

Unit: Style Guide (Week 1, 40 Weeks) ❌ ❌

General Notes about Unit

- Is your unit title Descriptive enough? Can a fellow teacher unfamiliar with your content area infer what is taught in this unit from the title?
- Within this unit, is there consistency?(Internal alignment) Are the standards connected to the Content, Skills, Enduring Understandings, Essential Questions, Assessments, Learning Activities and Resources?
- Does the information in each category/box follow the guidelines for that box?

Standards/Expectations

Format:

- When choosing your unit standards or expectations, select those that are the primary focus of your unit of instruction and should be assessed.
- When relevant, Also, include standards from other subject areas/frameworks/common core that you may assess.

Examples:

- Select standards from drop down menu.

Essential Questions

Definition:

- An essential question is used to provide focus for a course or a unit of study in the form of a question and keeps the focus on inquiry as opposed to answers.

Criteria: An essential question is...

- Understood by each student.
- Derived from the most important themes and topics of a unit of study.
- A method to broaden a student's understanding of WHY.
- A method to initiate creative and critical thinking.

Format:

- Bulleted list of questions
- No more than one to three per unit

Examples:

- How do scientists gather data and analyze scientific questions?
- What is teamwork and why is teamwork necessary for accomplishing a task?
- Why is it important to understand why numbers are represented in different ways?
- How does music influence emotion?
- How does sportsmanship influence the outcome of any given game?

- How does emotion influence problem solving?

Student Will Know

What we want students to know or understand...

Definition:

- What students should KNOW and UNDERSTAND
- Should be what *you* are teaching (not what students are doing).
- Should relate to the essential questions
- Should list specific information, related vocabulary, procedures, facts.

Format:

- Finish the sentence "*We want students to know or understand...*"
- Bulleted list of phrases.

Examples:

- Scientific method
- Metric system
- French and Indian War
- Parts of speech
- Short vowels
- Place value to the millions
- Point of view

Student Will Be Able To

Bloom's Taxonomy
Bloom's Wheel

What we want students to be able to...

Definition:

- Students should be ABLE TO DO.
- Should be what *students* are doing (not what you are teaching)
- Should be achievable and measurable. Avoid using "understand," "know," or anything else that is not measurable. If using "demonstrate," make sure you also include more specifically

Format:

- Bulleted list of phrases.
- Begin with a verb using Bloom's Taxonomy if possible.
- BOLD the verb

Examples:

- **Research** and **analyze** past periods, events, and issues, using a variety of primary sources

Academic Vocabulary

Definition:

- New vocabulary terms introduced in this unit.

Format:

- Bulleted list of vocabulary terms

Examples:

- Base 10 blocks
- Compare / Contrast

Assessment

Definition: the formative activities and assessments

Criteria: Formative Assessment is...

- most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- works best when it is ongoing.
- used to assist student learning.
- identifies strengths and weaknesses.
- used to assess and improve teaching effectiveness.

Format:

- using the drop down menu -
- Name: give a descriptive TITLE: statement of connection to skill/objective
- Method: choose from drop down items
- Core Curriculum: check all standards that apply

Examples:

- Story Sequencing
Performance: Authentic Task
Students will sequence events from a story by cutting and gluing down the pictures in the order they occurred in the story.
- Summer reading assignment
Written: Journal/ Diary
- Homework

Definition: the summative assessments

Criteria: Assessment is...

- most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- works best when it is ongoing.
- used to evaluate student learning.
- identifies strengths and weaknesses.
- used to assess and improve teaching effectiveness.

Criteria: Summative Assessment is...

- usually given at the end of a unit, chapter, quarter, semester.
- used to evaluate learning and instruction.

Format:

- using the drop down menu -
- Name: give a TITLE that relates to the unit of study
- Method: choose from drop down items
- Core Curriculum: check all standards (frameworks/common core) that apply

Examples:

- Construction Vocabulary
Summative: Oral skill demonstration during class discussion
The class will collaborate to make a construction vocabulary poster. Students will share construction words, tools, and machines that they have learned this month. The teacher will write the children's responses on chart paper to create a class poster.
- Place Value Test: Chapter 1

Summative: Test: Written

Learning Activities

Definition:

- List all activities used to instruct this unit
- What students are asked to do in order to learn
- Methods you use to help students learn
- Describe how each activity is being used
- Include supporting attachments such as sample lesson plans, weekly assignment sheets, unit calendars and syllabi.

Format:

- Bulleted list of Activities

Resources & Tech Integration



Definition:

- materials, (all manipulates), used in instruction

Format:

- bulleted list of resources

Examples:

- Monomers:
 http://www.phschool.com/science/biology_place/biocoach/bioprop/monomers.H
- Text: *History Alive! The Medieval World and Beyond*, TCI 2005
-  [Using Pictures to Analyze the Boston Massacre](#)

<ul style="list-style-type: none"> • Description of each activity <p>Examples:</p> <ul style="list-style-type: none"> • Guides for reading • Guides for reading: I distributed a guide for reading document with questions about the chapter (see attached). 	<ul style="list-style-type: none"> • Place Value Manipulatives • Oral Language cards • Compound microscope, graphing calculators
<p>Differentiated Instruction</p> <p>Definition:</p> <ul style="list-style-type: none"> • Modifications, accommodations used for different learners. <p>Format:</p> <ul style="list-style-type: none"> • Select from drop-down or input your own strategy. <p>Examples:</p> <ul style="list-style-type: none"> • 	<p>Teacher Reflection Notes</p> <p>Definition:</p> <ul style="list-style-type: none"> • Ideas for revisions and modification for future unit development. <p>Format:</p> <ul style="list-style-type: none"> • Bulleted list of key ideas. • Include dates reflection was made. <p>Examples:</p> <ul style="list-style-type: none"> • 10/16/2013: This unit could be shorter... • 8/24/2013: The lesson today was too hard and needs to be broken up furthe