

## COMMON CORE UNIT DEVELOPMENT TEMPLATE

This template is being updated weekly at [Unit Development](#)

Last Update: June 22, 2010

Unit Title: \_\_\_\_\_

PLC Team Members: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Allocated Time: \_\_\_\_\_

### Section I: Identifying Standards, Level of Application and Central Theme (See Appendix Section I)

Common Core	UNIT THEME: Section I A: <a href="#">What is the Essential Question in the Theme?</a>
<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Science <input type="checkbox"/> Science <input type="checkbox"/> Technical	<b>Section I B: Identifying Standards:</b> What content standards does this unit address? From the <a href="#">Curriculum Web</a> list all unpacked targeted common core standards below that this unit will address:

**Section I C:** Define the instructional purpose for the unit of study in terms of relevance to real life applications.

**Section I D:** Record below from the [Unpacking Template](#) what students have to know and be able to do in order to meet selected targeted standards. (*Write these statements in student friendly language.*)

**Students will know**

**Students will be able to do**

**Section I E:** Identify essential questions that will be used in gaining student interest.



**Section III: Selection of Resources and determining Lexile Range. (See Appendix Section III)**

**Section III A: [Identifying technology tools as resources to methods and types of presentations.](#)**

Presentation Types	Available Technology Resources	Methods of Presentation

**Section III B: What level of language will need to be identified in this unit?**

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K-1	N/A	N/A
2-3	450L-725L	450L-790L
4-5	645L-845L	770L-980L
6-8	860L-1010L	955L-1155L
9-10	960L-1115L	1080L-1305L
11-CCR	1070L-1220L	1215L-1355L

**Section III C: List non-related technology materials and resources needed to support unit standards. Record the lexile range for all resource material selected for this unit.**

**Section IV: Identifying Summative and Formative Assessment Types (See Appendix Section III)**

Identify methods of summative assessment	Identify the performance assessment content standards measured.	
Develop Scoring Criteria	Identify tools that will evaluate end of unit assessment.	
Identify formative assessment types		
Assessment Type	Learning Target	Frequency
Anecdotal records Quizzes and essays reports Surveys, observations Rubrics Quizzes, essays, questioning Essays, observations	Knowledge Reasoning Performance Product Development	

Please note that this template will be updated periodically. If you have any suggestions you may enter your thoughts at [Today'Meet](#)

## **SECTION I APPENDIX**

### **Section I A: What is the Essential Question in the Theme?**

For a Common Core Unit to be successful, the theme must allow for many different areas of exploration and should relate to some facet of the students' lives so that it will capture their interest and give the unit a real-life application. When the curriculum connects with the students' lives and experiences, they are more likely to internalize what they learn. The theme should be developed around an essential question or big idea. A central theme is a statement or open-ended question that communicates the content standards in a way that engages students by connecting learning to prior knowledge, skills, experiences, beliefs and/or customs. It should focus on a life issue, problem or question that provides a meaningful purpose for student learning. A unit organizer is general and relates to some big idea, thereby allowing for transferability of knowledge. This makes a unit theme important in formulating a course of study.

The essential question is the driving force behind the unit that supports instructional delivery as it refocuses the attention to what is important about the unit. For example an essential question for a particular unit might be "How Literature Effects Our Lives." As a theme for the unit, the statement becomes the introductory clause for each lesson. The teacher would consistently and periodically state to the class, "In today's lesson, we are going to further explore ways that literature affects our lives." The restatement of the essential question or theme of the unit then drives instruction and assessment for a particular unit of study.

### **Section I B: Selecting Standards. What content standards does this unit address?**

This section is used to outline the desired standard or standards as it relates to the unit theme. A standard is ability or skill the student can demonstrate, usually in a variety of ways. Select the standard codes from the curriculum web identified for this unit. Record these standards on the template under Section I B. As stated earlier the purpose in developing a [Curriculum Web](#) is to show relationships between standards and theme or essential question.

What are learning targets?

A learning target is any achievement expectation we have for students on the path toward mastery of a standard. It clearly states what we want the students to learn and should be understood by teachers and students.

1. Learning targets should be formatively assessed to monitor progress toward a standard.
2. Identify the standard you will be using
3. Identify the nouns
4. Identify the verbs
5. Discuss the verbs and come to agreement on the meaning and depth of knowledge.
6. Redefine the verb for students by rewriting it using synonyms or clarifying terms. ([See Unpacking](#)).
7. Try to define verbs in the same way within a grade level and content area to create commonality.
8. Remember to ask yourselves "What does this look like in student work?"

### **Section I C: What is essential for students to know in terms of real life applications?**

Students need to know the rationale for learning, and teachers should take the time to explain it. The purpose for providing a rationale is to help the unit developers justify the purpose of the unit. If the purpose for the unit lacks relevance or a real-life application, this step in the process will reveal these gaps.

### **Section I D: What students have to know and be able to do in order to meet selected targeted standards?**

Students must have a clear sense of the learning outcomes you want them to learn written in terms that they will understand. Even though there are several ways to provide students with more information about what they are expect them to learn, most effective ways are usually statements that students can personalize in goal setting. These personal statement of learning are usually written in "I Can Statements" or "I am Learning Statements." One way is to reword the desired learning outcome into language your students will understand. For example, you might reword this learning outcome, "I am learning how to summarize text at an appropriate reading level" to

this statement "you will be able to use the information from your reading to draw conclusions."

- Rewrite the language of the standards as an "I can" or "I am learning to" statement. Be sure it is in terms that students will understand and grade-level appropriate.
- "I can" statements can be posted in the classroom as reminders for focused lessons and student goal setting. ([http://serge.ccsso.org/question\\_4\\_3.html](http://serge.ccsso.org/question_4_3.html))

In Section I D, record from the unpacking template what students have to know and be able to do in order to meet selected targeted standards? (*Write these statements in student friendly language.*)

**Section I E: What are some essential questions that will be used in gaining student interest?**

An essential question is a provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Rather than yielding pat answers, essential questions are intended to stimulate discussion and rethinking over time. There are two types of essential questions: overarching and topical. Overarching questions focus is based on a key concept, enduring understanding, and/or big idea to prompt inquiry. *What provocative questions will foster is inquiry, understanding, and transfer of learning?* An essential question are interpretive, and have no single "right answer." The following is a list of criteria that can be generally associated with essential questions;

- Provoke and sustain student inquiry, while focusing learning and final performances.
- Address conceptual or philosophical foundations of a discipline/ content area.
- Raise other important questions.
- Naturally and appropriately occur.
- Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.

**Resource Link:** <http://www.curriculum21.com/pd/resources/archives/glossary>

**Section II Appendix: Complexity of Learning Task and Lexile Range**

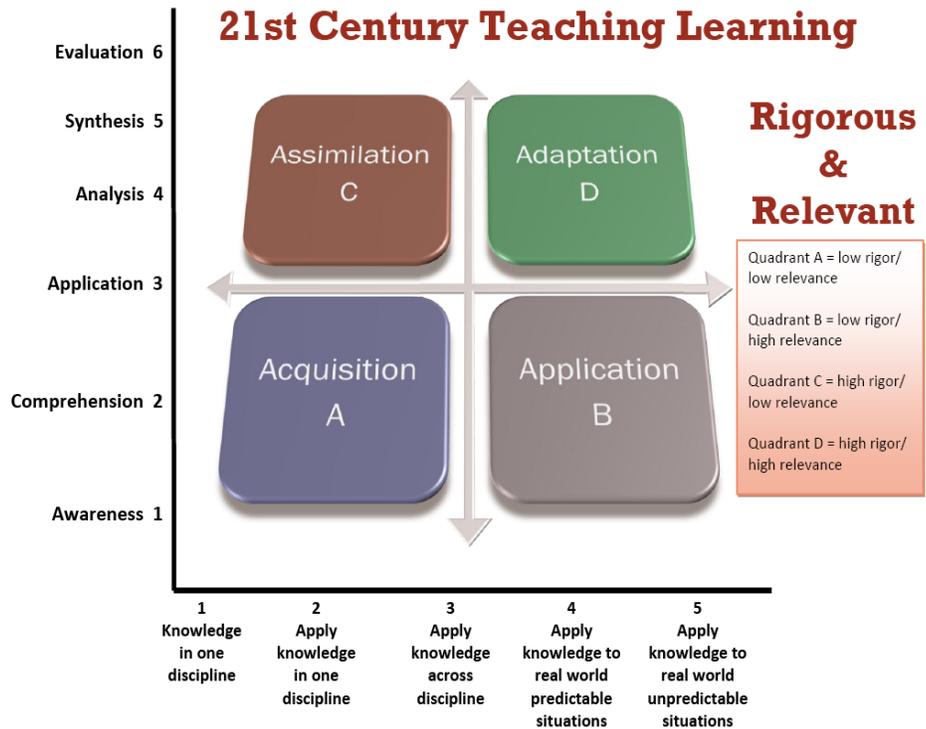
**Section II A: What will be the complexity of the task as it is measured against the framework of rigor & relevance?**

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about students and how they engage with the content, offering a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Depth of knowledge (DOK) forms another important perspective of cognitive complexity. The best known work in this area, that of Norman Webb (1997, 1999), requires a new direction of thought when aligning a task the depth to which are expected of students when demonstrating an understanding of that content.

- DOK-1 Recall & Reproduction — Recall a fact, term, principle, or concept; perform a routine procedure.
- DOK-2 Basic Application of Skills/Concepts — Use information, conceptual knowledge; select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- DOK-3 Strategic Thinking — Reason or develop a plan to approach a problem; employ some decision-making and justification; solve abstract, complex, or non-routine problems, complex. (DOK-3 problems often allow more than one possible answer.)
- DOK-4 Extended Thinking — Perform investigations or apply concepts and skills to the real world that require time to research, problem solve, and process multiple conditions of the problem or task; perform non-routine manipulations across disciplines, content areas, or multiple sources.

An authentic task is designed to simulate or replicate important, real-world challenges, such as asking a student to use knowledge in contexts where the purposes, audiences, & situational variables are genuine. To develop an authentic task requires a test against the rigor and relevance framework and should be measurable through a performance rubric. The rigor relevance framework is based on a dichotomy of levels of learning taxonomy and four application quadrants. The Rigor Relevance Framework, illustrated to the right, uses four quadrants that represent levels of learning. On the Knowledge axis, the framework defines low rigor as Quadrants A and B and high rigor as Quadrants C and D as they are measured against the level of knowledge required for the task. (See Rigor Relevance Framework)

**KNOWLEDGE TAXONOMY**



**APPLICATION MODEL**

**Application Relevance**

On the Knowledge axis, Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant A is labeled “Acquisition” because students gather and store bits of knowledge and information.

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Quadrant C, “Assimilation,” represents more complex thinking, but still knowledge for its own sake. In Quadrant C, students extend and refine their acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and to create unique solutions.

Quadrants B and D represent actions or high degrees of application. In Quadrant B. “Application,” students use acquired knowledge to solve problems, design solutions, and complete work.

In Quadrant D, “Adaptation,” students have the competence to think in complex ways as they apply knowledge and skills they have acquired to new and unpredictable situations. Students create solutions and take actions that further develop their skills and knowledge.

## Section II B: Determine key vocabulary words and how they will be taught

In order for students to understand spoken or written words a student must know 95% of the words that are being taught in the classroom. In order for students to retain the meaning of a word it takes a minimum of 15 encounters with a new word for a student to understand and apply the word independently. That is why the teaching of vocabulary can assist students in expanding their knowledge to raise achievement. The best strategies to increase vocabulary development is when students have visual images of word meaning and when the words are categorized into groups. Some methods for visual learning could include the creation of labels as a tool for fostering new perceptions and increasing learning. For vocabulary to develop teachers must provide time in;

- Awareness of words
- Wide reading and extensive writing
- Strategies for independently inferring word meanings from context
- Direct instruction of vocabulary and vocabulary related skills

<u>Connect to Prior Knowledge</u> Vocabulary Anchors Picture Walk Word ABC Charts Give One! Get One! Photographs Wordless Picture Books	<u>Share Metacognitive Strategies</u> Fix-Up Strategies Teacher Think Alouds	<u>Active Engagement</u> Vo-back-ulary Snap and Clap Songs/Dances Total Physical Response (TPR) Interview a word Multiple Meaning Word Toss
<u>Create a Word Rich Environment</u> Word Walls Reading the Room Word Jars Word Books Vocabulary Rings	<u>Apply Strategies Across Curriculum</u> ABC Books Find and Photograph 4-Part Fold-ables Wordsplashes Circle Maps 5-3-1	<u>Teach Strategies for Independence</u> Multiple Meaning Word Draw From Here to There (linear arrays) Vocabulary Cards Vocabulary Folders (by content)
<u>Mnemonics</u> Acrostics and Acronyms Memory Paths	<a href="#">10 Great Word Wall Strategies for Classrooms</a>	

**Section II C: NET Standards:** What Net standards have been selected to support this unit and how will they be applied?

### 1.Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures
- contribute to project teams to produce original works or solve problems

### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- process data and report results

#### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

#### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

#### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies

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### **Section III: Selection of Resources and determining Lexile Range**

#### **Section III: What Web 2.0 tools will support the learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities?"**

Tied to this process is the [three technology domains](#) that have been established to support the Common Core standards that have been selected within the unit development template. These domains are open source software applications that define how technology could be used in the unit to support the authenticity of the task. For example, one of the identified authentic task for a unit might support data gathering and synthesis. Students experiencing the unit will be required to interact with technology to obtain the information necessary to complete the assigned task. They will be asked to research information and then report their information electronically.

#### **Section III B: Lexile Framework: What will be the lexile range for documents selected for this unit?**

The [Common Core State Standards Initiative](#) places a strong emphasis on the role of text complexity in evaluating student readiness for college and careers. The Common Core Standards devote as much attention to the text complexity of what students are reading as it does to how students read. As students advance through the grades, they must both develop their comprehension skills and apply them to increasingly complex texts. The proportion of texts that students read each year should come from a particular text complexity grade band. Students must also show a steadily increasing ability to discern more from and make fuller use of text. [Lexile Framework Register for Lexile Analyzer](#) Before you measure it, you must prepare your file correctly. The Lexile Analyzer measures the readability of conventional prose only. You want to measure only the complete sentences of the main part of your text. So remove all non-prose content from your file before you measure it. Conversion Instructions are available on the website. Each