

The Unit Plan Template Explained

| | | |
|--|---|---------------|
| 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. Essential Understanding(s): These are process based and “nailed” to the Common Core standards. NOTE: Because they are “process” they transfer across all content. Essential Question(s): These are content based, but broad and debatable. Final Product: This must align with the unit title. | Approx dates: Always plan for the ideal | Grade: |
| Rationale: <i>Why is it important to learn these things?</i> A blend of BOTH content and process. | | |
| 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 | IFC Skills (*see aligned assessments below) <div style="text-align: center; font-size: 2em; font-weight: bold;">A</div> NOTE: copy these directly from Column A (Necessary Skills Covered by IFC) of the completed Unit Planning Worksheet. | |
| Key Teaching Points deconstructed from CCSS/IFC: <i>Includes specific grammar and punctuation study.</i> <div style="text-align: center; font-size: 2em; font-weight: bold;">B</div> NOTE: copy these directly from Column B (Cross Grade IFC Assessments That Apply) of the completed Unit Planning worksheet. | | |
| 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> | Resources: | |
| Pre- and Post-Assessment/Final Product: <i>How will you know your students have learned this?</i> Always include use of the IFC assessments as formative (and possibly even summative) Formative assessments show progression of teaching and learning to meet the identified CCSS standard. Name the final product (MUST align with unit title) | | |
| 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. | Differentiation strategies: | |
| Extensions/Follow-up: | | |