### Essential Knowledge, Learning Standard(s) and Benchmarks

What students will know and be able to do

<table>
<thead>
<tr>
<th>Teachers(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated unit length:</td>
<td></td>
</tr>
<tr>
<td>Topic/Theme:</td>
<td></td>
</tr>
<tr>
<td>Grade/Subject:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

---

Note: Type in the gray areas.

Integrated Studies ETUd Template

Nauset Public Schools
2. Essential Question

3. Assessment, culminating demonstration of student learning of Essential Knowledge, Learning Standards, and Benchmarks: What will the students do to demonstrate their understanding of the Essential Knowledge, Learning Standards, and Benchmarks identified for this unit? (Include attached rubrics, samples, and grading criteria.)
### Subject: Teaching/Presentation/Student Learning Experiences

**Establish the context:**
- Activating prior knowledge, providing background knowledge and experiences, unraveling confusions

**Establish what methods will be used for students to acquire the Essential Knowledge, Learning Standards and Benchmarks (Key Questions in Lesson Planning, the Question Construction Wheel, and Bloom's Taxonomy)**

<table>
<thead>
<tr>
<th>Technology Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Studies</td>
</tr>
<tr>
<td>Content Area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Literacy</th>
</tr>
</thead>
</table>

4. Teaching/Presentation/Student Learning Experiences

- Choice of Handoff
- Traditional, Enhanced, assessment targets
- TECH model, the
- Include the level of the
### Technology – Hardware:

- [ ] Camera
- [ ] Computers/Chromebooks
- [ ] Digital camera
- [ ] DVD Player
- [ ] iPads/tablets
- [ ] Printer
- [ ] Projection system
- [ ] Scanner
- [ ] Speakers
- [ ] Television/Monitor and Apple TV
- [ ] Video camera
- [ ] Video conferencing equipment
- [ ] Interactive whiteboard
- [ ] Document camera
- [ ] Web page development

### Technology – Software:

- [ ] Database/Spreadsheet
- [ ] Desktop publishing
- [ ] E-mail
- [ ] Online database
- [ ] Web page development
- [ ] Concept mapping
- [ ] Audio editing
- [ ] Image editing
- [ ] Concept mapping
- [ ] Coding tools
- [ ] Other and specific apps

### Printed Materials:

- [ ] Other

### Accommodations for Differentiated Instruction

- [ ] Resource Student

### Web Sites:

- [ ] Other

### Supplies:

- [ ] Other

### Other:

- [ ] Other

- [ ] Online database

## Technology – Hardware:

- [ ] Other

### Web Sites:

- [ ] Other

### Supplies:

- [ ] Other

### Other:

- [ ] Other

- [ ] Online database

## Technology – Hardware:

- [ ] Other

### Web Sites:

- [ ] Other

### Supplies:

- [ ] Other

### Other:

- [ ] Other

- [ ] Online database
What to look for
Assessing teacher technology use

Instructional strategies
Literacy strategies
Curriculum mapping
Standards unpacking
Assessment design
Digital literacy
Classroom management

3 Technology Integration

9. Technology connects students with authentic content and communities.
10. Personalized learning experiences are achieved through a variety of self-directed means.
11. Technology creates learning experiences impossible without it.
12. Technology is a means, not an end.

SAMR

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable
- **Modification**: Tech allows for significant task redesign
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement
- **Substitution**: Tech acts as a direct tool substitute, with no functional change

Dr. Ruben Puentedura  http://www.hippasus.com/
**TECH for Teachers and Students**

**Handoff:** Students' interests drive the learning experience with teacher guidance and the flexible choice of tools and technologies to achieve an authentic and exemplary product.

**Choice:** Teacher sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

**Enhanced:** Teacher integrates multiple tech tools to create an enhanced learning experience for students.

**Traditional:** Teacher designs the task using traditional pedagogy with technology supports.

Created by: Jen Roberts  @JenRoberts1


**Attitude**

**IT Fluency**

**Planning and Instructional Design**

**Classroom Management and Workflow**
<table>
<thead>
<tr>
<th>INITIATING</th>
<th>DEVELOPING</th>
<th>DEMONSTRATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong> has some positive experiences with technology.</td>
<td><strong>Teacher</strong> encourages student choice, and student voice is heard and valued.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> is somewhat familiar with student learning tools and materials.</td>
<td><strong>Teacher</strong> uses technology to enhance student learning, and student voice is heard and valued.</td>
<td><strong>Teacher</strong> is a champion of technology integration.</td>
</tr>
<tr>
<td><strong>Teacher</strong> is familiar with student learning tools and materials, and can enhance their learning opportunities.</td>
<td><strong>Teacher</strong> frequently uses technology to enhance student learning, and student voice is heard and valued.</td>
<td><strong>Teacher</strong> is a technology leader, and uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> is not sure how technology can enhance their teaching or students’ learning.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> is not familiar with student learning tools and materials.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> has begun to use technology as an instructional tool.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> has begun to use technology as an instructional tool.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology regularly for personal and professional use.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for presentation purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for social networking.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for educational purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for professional and personal use.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for instructional purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for educational purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for professional and personal use.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for instructional purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for educational purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for professional and personal use.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for instructional purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for educational purposes.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
<tr>
<td><strong>Teacher</strong> uses technology for professional and personal use.</td>
<td><strong>Teacher</strong> frequently uses technology to support higher-order thinking and problem-solving skills.</td>
<td><strong>Teacher</strong> uses technology tools they are most comfortable using.</td>
</tr>
</tbody>
</table>
### Classroom Management and Workflow

**Teacher**

- Student is using the appropriate technology tools.
- Teacher begins to involve students in identifying ways of using technology to achieve curricular objectives and complete assessments.
- Teacher begins to involve students in identifying a range of ways of using technology to achieve higher-level learning objectives.
- Teacher involves students in their use of technology.

- Teacher evaluates the effectiveness of the technology use in the lesson.
- Teacher begins to evaluate the use of technology in formal processes.
- Teacher evaluates the curriculum objectives.
- Teacher begins to involve students in preparing for higher-level learning objectives.

**Student**

- Students are using the appropriate technology tools.
- Students are using technology tools.
- Students are using technology tools.
- Students are using technology tools.

- Students are using technology tools.
- Students are using technology tools.
- Students are using technology tools.
- Students are using technology tools.

- Students are using technology tools.
- Students are using technology tools.
- Students are using technology tools.

### This rubric was informed by:


Adapted by Kathy Schrock, December 2014.