

## **UNIT PLAN OUTLINE RUBRIC – 10%**

### **A (100-90):**

The overall Unit Plan clearly exhibits a utilization of the principles of backward design.

The rationale is clearly argued and logically presented. There is high level of creativity and a strong likelihood that the topic as presented will engage students in learning. The rationale covers all of the important elements of the topic and makes clear rankings of what will be important for the students to learn. There is a clear and convincing case for the topic and the method of teaching it. The rationale makes connections to other topics that might be taught in the course and explains how this topic relates to the overall goals of the course.

The unit objectives have an interesting and effective combination of Essential Questions.

The Unit Plan will require students to use higher-order thinking.

The bibliography is complete and shows a deep understanding of the topic and the latest historiography or range of debate on the issue. All of the sources are of the highest quality and authority.

The planned lesson titles indicate a direct connection to the unit objectives.

### **B (89-80):**

The overall Unit Plan exhibits a utilization of the principles of backward design.

The rationale is clearly argued and logically presented. There is a significant level of creativity and a likelihood that the topic as presented will engage students in learning. The rationale covers most of the important elements of the topic and makes clear rankings of what will be important for the students to learn. There is a clear and convincing case for the topic and the method of teaching it. The rationale makes some connections to other topics that might be taught in the course and explains how this topic relates to the overall goals of the course.

The unit objectives have an effective combination of Essential Questions.

The Unit will require students to use higher-order thinking in many areas.

The bibliography is complete and shows an understanding of the topic and the latest historiography or range of debate on the issue. Most of the sources are of the highest quality and authority.

The planned lesson titles indicate a direct connection to the unit objectives.

**C (79-70):**

The overall Unit Plan exhibits a utilization of the principles of backward design.

The rationale is clearly argued and logically presented, but there may be areas of concern. There is a certain level of creativity and a likelihood that the topic as presented will engage students in learning. The rationale covers many of the important elements of the topic and makes rankings of what will be important for the students to learn. There is a clear case for the topic and the method of teaching it. The rationale makes some connections to other topics that might be taught in the course and explains how this topic relates to the overall goals of the course.

The unit objectives have a combination of Essential Questions.

The Unit will require students to use higher-order thinking in some areas.

The bibliography is complete and shows an understanding of the topic. A majority of the sources are of the highest quality and authority, although some of are questionable merit or inappropriate.

The planned lesson titles indicate a connection to the unit objectives.