Teacher: Grade: Subject: Unit: Length of Unit:

Unit Standards

Standards/Skills Foci for Unit: SS- Historical Thinking skills and main standards addressed ELA- Reading and Writing Foci addressed in unit

Task Addressed: SS-Themes ELA-LEAP Task

Identify Desired Results: Enduring Understandings

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?**

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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? <u>Mapping Critical Structures</u> 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?

What is the sequential plan for delivering instruction and monitoring learning?

Duration of Lesson	Objective/ Desired Understanding	Best Practices/ Content Strategies	Resources/ Materials	Instructional Plan	Assessment/ Reflection on student work	Reflection/ Next Steps
How am I going to map this information so my students understand it? What are the essential pieces of this unit (subtopics)?	**Focus:** Teachers establishes students purpose for learning lesson objective (activate prior knowledge) - 5 "I can" statements.	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	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 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	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?	<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 much time do I want to spend on this unit?		<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 difficult content more 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?	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?	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? What HOT questions can I pre-plan to scaffold student understanding and promote independence? <u>Analyzing Learning Difficulties</u> 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? <u>Teach Strategically</u> 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? Agenda Bellwork Activities/Plan of Action Closure 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?	Did all students learn what was intended? Do aspects of the content need to be rotated?	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?