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| **UNIT ~~PLANNING~~ *Intentional Thinking as a Tool for Guiding Curriculum and for Facilitating Professional Learning***  **HELP Doc** | | | | | | |
| **Teacher:**   * Is this a group or individual draft, a consensus proposal, or the final district curriculum? | | | **Subject:** | | | **Grade(s):** |
| **UNIT:**   * Can the unit title convey in some detail the focus of the unit of study beyond naming a topic or work of literature? Does it give the students an idea of what they will be asked to get good at? (I.e. Weather and Its Impact on People of a Region vs Weather) | | | **Time Frame:**   * Have I given the time necessary for students to become confident and competent in the learning target set the unit addresses? * Does the amount of time reflect the priority that we have placed on the learning target set? | | | |
| **CURRICULUM /** [**LEARNING TARGETS**](http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx) | | | | | | |
| * Targets a set of content standards for [teaching](https://www.cmu.edu/teaching/principles/teaching.html) and [learning](https://www.cmu.edu/teaching/principles/learning.html). | | * Targets a set [of grade-level ELA / Literacy CCSS](http://misiciowa.org/member-resources/by-subject/) for teaching and learning. | | * Includes a clear and explicit [purpose for instruction](http://www.nassp.org/Content.aspx?topic=Purpose_The_Foundation_for_High_Quality_Teaching). | * [Integrates reading, writing, speaking and listening](http://achievethecore.org/dashboard/408/search/3/1/0/page/397/using-the-ela-literacy-publishers-criteria-to-better-understand-the-standards) so that students apply and synthesize [advancing](http://www.tcoe.org/ERS/CCSS/ELA/LearningProgressions.pdf) literacy skills. | |
| ***Note:*** *Iowa mandates state-wide content standards in:*   * *K-12 English/Language Arts/6-12 Disciplinary Literacy (adopted 2010),* * *K-12 Math (adopted 2010)* * *K-12 Science (adopted 2015)* * *K-12 Social Studies (new ones in 2017), &* * *K-12 21st Century Skills (adopted 2008)*   *In addition Iowa provides the Iowa Core Universal Constructs (adopted in 2008) to support construction of curriculum. Iowa provides the Essential Elements in ELA and Math for students with Significant Cognitive Disabilities (adopted 2013).*  *These areas require some local decision making as the state does not mandate content standards:*   * *K-12 Physical Education, and K-12 Health Education;* * *9-12 Business, 9-12 Marketing, 6-12 Family and Consumer Science, 6-12 Industrial Technology,* 9-12 *Health Occupations, and 9-12 Agriculture;* * *K-12 Visual Arts, K-12 Vocal Music, 5-12 Instrumental Music, and Drama/Theatre;* * *And K-12 Foreign Languages.* | | * Does the teacher/developer articulate alignment to a reasonable set of standards? Do they make sense as a group? Too many? Too few? * Do the standards selected relate directly to the essential question / big understanding and do they direct the kinds of activities and assessments that will be used in the unit of study? * Are only a few literacy standards the focus of instruction for a multi-day plan or unit? * Will the selected standards be directly assessed? * Will the selected standards be explicitly taught? * Do the assignments, tasks and activities suggest a set of standards that should be targeted for instruction? * Do the assignments and activities make sense given the standards listed? * Is the lesson/unit instructionally tight?   ***Note****: Don’t lose sight of the content objectives over and above the literacy objectives. Literacy objectives need to be in service of the content objectives.* | | * Is the purpose clearly communicated and done in a way that the students understand and value what they are being asked to learn and do? * Is the purpose for instruction coherent with the targeted standards and the assignments and activities? * Is it clear that the purpose remains the clear focus throughout the unit?   ***Note****: This criterion is about staying true to coherence, and clear communication with the student and teacher using the unit.* | * Are students provided with multiple opportunities to develop reading, writing, speaking and listening skills? * Are students provided explicit instruction on reading skills needed to handle the selected texts? * Are students provided with explicit instruction on writing skills needed to complete the assigned tasks? * How will speaking and listening skills be enhanced? * Does the lesson/unit provide opportunities for students to present ideas and information through writing and/or drawing and speaking experiences? *(The K-2 standards explicitly refer to allowing speaking and drawing of ideas as early entry into expression).* * Do the text and writing tasks connect coherently? * Does the student use the text directly in the assigned writing?   ***Note****: Capitalize on how the graded progressions are designed backward from each anchor standard. The unit should take students to a new level of independence.* | |
| [**ESSENTIAL QUESTION**](http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx) **/ BIG UNDERSTANDING** (Understandings frame the big ideas central to a discipline. They represent the important ideas that we want students to be able to use long after they have forgotten the details. In other words, enduring or big understandings have lasting value beyond the classroom). | | | | | | |
| * Have I identified what larger understandings this unit will work toward developing? Some refer to these as ‘big ideas’ or ‘enduring understandings’, no matter what term you use, they are developed so as to guide the unit of study to get the desired results. Once these are developed, it might be necessary to go back and make adjustments to the benchmarks/strands-grade level expectations that were selected for the unit earlier. * Has the essential question fostered content inquiry/understanding/thinking, connections to 21st Century skills and [relevance to the learner](http://rightquestion.org/blog/accountability-engagement/)? | | | | | | |
| **Code** | **CONTENT Standards (Teach and Assess)** | | | | | |
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| **Code** | **ELA /LITERACY Standards (Teach and Assess)** | | | | | |
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| **Code** | **ELD (**[**English Language Development**](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)**) Standards** | | | | | |
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| [**21st Century Skills**](http://www.cde.ca.gov/ci/rl/cf/documents/chapter10sbeadopted.pdf): Which skills will be [incorporated](http://www.p21.org/about-us/p21-framework/352) in the instructional design? |
| |  |  |  | | --- | --- | --- | | [**Learning and Innovation Skills**](http://www.p21.org/about-us/p21-framework/60) | [**Information, Media and Technology Skills**](http://www.p21.org/about-us/p21-framework/61) | [**Life and Career Skills**](http://www.p21.org/about-us/p21-framework/266) | | * Creativity and Innovation * Critical Thinking and Problem Solving * Communication * Collaboration | * Information Literacy * Media Literacy * ICT (Information, Communications and Technology) Literacy | * Flexibility / Adaptability * Initiative / Self-Direction * Social /Cross-Cultural Skills * Productivity /Accountability * Leadership / Responsibility | |

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| **Iowa’s** [**21st Century Skills**](https://iowacore.gov/iowa-core/subject/21st-century-skills): Which standards/skills will be incorporated in the instructional design? | | | | | [**Universal Constructs**](https://iowacore.gov/content/universal-constructs-essential-21st-century-success-0)(How does the unit support the constructs?) |
| **Employability**  **Skills** | **Financial**  **Literacy** | **Health**  **Literacy** | **Civic**  **Literacy** | **Technology**  **Literacy** |
| 1. Communication 2. Flexibility 3. Leadership and responsibility 4. Self-direction 5. Productivity and accountability | 1. Financial planning 2. Financial instruments 3. Debt 4. Risk management options 5. Financial security 6. Ethical behavior | 1. Functional health skills 2. Health goals 3. Wellness goals 4. Health risks 5. Active lifestyles | 1. Rights and responsibilities 2. Constitutional government 3. Branches of government 4. Powers of government 5. Political action 6. Law and public policy 7. Political systems 8. US world affairs | 1. Creativity and innovation 2. Communication and collaboration 3. Research and Information Fluency 4. Critical thinking, problem solving, & decision making 5. Digital citizenship 6. Technology operations & concepts | **Critical thinking**  **Complex communication**  **Creativity**  **Collaboration**  **Flexibility and adaptability** |

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| **Engaging the Students:** How will [students be engaged](http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Strengthening-Student-Engagement@-What-Do-Students-Want.aspx) in the learning during this unit? |
| * Have I thought about current student [background knowledge](http://www.heinemann.com/shared/companionresources/E02655/BackgroundKnowledgeRubric.pdf), misconceptions that have occurred in the past, and how will this unit reduce misconceptions and build a strong knowledge base?   ***Hint:*** Rough out a story-board format of lessons in planning the unit of study. Answer: What is the order of skills/concepts to be taught? OR What is your line of inquiry over the course of the unit, i.e., your sequence of questions that engage students in the content? |