

DESIGN TEMPLATE FOR STANDARDS BASED UNIT



1. Focus of the Unit

- A. Core Ideas of the Standard
 - What does it mean?
 - How would you explain it?
- B. Student prior knowledge
 - Enabling skills
 - Pre-requisites
- C. Teacher content knowledge
 - What do you need to do to prepare yourself to teach this unit?
 - What strategies might you use?

2. Assessment Prompt

- A. Student-friendly language-prompt that students respond to by providing evidence they have met the standard.
- B. Other assessment methods to gather understanding

3. Criteria for success (rubric)

- A. Characteristics of a high quality response
- B. Criteria: conventions on writing

4. Opportunities to learn and perform

- A. Opportunities to learn, practice and perform prior to final assessment.
- B. Guidelines for developing ideas
 - How do your students learn best (general ways) ?
 - What strategies engage students?
 - Are these research based? (Check Marzano: *Classroom Strategies that Work*)
- C. List these strategies for learning
- D. List the opportunities for practice

5. Core Lessons:

- A. Opportunity to learn: Standards, Content, and Criteria for success
 - Strategies
 - Anticipatory Set
 - Purpose and Objectives
 - Input, New Information and knowledge necessary for students to know
 - Materials and resources
- B. Opportunities to practice or perform
 - Modeling
 - Checking for understanding
 - Guided Practice
 - Independent practice
 - Materials and resources

DESIGN TEMPLATE FOR A STANDARDS-BASED UNIT OF STUDY

INTRODUCTION TO UNIT

Unit Title: _____ Grade Level: _____

Unit Designers: _____

Discipline/Course Title: _____

Timeframe: _____

Why this unit of study is important for student learning? How will the teacher engage students? What are the broader concepts and ideas that may be included in this study?

Additional resources needed:

CONTENT STANDARDS ADDRESSED

STANDARD(S) THAT ARE ENDURING AND ANCHOR THIS UNIT OF STUDY:

STANDARD(S) THAT ARE IMPORTANT FOR UNDERSTANDING THE CONTENT OF THIS UNIT.

THE FOCUS OF THE UNIT

This task should not take more than 30-40 minutes. This step is how we begin **each** unit of study. Its purpose is to create dialogue, increase awareness, and surface questions about what the standard is really asking of both student and teacher. This step is not for in-depth planning which will come later in the process. Rather, it is for sharing your ideas and deepening your understanding as you collaborate in “getting ready” to begin this unit. Read each prompt together; record your responses with post-its or by actually writing in the space provided. You will want to **save** your “teacher to teacher” responses in each step as you create something long-lasting that you can use again or revise in the future.

- A. **Surface and discuss the core ideas of the topic and standards used in this unit? Become familiar with and record the big ideas and the enduring standard(s) that anchor the unit. What level of understanding is required by the standard? Discuss and explain this meaning to each other in the group. How would you explain to students what this unit of study is about- its essence? Have someone on your team record your group’s responses below:**

- B. **Now discuss and record student prior knowledge ,“enabling skills” or pre-requisites that might be required of students for this study? A good way to surface this prior knowledge is to ask: What would I want them to have already learned about this topic or standard(s) coming from the previous grade(s). Have someone on your team record your group’s responses:**

- C. **How comfortable do you feel with the content involved in this unit? What, if anything, will you need to do to prepare yourself to teach this unit? What strategies might you use to be sure you understand the content well enough to teach and assess this standard?
Record your responses:**

THE FOCUS OF THE UNIT

A. CORE IDEAS OF THE STANDARDS:

B. STUDENTS PRIOR KNOWLEDGE:

C. TEACHER CONTENT KNOWLEDGE:

THE ASSESSMENT PROMPT

In “student friendly language”, record a prompt that students will need to respond to in order provide evidence that they have met the standard. How will you assess the enduring or focus standard through **major** product, performance, or prompt? What will students do to show understanding.....that they have met the standard? Agree upon your major performance assessment or prompt and write it in narrative “student friendly language” in the space below. See criteria for a good prompt

Record the Major Assessment or Prompt here:

Record other Assessment Method(s) that will be used during the unit to gather evidence of understanding: Journal entries, quizzes/tests, short answer responses, student self-assessment logs, and other assessments that might assess pre-requisite skills. How will you assess and gather data (such as prior knowledge) that tell you what students do and do not understand as prerequisite skills to completing the major prompt?

Explain each in-depth and how and when they might be used: Include copy of quizzes or journal entry prompts to be used:

CRITERIA FOR HAVING SUCCESS ON THE PROMPT OR PROJECT

What will be expected of the students on the assessment? What would you expect to see in a quality response to the major assessment – one that meets standard in terms of the content? (The “3” on the rubric.)

Characteristics of a High Quality Response to the Assessment:

The student produces written work that must address the following content information. Please list each criteria separately below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Record criteria that meets standard in terms the conventions of writing – proper grammar, punctuations, sentence structure, spelling. Choose those items that you will concentrate on and reinforce during your lessons.

- A.
- B.
- C.
- D.

OPPORTUNITIES TO LEARN AND PERFORM

Instructional plan to assure that every student has adequate opportunities to learn, practice, and perform what is expected **prior to giving the final prompt.**

Step #3 Continued: Determine Opportunities To Learn, Practice, and Perform

In order for your students to perform to the criteria you have listed on the previous page, it is suggested that you now brainstorm numerous opportunities you will provide for your students to learn, practice, and perform what is expected prior to giving the final prompt.

Guidelines for developing ideas for Opportunities to Learn/Perform

Prior to planning your in-depth instruction and teaching lessons, this section asks you to first focus on how your students learn best. Brainstorm and record some *general ways* in which you will direct the learning for this unit. What kinds of Marzano strategies come to mind that you might use that will provoke students to learn and engage them in thinking and in learning. So how do they learn best?

As you consider the **guidelines** above, what hunches do you have about the opportunities will you provide to help student to **learn** the content standard(s) and criteria to meet those standards: Make a list of statements below for the strategies you will use in your lessons:

List various opportunities you will provide for students to <u>learn</u> this criteria:	Why would you use this?

As you consider the guidelines above, what hunches do you have about the opportunities you will provide to help student **practice and perform** the content standard(s) and success criteria to meet those standards? Make a list of statements below for the strategies you will use in your lessons:

List various opportunities you will provide for students to <u>practice</u> this criteria:	Why did you select these?

Core Lessons:

Sequenced, detailed set of lessons from the first day through the final prompt

Lesson # ___

Title: _____

Now record - in detail – lesson by lesson the **Opportunities** to you will give students to **Learn** the standard(s) content of the course **and** the Criteria for Success listed above. Make sure that you record the researched-based strategies that you will use to enable students to learn the content and criteria for success.

- Anticipatory Set - Opening questions to stimulate interest and surface prior knowledge
- Purpose and objective
- Input, New Information, Knowledge necessary for students to know.

Record in detail the **Opportunities** you will give students to **Perform or Practice** the parts that lead to the whole in enabling students to respond successfully to the prompt. What will you do to ensure that every student learns and what strategies will you use in this lesson that will ensure that they learn.

- Modeling
- Checking for Understanding
- Guided Practice
- Independent practice when students have mastered new material or performance required

Materials needed for this lesson:

Core Lessons:

Sequenced, detailed set of lessons from the first day through the final prompt

Lesson # __

Title: _____

OPPORTUNITIES TO LEARN

ANTICIPATORY SET:

PURPOSE AND OBJECTIVES

INPUT, NEW INFORMATION, KNOWLEDGE FOR STUDENTS TO KNOW

STRATEGIES

MATERIALS AND RESOURCES

OPPORTUNITIES TO PERFORM OR PRACTICE

MODELING

CHECKING FOR UNDERSTANDING

GUIDED PRACTICE

INDEPENDENT PRACTICE

MATERIALS & RESOURCES

COURSE TITLE:	
UNIT NAME:	
GRADE:	

AUGUST 2007				
20 Orientation Syllabus Classroom Management and Content Introduction	21	22	23	24
27	28	29	30	1
4 LABOR DAY	5	6	7	8