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| **1. UNIT TITLE AND BACKGROUND INFORMATION** |
| **SCHOOL NAME:** | **GRADE LEVEL:** |
| **UNIT TITLE:** | **UNIT LENGTH:** |
| **DATE CREATED:** | **UNIT TEAM MEMBERS:** |

**IF THIS IS THE FIRST TIME YOU ARE DEVELOPING THIS UNIT FOR CONTENT IT IS SUGGESTED THAT YOU START BY DRAWING THE UNIT**

**2. DRAW THE UNIT**

This will give the team a greater understanding of what the unit will look like as planning begins. This process involves and allows for everyone to contribute, ensures that all information is curriculum rich and provides a valuable framework of connecting people, curriculum and resources. Make boxes/headings/clouds that show READING INFORMATION/ READING LITERATURE/ WRITING/ SPEAKING AND LISTENING/and LANGUAGE to remind yourselves about how these are all embedded into the planning. Also make other boxes/headings/clouds for RESOURCES/ TECHNOLOGY/ ACADEMIC VOCABULARY/ and ASSESSMENTS. This activity is best done on large chart paper. Mind-mapping your unit is an extremely efficient and empowering procedure…enjoy!

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| **3. REASON FOR THE UNIT. WHY IS IT IMPORTANT?** |
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| **4. CONTENT DETAIL/UNIT OVERVIEW**Describe your unit in detail using narrative form. |
| In this week unit, students will… |

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| **5. BIG IDEAS/ESSENTIAL QUESTIONS**(See **APPENDIX A** for sample THEMES, BIG IDEAS, AND ESSENTIAL QUESTIONS) |
| **BIG IDEAS** | **ESSENTIAL QUESTIONS** |
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| **6. STANDARDS**(Use curriculum documents from CCLS and State Curriculum Guides)**Include all relevant focus standards from ELA CCLS, SOCIAL STUDIES, and/or SCIENCE (K-5) or if designing integrated units (MS/HS)** |
| **FOCUS STANDARDS** (laser like standards)  | **ON-GOING STANDARDS** |
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| **7. COMMON SKILLS AND OBJECTIVES**(See **APPENDIX B**- LEARNING OBJECTIVE EXAMPLES)BRAINSTORM ALL THE OBJECTIVES/OUTCOMES FOR THIS UNIT.  THESE OBJECTIVES/OUTCOMES WILL BE REFLECTIVE OF THE FOCUS STANDARDS.Make these behavioral or measurable so you can monitor growth. For example…avoid- *Students will show an understanding of seasons*. Make it more observable/measurable- *Students will show an understanding of seasons by creating a Season Chart on a calendar*.If you have too many prioritize by marking with a \* or numbering. REMEMBER- the \* or numbered objectives/outcomes are for every class (COMMON OBJECTIVES/OUTCOMES). The others will remain optional. |
| Students will: |

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| **8. UNIT ASSESSMENTS**(See **APPENDIX C**- Types of Assessments)These assessments will match the COMMON objectives/outcomes in section 7.Assessments, both formative and summative, that will occur during the unit. This will include the rubrics/ checklists/ scoring guides etc. that will be used as well as a description of the initial/pre-assessment as the unit begins. |
| **ASSESSMENTS** |
| **OBJECTIVE/OUTCOME** | **FORMATIVE or SUMMATIVE ASSESSMENT DESCRIPTION** | **RUBRICS/CHECKLISTS/SCORING GUIDE etc.** |
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| **9. PERFORMANCE TASK**The **Common Performance Task** that all students will complete. This is not a culminating task. The **Common Performance Task** should be administered over two or more days and offer students the chance to show mastery toward the focus standards of the unit. This **Common Performance Task** should be multi-layered and offer the student an opportunity apply their learning or perform in a real life situation under real life circumstances. |
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| **10. PERFORMANCE TASK REVIEW:**(See **APPENDIX D**– Webb’s Depth of Knowledge (DOK), and APPENDIX E- UDL REFERENCE SHEET |
| **How do I assess the task? Does the rubric reflect the standards?** | **How rigorous Is the task? Use Webb’s DOK or Hess’ cognitive Rigor Matrix to describe.** | **What barriers to learning do I remove for my ELL and IEP students? Utilize UDL.** |
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| **11. MATERIALS AND RESOURCES- TEXT**(See **APPENDIX F**- Text complexity rubric K-2, **APPENDIX G**- Text complexity Rubric 3-5, **APPENDIX H**- Text Complexity Rubric- Literary 6-12, **APPENDIX I**- Text Complexity Rubric- Informational 6-12) |
| **TEXT COMPLEXITY** |
| **TEXT** | **GENRE** | **LEVEL** | **COMPLEXITY FEATURES** |
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| **12. OTHER RESOURCES**What else do you have or need that is essential to the success of the unit? |
| **AVAILABLE** | **NEEDED** |
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| **13. ACADEMIC VOCABULARY**Identify the specific Tier 2 and 3 words that are essential for this unit and that all students will learn, use and understand. |
| **ELA** | **SOCIAL STUDIES** | **SCIENCE** | **MATH, TECH., MISC.** |
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| **14. INTRODUCTORY AND CULMINATING SESSIONS**Ideas or plans for engaging introduction and celebration of the unit. |
| **INTRODUCTION OF UNIT** | **CULMINATION OF UNIT** |
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| **15. DAILY/WEEKLY LESSON PROGRESSION**Using a calendar, plan with targets in mind so that all teachers have an opportunity to pace their teaching with the students so teams can meet and reflect on the unit as it develops. This will allow teachers to compare student achievement, revise or tweak the unit as necessary and compare student progress and results with focus standards.It is not necessary to have a daily entry. This is not a pacing chart. Use this to identify when common objectives/outcomes will be completed so teachers can use the student work at PLT meetings to monitor student and unit progress.  |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |  |
|  |  |  |  |  | **BY WEEK ENDING** |
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