EDU 6200 - Understanding by Design Template

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| **Stage 1 Understanding by Design****Identify Desired Results** |
| 1. Grade Level: 9th and 10th grade
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| 1. Course or Unit: World History/Globalization
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| Course/Unit Description: Students will explore the major events and movements in world history. Emphasis will be placed on the development of students’ skills to analyze history as they study world civilizations. The class will include in-depth and accelerated work, emphasizing the interpretation of trends and movements by analyzing and interpreting original and secondary documents and readings. Students will engage in extensive reading and historical writing, while adhering to the demanding structure of this course.  |
| 1. What are the goals (Content Standards, Course or Program Objectives, Learning Outcomes) for the course for students? (List)
	1. To diversify student thinking and understanding of other cultures.
	2. To allow students to become more self-aware.
	3. To allow students to become more socially aware of their surroundings.
	4. To allow students to become more socially accepting.
	5. To prepare students for life after secondary schooling.
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| 1. What enduring understandings are desired? (List)
	1. High school is a community of diverse learners.
	2. Serve and educate youth to analyze and interpret existing cultures.
	3. Research and the study of primary sources is vital for higher level of thought,
	4. Interpersonal skills are valuable in everyday life.
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| 1. What will students know as a result of this unit? (List)
	1. Students will know the meaning of globalization
	2. Students will know vocabulary specific to various countries
	3. Students will know
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| 1. What will the students be able to do as a result of this unit? (List of skills)
	1. Students will be able to understand diverse backgrounds.
	2. Students will be able to analyze characteristics of a culture.
	3. Students will be able to research a specific county and its culture.
	4. Students will be able to properly conduct an interview.
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| **Stage 2****Determine Acceptable Evidence – Attach artifacts to document** |
| 1. Culminating Performance Task or Project (Artifact) See page 9.
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| 1. Rubric to assess Performance Task: (Artifact) See pages 7 and 8.
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| 1. Other Evidence (e.g. observations, work samples, dialogues). Attach documents. (Artifacts) See page 6.
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| 1. Student Self-Assessment (Artifact) See page 10.
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| **Stage 3****Plan Learning Experience and Instruction** |
| Clearly describe the sequence of the major activities in the unit. (List)1. Globalization will be written on the board and a discussion will occur
2. Teacher will give students background vocabulary
3. Students will review vocabulary by completing the attached worksheet
4. Teacher will hand out project and explain in detail the directions
5. Students will spend two weeks researching their project topics.
6. Class will spend one week listening to presentations.
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| **Stage 4****Self-Assessment of Unit** |
| **Assessment of quality of unit design based on UbD Standards****Document GRASPS, Facets, and WHERETO with examples from the unit/course.** |
| **G.R.A.S.P.S (Stage 2)***Provide an evaluation of your project-based assessment in the space provided* |
|  **G** | GOAL: What is the GOAL in the scenario?  What is the task – overall?  The goal of this scenario is for students to develop a presentation that is based a specific countries cultural background. They will create a product, a poster board, and present this to the class. This project will illustrate all facets of one particular countries culture and characteristics.  |
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| **R** | ROLE:  What is the ROLE the students are to take? The role of the student is to play the part of all of the following positions: expert, instructor, student, worker, and member of the public. The student will take part as an expert during their research and throughout their heritages presentation. When asked questions, students will be able to respond with an appropriate answer. The student will take part as the instructor during the project presentation. Students are responsible for presenting all information necessary. The student will take active part as being a student during and throughout all classroom presentations. Students will be responsible for taking notes and asking questions during other students’ presentations. The student will take part as the worker during and throughout this project due to the fact that they will be the primary person responsible for turning in their project work. The student will take part as a member of the public in so much that with the information that they have learned from each of the presentations they will be able to go out into the world as a more cultural aware and educated individual.  |
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| **A** | AUDIENCE:  Who is the students’ AUDIENCE?  Who will evaluate their performance or product? [Instructor, self, peers, experts, public] The audience in this instance will be the instructor, their peers, and guests of the class. The instructor will monitor all of the presentations, while peers will scribe information, and the general public will take active part by asking questions.  |
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| **S** | SITUATION:  What is the students’ SITUATION or SENARIO?  What is the context in which they will perform or produce?  What is the need; the place; the requirement; where is it to happen; what are the environmental conditions, etc.? In this situation students will be learning about globalization and how to become more accepting of our surrounding cultures. After vocabulary review students will begin working on a project. They will research a country and that country’s characteristics. This will then be presented to class. Much of this will take place in the classroom, however some of the research will take place in the library media center or at the students own home. The condition in all of these places will be a safe and comfortable environment for all students to work and learn. |
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| **P** | PERFORMANCE/PRODUCT/PROCESS:  What is the PERFORMANCE CHALLENGE?  What are the students to do or create that will be judged as evidence of successful completion of the intended outcome?  [A class presentation, a model, a poster, a term paper, a lab demonstration, troubleshooting & repair] The so-called “challenge” in this assignment is for the student to find a culture, other than their own, and become culturally aware of that country’s characteristics. Students are to create a poster board with varying requirements, as well as an art, provide music, and a dish to pass.  |
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| **S** | STANDARDS of PERFORMANCE: By what CRITERIA / STANDARDS / INDICATORS OF SUCCESS will the performance/product/process be judged? What expectations must it meet? What will be the indicators of success? [Rubric, exemplars, key, checklist, rating scale, etc.]By using a prepared rubric students will be assessed on their content accuracy, their knowledge, graphics and the relevance of said graphics, creativity, attractiveness, neatness, and class time working. The teacher will judge their final product, a presentation of their culture and their poster board. Students will vote on their favorite country/presentation and that poster board will remain featured in the hallway outside the classroom for the public to view. There is a specific rubric for both the project and the presentation. Students are expected to use these rubrics to aid in their preparation for their project outcome. |

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| **FACETS OF UNDERSTANDING (Stage 3)***Specifically document with an example the way in which at least 4 of the following are used in your unit.* |
| **Explanation**: | Provide thorough and justifiable accounts of phenomena, facts, and dataStudents will give an introduction to their classmates regarding a country of their choosing. The explanation will include the name of the country, their populationand their population in America, the type of Government that they have and give an example of how this works, their language, five important vocabulary terms, any major holidays or major celebrations that occur in that culture, any cultural characteristics as well as cultural values, their education system and how it operate, any music, art or literature, the meals that are prepared and a list of famous individuals. |
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| **Interpretation**: | Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models. Students will interpret for their peers the history of these cultures and their lifestyle today.  |
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| **Application**: | Effectively use and adapt what they know in diverse contexts.Students will be able to appropriately apply their cultural understanding to their peers and the greater world. |
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| **Perspective**: | See and hear points of view through critical eyes and ears; see the big picture.Students will gain a boarder perspective of life and cultures, rather than remaining in their own bubble. |
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| **Empathy**: | Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience. |
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| **Self-knowledge** (Reflection): | Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard. |
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| **W.H.E.R.E.T.O. (Stage 3)** *Provide an example of each in the space provided* |
| **W** | How will you help students to know WHERE they are headed and WHY – e.g., major assignments, performance tasks, & standards to be addressed and criteria by which work will be judged?  How will you know WHERE they are coming from? This assignment is important for students because it will open their eyes to the bigger picture- the world- around them. This is important because as they grow they will need to learn how to accept different people and cultures. With this assignment students will delve deeper into a country and it’s rich heritage to extract information that will enlighten their peers. I will know where my students are coming from because this assignment is placed at the end of second semester and I have had the opportunity to get to know my students and their quirks. I will understand their shyness, nervousness, and anxieties as they give these presentations to their peers. |
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| **H** | How will you HOOK and HOLD students through engaging and thought-provoking experiences [issues, oddities, problems, challenges] that point toward big ideas, essential questions, and performance tasks? The HOOK will be allowing them to talk about themselves. I will begin this unit with a large class discussion about their family heritage. I will ask them what they know about their cultures and what traditions they have. This will open the gates for them to connect to the subject of Globalization and becoming interested in other students’ cultures. I will also be pretty difficult vocabulary to make them critically think and begin applying real life to these terms and meanings. I feel that the only challenge will be that some students will want to share more than others.  |
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| **E** | What learning experiences will ENGAGE students in EXPLORING the big ideas and essential questions?  What instruction is needed to EQUIP students for the final performance[s]? Students will be engaged in exploring the country that they are researching. This will lend itself to students being engaged in learning about new cultures, not just the one that they are researching, but also the cultures that their peers are researching and presenting. Students will explore a new world of thought. Students will need to be equipped with technology to do research, as well as books from the Library Media Center. Students will also need tape, glue, and markers to complete the poster board.  |
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| **R** | How will you cause students to REFLECT & RETHINK to dig deeper into the core ideas?  How will you guide students in REVISING & REFINING their work based on feedback and self-assessment?   REHEARSING for their final performance? Students will reflect and rethink to dig deeper in the core ideas when the write a reflection paper after the project has been completed. I will help students revise and refine their work by reading through the information that they plan to present and place on their poster to provide feedback. When rehearsing for their final performance of the presentation I will give students guidelines and helpful hints on ways to properly and appropriately present to a class of their peers who are taking notes on what they are presenting.  |
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| **E** | How will students EXHIBIT their understanding through final performances and products?  How will you guide them in self-EVALUATION to identify the strengths/weaknesses in their work and set future goals?Students will exhibit their understanding through their final performance by presenting an astounding presentation of their country and its culture, as well as exhibiting understanding of this project through the self-assessment. I plan to guide them in their self-evaluation by asking them to reflect on what things they have learned about their culture, as well as reflecting on the strengths and weaknesses, positives and negatives of their presentation and asking them what would they do differently if they were to give the presentation again. |
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| **T** | How will the work be TAILORED to individual needs, interests, brain dominances, modes of learning, styles, and intelligences?This presentation project will be tailored to all students. Students will be able use their creativity, as well as their level of comfort in researching and completing the project. Additionally, this project speaks to all ability levels and individual needs in the way that students with a specific learning style can use their strengths to complete the many facets of this project.  |
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| **O** | How will the work be ORGANIZED for maximal engagement and effectiveness?  [Sequence, integration, horizontal & vertical articulation, continuity, etc.]All of the work will be presented in a very organized manner. The unit is sequential. The unit will begin with a general discussion relating to globalization and the multicultural world that we live in. This will allow students to being wrapping their minds around different cultures and lifestyles. We will then move to vocabulary, which will transition students into a frame of thought for the project. Next, we will move the project details. And lastly, we will work through the presentations. Overall, this is a very linear and growing assignment.  |
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**Globalization Vocabulary**

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| **Vocabulary Term** | **Definition** | **Picture** |
| **Globalization** |  |  |
| **Genocide** |  |  |
| **Pandemics** |  |  |
| **Interdependence** |  |  |
| **Environmental Impact** |  |  |
| **Terrorism** |  |  |
| **OPEC** |  |  |
| **Apartheid** |  |  |
| **Desertification** |  |  |

**Multicultural Project Rubric**

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|  | **4 points** | **3 points** | **2 points** | **1 point** |
| **Required** **Elements** | All required elements are present  | One required element is missing. | Two or more required elements are missing. | Several required elements are missing.  |
| **Accuracy****Of****Content** | Include significant accuracy of content in terms of information and all details. | Includes accurate content in terms of information and all details. | Misuse of several pieces of information and all details. | Missing several accurate content in terms of information and details. |
| **Knowledge** | Evidence of genuine learning is clear; not a repeat of research.  | Evidence of learning for student though some information appears to just be given. | Evidence of learning for student though most information appears to just be given. | New learning is not evident; not developed or tied into pat knowledge or helpful to others. |
| **Graphics****And****Relevance** | All graphics are appropriate and relevant to the culture/topic | Several graphics are appropriate and relevant to the culture or topic, but several are not. | Few graphics are appropriate or relevant to the culture or topic. | Graphics are not appropriate or relevant to the culture or topic. |
| **Style****And****Organization** | Poster shows excellent style and organizational skills. (Consistency) | Poster shows style and organizational skills. | Poster shows some style and organizational skills. | Poster shows little style and organizational skill. |
| **Creativity** | Project is extremely creative and visually appealing. | Project is creative and has visual considerations throughout. | Project is creative and has visual considerations in some areas. | Poster is not creative and lacks visual considerations. |
| **Attractiveness****and** **Neatness** | Poster is exceptionally attractive in terms of layout, design, and neatness. | Poster is attractive in terms of layout, design, and neatness. | Poster is acceptable attractive in terms of layout, design, and neatness. | Poster is plain and sloppy in terms of layout, design, and neatness. |

 **Presentation Rubric**

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| **Category** | **5** | **4-3** | **2-1** | **0** |
| **Preparedness** | Student is completely prepared and it is obvious the presentation has been practiced.  | Student is pretty prepared but needs a couple more rehearsals. | Student is somewhat prepared but it is clear that proper planning is lacking. | Student is not prepared whatsoever and reads completely from the project board.  |
| **Speaks Clearly/Volume** | Speaks distinctly throughout the entire presentation. | Speaks clearly throughout the presentations but their volume prohibits others from hearing much. | Speaks clearly, but mispronounces multiple words/names. And student mumbles or is too soft to hear. | Cannot be understood and mispronounces all words/names.  |
| **Posture/Eye Contact** | Stands up straight and looks relaxed and confident. Establishes eye contact with all peers. | Stands up straight and establishes eye contact with most peers. | Sometimes stands up straight without fidgeting. Hardly establishes eye contact with peers. | Slouches, fidgets, and does not look at peers throughout the presentation. |
| **Listens to others** | Listens intently and completes the project presentation questions thoroughly.  | Listens closely but asks questions on the packet.  | Does not appear to be focused and misses several questions during the presentation | Completely unfocused and distracts others, makes inappropriate comments. |
| **Sales Pitch/Enthusiasm**  | Strong hook/attention grabber. Facial expressions and body language generate a strong interest and enthusiasm.  | Has a hook/attention grabber, but it is weak, rambling or inappropriate for the audience. | Has an interesting introduction, but the connection to the topic is not clear. Did not generate much interest in topic.  | The introduction is not interesting AND is not relevant to the topic. Did not generate interest in topic at all.  |

**Project Points: \_\_\_\_\_\_\_\_**

**Presentation: \_\_\_\_\_\_\_\_\_**

 **Total: \_\_\_\_\_\_\_pts/\_\_\_\_\_\_**

**Comments**

**World’s Fair**



Welcome to Contemporary World and Globalization! In this unit we will be studying cultures from around the world to better understand each other’s backgrounds.

**Your task:** Choose ONE of the many countries on our map and research their culture. You will be responsible for creating a poster board, preparing a dish, and presenting your findings to the public.

**Requirements:** You will need to find the following information about your country:

1. Name

2. Population

3. Type of Government.

4. Language

5. Important Vocabulary

6. Holidays/Major celebrations

7. Cultural Characteristics

8. Cultural Values

9. Education system

10. Music/Art/Literature

11. Meals

12. Famous individuals

**Poster:** Your poster MUST be a tri-fold board. You MUST include the above information on your poster board. Please plan wisely.

**Presentation:** Upon completion of this project you will prepare a presentation for class. Your presentation will be 7 to 10 minutes. It will contain a sample of your countries culture; including their music, an art you learned, and a dish you bring to pass.

**Student Self-Evaluation**

At the conclusion of the project students will be responsible for writing a two page reflection and self assessment of their work on their project and what they learned from this experience.