

# Unit Plan

**Title:**

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School:

Teacher:

Subject:

## Curriculum Map – *At a Glance*

Course:			Grade Level:	
Marking Period	Topic(s)	Objectives/Essential Questions	Focus Standard(s)	Significant Assessments
1 (Sept- Oct)				*
2 (Oct – Nov)				
3 (Dec – Jan)				*
4 (Feb – March)				
5 (March – April)				*
6 (May- June)				

# A Unit Plan Overview

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## Unit Title/Topic:

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**1. Content Knowledge:** What do I want the students to learn? (key topics, facts, central vocabulary)

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**2. Learning Goals (Objectives, Enduring Understandings, "I Can Statements"):** What are my overall goals for the unit?

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*Students will be able to . . .*

**3. Common Core Standards Alignment:** What are the Key Standards aligned with the unit? (see prompts below -- check all that directly apply)

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**3. Assessment:** How will students demonstrate they have met the expectations of the Unit?

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**4. Scaffolding Content:** What are the individual pieces of information in this unit, and how can I break it down? (facts, vocabulary, key ideas)

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**5. Scaffolding Skills:** What are ALL of the skills that students need to have in order to succeed on the formal assessment? (reading, writing, communicating, thinking skills)

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**6. Learning Activities:** What various instructional activities will facilitate learning the content information and skills? (ex: journals, stations, reading logs, etc)

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**7. Timeline:** How long should this unit last? (Use the Calendar)

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**8. Resources:** What texts will I use to teach this information?

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**Pacing Calendar:**

	<b>Objective/Aim/ Essential Question</b>	<b>Daily/Weekly Activities</b>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		

# Instructional Strategies & Learning Activities

List the different types of instructional activities to be used at the different stages of the unit.

<b>Rituals and Routines:</b> <ul style="list-style-type: none"><li>• Openings</li><li>• Closings</li><li>• Daily Practice</li></ul>	
<b>Entry Points for Learning:</b> <ul style="list-style-type: none"><li>• Differentiating Instruction</li><li>• Universal Design for Learning</li><li>• Accommodations</li></ul>	
<b>Literacy &amp; Discussion Strategies</b> <ul style="list-style-type: none"><li>• Reading Skills</li><li>• Writing Skills</li></ul>	
<b>Learning Activities</b> <ul style="list-style-type: none"><li>• Key Assignments</li><li>• Mini Projects</li><li>• Daily Tasks</li></ul>	
<b>Strategic Grouping &amp; Activities</b> <ul style="list-style-type: none"><li>• Jigsaw, Stations, Centers . . .</li></ul>	

# Project Based Assessment Overview

<b>Assessment Title:</b>		<b>Assessment #</b>	
<b>Assessment Description:</b> <b>RAFT:</b> Role, Audience, Format, Task: <b>GRASPS:</b> Goal, Role, Audience, Situation, Product, Standards			
<b>Key Content Information:</b>		<b>Formative Assessment (IN CLASS "DYO"/First Draft)</b>	
<b>Requirements/Steps for accomplishing the Task:</b>			
<b>Before the Assessment</b>	<b>Preparing for the Assessment</b>	<b>After the Assessment</b>	
<b>Timeline:</b>		<b>Resources:</b>	

