

P-CCS Curriculum Unit Template Guide



What should students know and be able to do?

Academic Standards

Identify the state/national/international standards being addressed in this unit of study.

The standards that are denoted with a red "P" has been identified as a "Priority Standard".

Student Practices & Expectations

Academic Expertise that every educator must seek to develop in their student and that students must know and understand that rests on the important processes and proficiencies with longstanding importance in academic content area.

Big Ideas/Enduring Understandings

- Big Ideas are overarching themes within a discipline.
- They cut across units or areas of study, and can even cut across disciplines.

Essential Questions

Samples

Essential Questions represent the enduring understandings we want our students to develop. They should not be answered with a simple "yes" or "no"; rather, they should offer multiple points of entry and allow for the inclusion of different perspectives and/or approaches.

Key Concepts

WHAT we want students to know and understand about the unit or topic we are teaching.

Our content reflects:

- The facts, concepts, generalizations and principles that are the focus of our curriculum.
- Consciously understood factual information
- Written as Nouns in a bulleted list

Learning Targets (I Can statements)

Please label every learning target(I Can statement) with: (s)skills, (k)knowledge, (p)product, (r)reasoning

Bloom's Taxonomy

Depth of Knowledge (DOK) Levels

SAMR Model

What is UDL

Learning Targets are clear, specific dissections of the Standards to be mastered in this unit of study. They should clarify concepts and skills students will develop as a result of these learning activities.

Tiered Learning Targets are learning targets that provide a differentiated entry point for the learner. They offer scaffolded steps that lead to the grade level learning target.

- Tiered learning targets could be accommodated in sequence, breadth, depth and/or rate
- Tiered learning targets offer prerequisite skills needed to reach grade level learning target.

P-CCS' tiered learning targets are broken down into two levels:

- Beginning Learning Target (BLT)-This target is for a student who has or functions as if they have

a mild cognitive impairment. This student could have issues with memory, focus, attention, processing and/or language.

- Developing Learning Target (DLT)-This target is for a student who has or functions as if they have a specific learning disability. This student could have difficulties organizing information, or may be strong in one or more academic areas over another. They may also have poor comprehension.

What is our learning plan?

Universal Design for Learning

[What is UDL](#)
[UDL Guidelines](#)

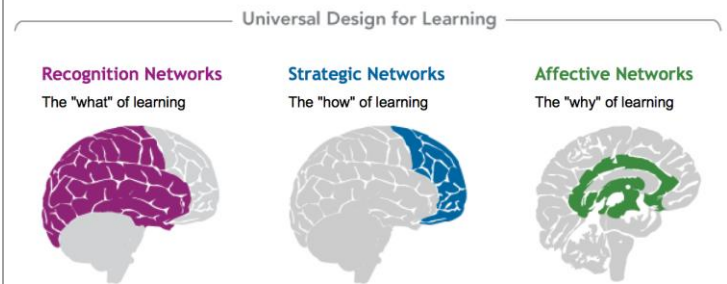
While the information contained here is not related to Unit Level Standards, important information related to UDL is included for your reference.

What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)

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Lesson Sequence

The lesson sequence is an expansion of the units of study and explicitly cite a sequencing of lessons, and coinciding activities identified within each lesson, specific to key concepts and Michigan Academic Standards. The identified lessons are meant to be a set of lessons needed to teach a particular unit of study.

Lesson Sequences may contain UDL checkpoints (ex. UDL 5.1) under skills/strategies. These checkpoints offer practical suggestions on how teachers can incorporate Universal Design for Learning in their lesson planning. Click on the "UDL Guidelines" box in the Universal Design for Learning section for a

Essential Vocabulary

General vocabulary and academic vocabulary should be included.

<p>more detailed description and explanation of the recommended checkpoints.</p>	
<p>Instructional Strategies</p> <p>Identify key instructional strategies that will be used to engage all learners in the learning process. Strategies exemplifying cultural proficiency should be emphasized.</p>	<p>Resources and Tech Integration</p> <p>Identify the specific core resources that will be used to guide students' learning. Include texts, videos, apps, etc.</p>
<p>21st Century Skills</p> <p>Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practices. Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).</p>	
<p>How will we know if students have learned it?</p>	
<p>Performance Tasks/Assessments</p> <p>This section is for inquiry based, higher order thinking tasks that will be used to assess students' mastery of content and skills, as well as their ability to apply them to new or unique contexts.</p> <p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Formative assessment strategies that are effective in supporting teaching and learning in this unit of study 2. Sample common formative assessments aligned to the Standards and Learning Targets that local PLCs can build from to support their work. <p>Summative Assessment:</p> <p>The end of unit assessments that will be used to determine the overall success of a unit of study. To what extent have students mastered the concepts and skills identified in the Learning Targets?</p>	
<p>What will we do when students have/haven't learned it?</p>	
<p>Intervention Instructional Strategies</p> <p>Identify additional instructional strategies that will be helpful in supporting students who have not mastered the intended Learning Targets.</p>	<p>Intervention Resources</p> <p>Identify and include resources linked to specific Learning Targets that will support students' learning in a different way.</p>
<p>Enrichment Instructional Strategies</p> <p>Identify additional instructional strategies that will be helpful in supporting students who have already mastered the intended Learning Targets and need to extend their learning.</p>	<p>Enrichment Resources</p> <p>Identify and include resources linked to specific Learning Targets or Standards that will extend students' learning beyond their current level of mastery.</p>