

Examine how Teaching for Understanding elements are incorporated into Mr. Cuddi’s lesson by completing this activity. Write your examples of how each element is used in the lesson, and then compare your answers to the answers of other teachers.

Description:

Rob Cuddi’s class is studying explorers in North America. Mr. Cuddi uses essential questions throughout the unit to remind students of yearlong goals. He also integrates other subjects in the activities his students do to demonstrate their learning. As students work together in groups, draft haiku, and rehearse skits, Mr. Cuddi engages a range of assessment methods.

Elements of Teaching for Understanding	
Throughlines	yearlong learning goals
Generative Topic	an accessible theme related to the unit
Understanding Goals	unit objectives
Performances of Understanding	what students do to show their knowledge
Ongoing Assessment	informal feedback throughout a unit or lesson

Your Answers

Throughlines – yearlong learning goals

Generative Topic – an accessible theme related to the unit

Understanding Goals – unit objectives

Performances of Understanding – what students do to show their knowledge

Ongoing Assessment – informal feedback throughout a unit or lesson

Sample Answers

Throughlines

- Students will understand the role foreign governments play in U.S. history.
- Students will understand economic influences in U.S. history.
- Students will understand how various population shifts affect the environment and geography in U.S. history.

Generative Topic

- Exploration

Understanding Goals

- Students will understand how and when European explorers came to America.
- Students will understand the explorers' influence on the geography of North America.
- Students will understand the explorers' impact on the economy of colonial America.

Performances of Understanding

- Students will write their responses to essential questions before the unit begins, to predict what they will learn.
- Students will conduct individual research about one explorer to North America, using primary sources.
- Students will develop a presentation about an explorer, using literary devices.

Ongoing Assessment

- Students' initial responses to essential questions will be compared to their responses at the end of the unit.
- Students will research an explorer.
- Each presentation should include a literary device and accurate historical material.
- Each group will post data on the classroom data chart.