

The Unit Plan Template Explained

<p>Unit Plan: Title of Unit - Be sure it is PROCESS based (to teach the Common Core Standards selected by the DOE in the Citywide Instructional Expectations). NOT CONTENT BASED.</p> <p>Essential Understanding(s): These are process based and “nailed” to the Common Core standards. NOTE: Because they are “process” they transfer across all content.</p> <p>Essential Question(s): These are content based, but broad and debatable.</p> <p>Final Product: This must align with the unit title.</p>	<p>Approx dates:</p> <p>Always plan for the ideal</p>	<p>Grade:</p>
<p>Rationale: <i>Why is it important to learn these things?</i> A blend of BOTH content and process.</p>		
<p>Common Core Standards: Select the CCSS standards the unit will address from the ones identified by the DOE in the Citywide Instructional Expectations. Remember: if the students are writing, they will also be reading. If they are speaking and listening, they will have read and written at some point. NOTE: select the CCS directly from the left hand column of the Unit Planning Worksheet for the grade the unit addresses. ** IF IT IS HERE, IT WILL NEED TO BE TAUGHT</p>	<p>IFC Skills (*see aligned assessments below)</p> <p style="text-align: center;">A</p> <p>NOTE: copy these directly from Column A (Necessary Skills Covered by IFC) of the completed Unit Planning Worksheet.</p>	
<p>Key Teaching Points deconstructed from CCSS/IFC: <i>Includes specific grammar and punctuation study.</i></p> <p style="text-align: center;">B</p> <p>NOTE: copy these directly from Column B (Cross Grade IFC Assessments That Apply) of the completed Unit Planning worksheet.</p>		
<p>Vocabulary to model, embed in conversation, encourage and notice: <i>Include meta-language for students to use to talk about their learning and thinking.</i></p>	<p>Resources:</p>	
<p>Pre- and Post-Assessment/Final Product: <i>How will you know your students have learned this?</i></p> <p>Always include use of the IFC assessments as formative (and possibly even summative)</p> <p>Formative assessments show progression of teaching and learning to meet the identified CCSS standard.</p> <p>Name the final product (MUST align with unit title)</p>		
<p>Evaluation: <i>What worked well, changes to make , what resources were helpful?</i> Complete this after the unit has been taught and student work has been examined. This is the reflective piece.</p>	<p>Differentiation strategies:</p>	
<p>Extensions/Follow-up:</p>		