response/restricted-response unit **achievement test**
* A complete grading **key** for the achievement test

**Performance Tasks and Rubrics** … you must include the following*:*

* A specification sheet (as you would give to students) that explains requirements for each of the two required performance tasks (such as a daily assignment or a unit project).
* The corresponding **scoring rubrics** for each performance task, which in most instances should be included as part of the specification sheet for students.

**Assessment Specifications Table** for the unit achievement test and performance tasks, using categories from the cognitive domain - Bloom’s Taxonomy.

**Specifications Table Reflection** that describes what you learned from completing the assessment specification table; that is, indicate what changes to your original achievement test and what additional performance tasks you would add to provide a more fair and balanced assessment of all of the unit objectives. The length of the reflection should be ½ to 1 page.

1. **Project Organization and Reflection**

Include a one-page reflection of your personal experience with the entire unit development process as part of this course. The instructor also evaluates how well you presented your final unit of instruction (overall writing, organizing, and formatting).

**Required Project Sections (for Others)**

The final project document must include a title page, followed by a table of contents. Each of the following sections must follow in the order presented, and each section must have a section title page.

1. **Seminar Introduction**

The **title** must be descriptive of the content.

The **seminar introduction** must include the following:

* Instructional setting: description of the organization, the training department and staff, and departments and targeted learners with roles they fulfill in the organization
* Learner characteristics: description of the targeted learners and department or roles they play in the organization, and typical adult learner profile
* Subject matter overview: general description of seminar purpose and content, other seminars that might comprise an entire training program of instruction made up of multiple seminars (of which one is the your chosen seminar for this project is one), and how your chosen seminar fits into the overall company’s vision for training and/or how it relates to a set of standards.
1. **Relationship of Seminar Content to Standards**

This section must include a list of seminar (instructional) goals and related objectives, as well as describe how this seminar content relates to a set of industry-based standards or broad organizational-based mission and goals (or core values) with a chart that maps the seminar goals/objectives to specific elements of the standards.

1. **Module Plans, including Instructional Strategies Worksheets**

This section must include an overview of all the module lessons that make up the seminar (using the Daily Lesson Plan Overview Table). Provide a brief description of each module, no more than 2 or 3 sentences each*.* *Use the template table provided to format your module plan overview.*

Also include at least three fully completed module plans using the RMU lesson plan template. One of the module plans must introduce the seminar, and another can be from the “middle” or “end” of the seminar. The third must specifically utilize one of the following instructional strategies presented in the *Classroom Instruction that Works* textbook: Cues, Questions, or Advance Organizers; Nonlinguistic Representations; Summarizing and Note Taking; Identifying Similarities and Differences; or Generating and Testing Hypotheses.

Include a completed Instructional Strategies Worksheet (using the worksheet document provided) for each of the three module plans and place each immediately following the associated module plan.

1. **Major Assessment Instruments**

**Achievement Test** … you must include the following:

* A selected-response/restricted-response seminar **achievement test.**
* A complete grading **key** for the achievement test.

**Performance Tasks and Rubrics** … you must include the following*:*

* A specification sheet (as you would give to learners) that explains requirements for each of the two required performance tasks.
* The corresponding **scoring rubrics** for each performance task, which in most instances should be included as part of the specification sheet for students.

**Assessment Specifications Table** for the seminar achievement test and performance tasks, using categories from the cognitive domain - Bloom’s Taxonomy.

**Specifications Table Reflection** that describes what you learned from completing the assessment specification table; that is, indicate what changes to your original achievement test and what additional performance tasks you would add to provide a more fair and balanced assessment of all of the seminar objectives.

1. **Project Organization and Reflection**

Include a reflection of your personal experience with the entire seminar development process as part of this course. The instructor also evaluates how well you presented your final unit of instruction (overall writing, organizing, and formatting).

**Project Rubric *… used by the instructor to evaluate each component of the project***

The instructional unit project is 40 percent of your course grade. Each of the 5 required sections of the curriculum proposal is assigned a specific number of points. The rubric below is be used to assign points for each section.

|  |  |  |
| --- | --- | --- |
|  **Points** |  | **Instructor Comments** |
| **1.** | **xx / 10 points** | **Unit (or Seminar) Introduction** |  |
| **2.** | **xx / 30 points** | **Instructional Unit (Seminar) Goals/Objectives****Relationship of Goals/Objectives to Standards** |  |
| **3.** | **Lesson Plans** |  |
|  | **xx / 10 points** |  Daily Lesson (Module) Plan Overview (table) |  |
|  | **xx / 30 points** |  Sample Lesson (Module) Plans (minimum of 3)  *with Instructional Strategies Worksheet for each* |  |
| **4.** | **Assessments** |  |
|  | **xx / 20 points** |  Achievement Test and Test Key |  |
|  | **xx / 10 points****xx / 5 points** |  Performance Tasks Specification Sheets Scoring Rubrics  |  |
|  | **xx / 10 points** |  Assessment Specification Table  |  |
|  | **xx / 5 points** |  Specification Table Reflection |  |
| **5.** | **Reflection and Format of the Final Instructional Unit (Seminar) Plan** |  |
|  | **xx / 5 points** |  Overall Project Reflection |  |
|  | **xx / 15 points** |  Written Presentation, Organization, and Formatting of Unit  (Seminar) Plan Document |  |
|  **/150**  | **Total Score** |  |