

**La Salle Catholic College Preparatory**  
Atlas Rubicon UbD Template for: Oregon Educational Technology

**Course:**

**Unit Title:**

**Week(s):**

**Stage 1: Desired Results**

**Enduring Understandings / Big Ideas** are based on the **big ideas** that have lasting values beyond the classroom. *The students will understand that ...*

**Essential Questions - *What we want students to think about.*** Essential Questions organize our thinking and approach curricular design through creative choice that highlight the focus of a course or a unit of study. The best essential questions are: open ended and provocative, written in kid-friendly language, designed to focus instruction for uncovering the important ideas of the content.

**Standards - Oregon Educational Technology**

**1. Creativity and Innovation**

Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology. Students:

1. Apply existing knowledge to forecast possibilities and generate new ideas, products or processes.
2. Create original works as a means of personal or group expression.
3. Develop or apply models and simulations to explore complex systems, issues and trends.

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, across the global community, to support individual learning and contribute to the learning of others. Students:

1. Interact and collaborate with peers, experts, or others employing a variety of digital environments and media.
2. Effectively communicate and publish to multiple audiences using a variety of media and formats.
3. Engage with learners from other cultures to develop cultural understanding and global awareness.
4. Contribute to project teams. Produce original works or solve problems in a team setting.

**3. Research and Information Fluency**

Students select and apply digital tools to gather, evaluate, validate, and use information. Students:

1. Plan strategies to guide inquiry.
2. Locate, organize and use information ethically from a variety of sources and media.
3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
4. Analyze, evaluate, and summarize information or data and report results.

**4. Critical Thinking, Problem Solving and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

1. Identify and define authentic problems and significant questions for investigation.
2. Plan and manage activities to develop a solution or complete a project.
3. Collect and analyze data to identify solutions and or make informed decisions.
4. Use multiple processes and diverse perspectives to explore alternative solutions.

**5. Digital Citizenship**

Students understand human, cultural, and societal issues related to digital technology and practice legal, ethical, and responsible behavior. Students:

1. Advocate and practice safe, legal, and responsible use of information and digital technology.
2. Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.

**6. Technology Operations and Concepts**

Students utilize technology concepts and tools to learn. Students:

1. Select, use, and troubleshoot tools efficiently.
2. Transfer current knowledge to learning of new technologies.

**Content - *What we want students to know and understand about the unit or topic we are teaching.***

Our content reflects: The facts, concepts, generalizations and principles that are the focus of our curriculum, consciously understood factual information, and what students can explain to others.

**Skills - *What we want students to be able to do.*** Enumerate the skills and processes students will acquire or practice as they work with the content of this unit. Skills: contain the processes, procedures and skills students will possess that will allow them to apply the knowledge they have gained, represent what students should be able to do with the content knowledge, and always begin with an action verb.

**Stage 2: Assessment and Evidence**

**Assessments - *The opportunities we provide students to demonstrate their understandings of our content and skills they have acquired.*** List the assessment (diagnostic, formative, summative) you will use to gather evidence of student learning. They may include demonstrated proficiency in the classroom through participation in discussion, presentations and completed projects as well as traditional test, quizzes and homework assignments. Assessments are: observable and measurable, directly aligned to Standards, varied to address different learning styles.

**Assessment Method:**

Performance: *Authentic task, dramatization, lab assignment, skills demonstration, recital*

Written: *essay, informative, journal/diary, narrative, persuasive essay, report*

Oral: *debate, discussion, oral report, presentation, speech*

Other: *peer assessment, quiz, student portfolio, teacher observation*

Project: *technology, visual arts, personal*

Test: *common, standardized, written*

Core leadership team assessment

**Assessment Type:** Formative, Summative

**Stage 3: Learning Plan**

**Learning Activities - *What activities will be used to promote learning?*** Consider the **WHERE**TO elements to help learners: **W** - know **where** they're going (goals), **why** (learning content), and **what's** required (performance requirements & evaluative criteria). **H** - **hook** into the big ideas (ie: inquiry, research, problem-solving, experimentation). **E** - provides opportunities to **explore & experience** big ideas and receive instruction to **equip** them for required performance(s). **R** - **rethink, rehearse, revise &/or refine** their work. **E** - **evaluate** their work, reflect on learning, an set goals. **T** - **tailor** plan to address interests & learning styles of students. **O** - **organize** and sequence the learning plan to maximize engagement and effectiveness.

## Literacy Strategies

## ESLR - Expected Schoolwide Learning Results

Academically competent individuals who:

- Complete a rigorous academic program in the liberal arts tradition that prepares students for higher education.
- Demonstrate the ability to synthesize information from diverse sources and use that information to evaluate issues of contemporary life.
- Utilize effective written, oral, technological, and collaborative communication skills.
- Demonstrate the ability to think critically, act creatively, integrate gospel values, analyze and solve problems in a variety of disciplines.

Moral, spiritual individuals who:

- Honor the presence of God in self and others.
- Understand the message of Jesus Christ in the tradition of the Catholic Church.
- Possess the skills to grow ethically and morally as a mature individual.
- Develop a sense of community which includes an understanding of and respect for the dignity and diversity of others in our increasingly interdependent world.

Responsible, socially aware person who:

- Put faith into action by responding to the needs of others, especially the poor and marginalized, through Christian service.
- Connect learning in the classroom with the need for social justice and responsible citizenship.

Well-rounded, life-long learners who:

- Assume the academic responsibility for their learning.
- Understand the value of a healthy lifestyle that will enable them to become well-integrated individuals.

**Resources** - materials, both print and electronic, that we draw upon for our instruction

## Service Learning