Depth, Deliberacy & Determination: Unit Planning for ELA and SS

Planning Backwards with a Focus

FOR ACCESS TO PRESENTATION RESOURCES, GO TO:

Beginning with the End in Mind

Steps to Success

- Understanding Overarching Understandings and Expectations
- Creating a Scaffolded Sequence
- Instructional Planning
  - Instructional Strategies
  - Resources
- Assessing Student Understanding
- Reflections and Adjustments to Instruction

PLANNING MATERIALS

What We will Need:

- LDOE Units for SS and ELA
- Standards
- LEAP Sample Tasks and Item Sets
- Content/Skill related activities and resources

OVERARCHING UNDERSTANDINGS

LOOKING AT THE STANDARDS AND GUIDING QUESTIONS

What overarching understandings are desired?	What are the overarching "essential" questions?
What do I want **all** students to remember, be able to use, and discuss? What thinking skills do I need to teach? How will I teach the thinking needed to meet the rigor of the standards? How do I scaffold the skills?	What do I want students to understand, conceptually? What content should I focus on? How will I teach the content, while teaching the thinking skills required?
↓ ↑ **What will students understand as a result of this unit?**	**How will student understandings be assessed?**
Out of all the information that might be learned, what are the central or 'big ideas' that tie all of this information together? What will concepts will students have to synthesize and connect to have conceptual understanding? Think about connected skills/concepts, skills addressed in the unit and what do you need to think in order to connect? Mapping Critical Structures How am I going to map this information so my students understand it? What are the essential pieces of this unit (subtopics)? →	How will this unit be assessed? What will assessing throughout the unit look like? Am I assessing thinking/skills/content to the level of rigor on LEAP? How will my assessments throughout the unit lead to my unit assessment for both thinking skills and content? How will I address thinking and student understanding of concepts? How will I see the connections?

SCAFFOLDING THE SEQUENCE

How am I going to map this information so my students understand it?

What are the essential pieces of this unit (subtopics)?

How much time do I want to spend on this unit?

PLANNING THE INSTRUCTION

What skill (s) am I trying to set up?
What concepts am I connecting to?
What concepts will I need to address before/after the lesson so that my students can connect?

Teacher as Facilitator: students are active learners (no passive learning); lesson generates language and inquiry; students learn together (challenging, interactive & authentic)
Comprehensible Content: (e.g. visuals, manipulatives, gestures, concrete objects, games, role play)

Meaningful, Interesting and Relevant: connects learning to real life (activate prior knowledge)

Academic Opportunities: negotiation of content meaning through pairs & groups

Language Opportunities: (meaningful interaction) for vocabulary and academic language development through instructional groupings. (whole group instruction kept to a minimum)

Higher Order Thinking: challenging activities (largely achieved through groups and pairs activities) What guiding questions do I need to provide to students/stations to facilitate higher levels of learning and greater meta-cognition?

PLANNING THE INSTRUCTION

Analyzing Learning Difficulties

Which, if any, of these pieces will be challenging for any of the students?
What did my former students struggle with in the past?
What particular needs do my current students have?

Teach Strategically

Do I explain, show, and model for students how information will be taught and learned on an ongoing basis?
Discussing with students the thinking and organizational processes used?
Do I communicate the value of 'learning how to learn' to students through the use of ongoing evaluation and feedback?

What skill (s) am I trying to set up?
What concepts am I connecting to?
What concepts will I need to address before/after the lesson so that my students can connect?

INSTRUCTIONAL STRATEGIES

What are the students going to be doing?

What type of problem solving are they having to do?

How will I plan for student-to-student purposeful talk & student collaboration

<u>Stations/Centers</u>
What protocol (Learning Task) would need to be in place to open the lanes of learning (support learning)?

What would it look like and sound like to work with a partner?

What can I do to make the content clear, engaging, and memorable?
What am I doing to reach different learning styles?

<u>Opening the Lanes of Learning (Student Centered)</u>
What strategies will I use to facilitate and encourage small group and pairs purposeful talk and collaboration?

How will the standards be addressed on the LEAP test?

What practices will help me teach thinking and problem solving for this content?

What strategies will I use and how will I scaffold the learning process?

RESOURCES AND MATERIALS

What teaching tools will I use in my instruction?

What activities, labs, projects, etc, could be included in this lesson?

What materials will I need to use for content?

What materials will I need to teach the thinking skills?

Think about:
Student anchors/ supports

Group materials

What physical materials will students need to be successful?

ASSESSMENT & EXPECTATIONS

LEARNING EXPECTATIONS

Focus: Teachers establishes students purpose for learning lesson objective (activate prior knowledge)

Expectations connected to learning sequence and enduring understandings

"I can" statements.

ASSESSMENT

What evidence do I have for student mastery?

How do I check for understanding throughout the lesson?

<u>Evaluating Content Enhancement</u>

Were the teaching tools used effective?

Did all students learn what was intended?

Do aspects of the content need to be rotated?

REFLECTIONS & ADJUSTMENTS

<u>Reflecting on Outcomes</u>

Does my student work show a need for reteaching, etc?

Do I need to reteach any information for mastery or is the level of mastery acceptable?

Who, what, and how will I reteach?

How will I offer enrichment for students who showed mastery?

Do I need to adjust the critical outcomes?

What revisions are need to my devices and plans?

What do I need to do differently next time?

Did I spend enough time developing the routine?