

Integrated Unit of Study Planning Considerations

Grade / Course	Title of the Unit of Study				
Big Idea <i>(The Enduring Understanding)</i> <ul style="list-style-type: none"> The “Big Idea” is the central concept, provides a real-world context (Addresses 21st Century Themes) Continues through to final authentic performance task (assessment) 		What 21st Century Themes will students learn? <i>Interdisciplinary</i> <ul style="list-style-type: none"> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy 			
Essential / “Messy” Question <ul style="list-style-type: none"> Focuses big idea to what is relevant to the student. Provides provocative questions that foster inquiry, understanding, and transfer of learning. (Connects Content Standards & Concepts to 21st Century Themes, & Skills) 					
Standards <ul style="list-style-type: none"> CCSS Clusters CA Content Standards to be integrated How do the clusters of standards illuminate the concepts in the “Big Idea”? 	Concepts and Skills <ul style="list-style-type: none"> What concepts and skills must a student know/have in order to master these standards and gain enduring understanding of the “Big Idea”? Consider order in which to scaffold concepts and skills within the Unit 				
Learning Outcomes of the Unit: <i>Students will...</i>	End of Unit Assessment: <ul style="list-style-type: none"> How will students demonstrate what they know? Through what authentic performance tasks (project) might student demonstrate what they have learned or can do, as a result of this Unit? How might we solicit student input and engage students in co-designing their performance task(s)-project? 		Unit’s Instruction Includes <ul style="list-style-type: none"> <input type="checkbox"/> Create assignments for real audiences and with real purpose <input type="checkbox"/> Focus on the learning process, not just content <input type="checkbox"/> Lead high-level, text-based discussions <input type="checkbox"/> Teach argument writing which appeals to logic and reason <input type="checkbox"/> Increase text complexity in both literature and informational text 		
Balance Teamwork and Individual Work Throughout the Unit of Study: Leverage collaboration as much as skills and content. Make sure to balance both teams and Independent work so that you are demanding a 21 st century collaborative environment while allowing time to meet students on an individual basis.					
Intro Lesson: Purpose: Engage students, spark curiosity, “hook” and necessitate	CCSS “Habits of Mind” What teacher actions might encourage students to engage in these “Habits of Mind”? <table border="1"> <tr> <td data-bbox="1024 2343 1318 2989"> ELA Capacities <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate independence <input type="checkbox"/> Build strong content knowledge <input type="checkbox"/> Respond to the varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehend as well as critique <input type="checkbox"/> Value evidence <input type="checkbox"/> Use technology and digital media strategically and capably <input type="checkbox"/> Come to understand other perspectives and cultures </td> <td data-bbox="1318 2343 1588 2989"> Mathematical Practices <ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning. </td> </tr> </table>		ELA Capacities <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate independence <input type="checkbox"/> Build strong content knowledge <input type="checkbox"/> Respond to the varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehend as well as critique <input type="checkbox"/> Value evidence <input type="checkbox"/> Use technology and digital media strategically and capably <input type="checkbox"/> Come to understand other perspectives and cultures 	Mathematical Practices <ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning. 	DOK Level What levels of DOK will the lesson target to demonstrate student understanding of the “Big Idea”, concepts, and skills? <ul style="list-style-type: none"> <input type="checkbox"/> Level 1: Recall & Reproduction <input type="checkbox"/> Level 2: Basic Skills & Concepts <input type="checkbox"/> Level 3: Strategic Thinking & Reasoning <input type="checkbox"/> Level 4: Extended Thinking
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Student Reflection & Goal Setting:
 Student reflection is an essential component. Throughout the Unit, Students reflect on their work and progress. Students set goals for further learning. Goal setting is a great opportunity for students to personalize learning goals and provides teacher specific targets for differentiated instruction.

<p>3-5 Concept Lessons: Sequence of Tasks, Problems, or Activities Purpose: To develop specific concepts, designed to scaffold, outcome is a delicate (fragile) understanding.</p> <p>Craft Key Questions for each of lessons or set of lessons</p> <ul style="list-style-type: none"> Key Question(s) requires students to address a variety of smaller, more targeted Key Questions to scaffold learning and finding answer to the Essential Question. Key Questions provides the vehicle for addressing specific content standards and demonstration of student performance. <p>Scaffold or differentiate student demonstration of concepts. (Build depth, flexibility, & try same thing in different ways.)</p>	<p align="center">CCSS “Habits of Mind” What teacher actions might encourage students to engage in these “Habits of Mind”?</p>		
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Student Reflection & Goal Setting:
 Students reflect on their work and progress thus far. Students refine goals for further learning. This provides students learning targets and informs teacher’s differentiated instruction.

<p>Getting Precise Lesson: Purpose: Tasks includes assessment criteria for communication of student thinking. Teacher stresses and models precision in verbal and written communication. Students work collaboratively and independently to pin down concepts, skills, definitions, conventions, symbolism etc...</p> <p>Craft Key Questions for each of lessons or set of lessons</p> <ul style="list-style-type: none"> Key Question(s) requires students to address a variety of smaller, more targeted Key Questions to scaffold learning and finding answer to the Essential Question. Key Questions provides the vehicle for addressing specific content standards and demonstration of student performance. <p>Scaffold or differentiate student demonstration of concepts. (Build depth, flexibility, & try same thing in different ways.)</p>	<p align="center">CCSS “Habits of Mind” What teacher actions might encourage students to engage in these “Habits of Mind”?</p>		
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Getting General Lesson:

Purpose: Use concepts across contexts, and generalize

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CCSS "Habits of Mind"

What teacher actions might encourage students to engage in these "Habits of Mind"?

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Mathematical Practices

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Co-Design Authentic Performance Task(s) :

Teacher embraces real-world connections and possibilities for differentiated student summative products by providing opportunity for student voice and choice in their end product. Students write their Essential Question to guide learning outcomes for their end of Unit performance task (Project).

Formative Assessment Lesson:

Through what authentic performance task(s) will students demonstrate their skills and understandings? How will this inform their future learning?

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2-4 Robust & Differentiated Lessons:

Purpose: Move students from a fragile to a robust understanding of concepts and skills via a variety of tasks. Different students work on different things.

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Summative Assessment:

- How will students demonstrate what they know as a result of this Unit?
- Through what authentic performance tasks (project) will student demonstrate what they have learned (concepts, skills, understandings, "Big Idea") and can do?

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Individual Student Reflection & Peer Reflection:

Students reflect on their end product: authentic performance tasks (project)

- I like...
- I wonder...
- I now understand...
- In the future...

How will you and your students reflect on and evaluate the performance task (project)?

- Class discussion
- Fishbowl
- Student-facilitated formal debrief
- Teacher-led formal debrief
- Student-facilitated informal debrief
- Individual evaluations
- Group evaluations
- Other: