Unit _____ (unit # for year): _____ (name of unit)

Learning Target Topics
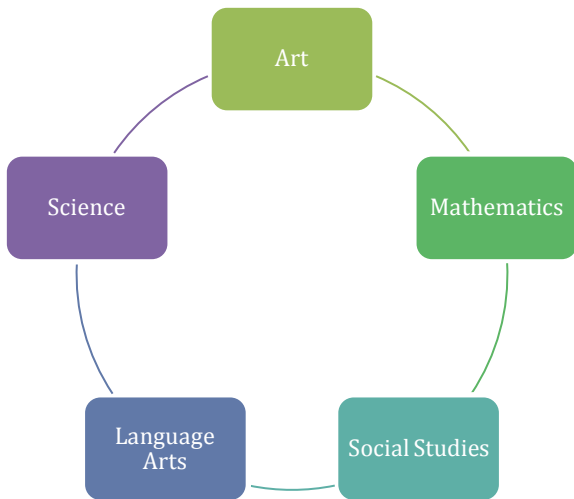
Art I: (list learning target topics – one to two words for each learning target)

Algebra I:

Geometry:

English I:

Physical World Concepts:

World History:

Grade Level	9th Grade		Unit Length	___ Weeks (length of unit)
Unit Overview	The Unit Overview will summarize the unit. It will include the basic premise for the unit and introduce the major goal(s) for the unit. The overview should be written in such a way that the reader gets a clear sense of this units STEM purpose. Think of this section as if it were the abstract for your thesis or a research article that you are reading.			
Unit Essential Issue	This is the theme or central idea for the unit. This can be in one of the following forms: • Question: *How do we central idea?* • Problem: *Design/solve central idea.* • Strand: *The STEM topic for this unit is central idea.*			
Culminating Events	This section will be used to describe the projects (performance tasks) involved in this unit. If you have multiple projects, each project will be described. If your unit has project(s) that will span several days or days in different weeks, your team will need to provide information and descriptions regarding each phase of the project. The description will also include overview(s) of the project(s) and how the students will be grouped. This Culminating Events section will ultimately inform the reader about what is to be assessed and evaluated throughout the unit.			
Common Assessment	This section will include the rubric used for the unit PBL. The appropriate academic teacher will complete each content area section. When completing the rubric, each level (Advanced, Proficient, and Needs Improvement) will need to include concise and clear criteria. The criteria must be directly related to the learning targets in the content area and provide requirements for students to perform at each level of proficiency. Reminder, doing more work does not equate to deeper understanding. Advanced criteria should show student understanding in at least one of the higher levels of Bloom's Taxonomy (Application, Analysis, Synthesis, Evaluation).			

STEM PBL Rubric			PBL Unit: _____ Student: _____ Date: _____

	Advanced	**Proficient**	**Needs Improvement**
Math Components: **Algebra I**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Math Components: **Geometry**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Science Components: **Physical World Concepts**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Language Arts Components: **English I**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Social Studies Components: **World History**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Art Components: **Art I**	Criteria for advanced work (*higher level of Bloom's*)	Criteria for proficient work (*shows knowledge and comprehension*)	Leave blank (*formative information for student on what is missing or needs improvement to gain proficient score*)
Minimum Requirement Components: **Must be included to be graded**	List all items necessary that must be done in order for student to be assessed. For example: formatting of written papers, expectations for presentations, graphs or charts, certain number of visuals required, etc..		

Unit Learning Targets

This section includes all learning targets for the PBL that are being assessed. The learning targets will come from the content standards for the course.

Learning targets are statements that list what a student will learn. Learning targets begin with "I can" and state the knowledge and/or skill to be learned. Learning targets should be written so that students can understand the statement.
- *I can knowledge and/or skill.*

Learning targets should be listed by course.
Course:
- *Learning target 1*
- *Learning target 2….*

Vocabulary	This section includes all key vocabulary necessary for each content area in this PBL Unit. Each word should be listed by content area course.

Math: Algebra I	1. _____ 2. _____ 3. _____ 4. ....
Math: Geometry	1. _____ 2. _____ 3. _____ 4. ....
Science: Physical World Concepts	1. _____ 2. _____ 3. _____ 4. ....
Language Arts: English I	1. _____ 2. _____ 3. _____ 4. ....
Social Studies: World History	1. _____ 2. _____ 3. _____ 4. ....
Art: Art I	1. _____ 2. _____ 3. _____ 4. ....