Weld County School District RE-1 *Unit/Weekly Planning Template*

**Grade and Content Area:**

**Unit Title:**

**Length of Unit:**

**Unit Description:**

**Prior Knowledge and Experiences:**

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| **Weeks At A Glance** |  |  |
| Week | Standards, GLE’s, EO’s, | Focus |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |

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| **Inquiry Questions (Essential Questions):** |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

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| --- | --- |
| Performance Assessment:*The capstone/summative assessment for this unit.* |  |
| **Claims:** (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) |  |
| **Stimulus Material:**(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) |  |
| **Product/Evidence:**(Expected product from students) |  |
| **Differentiation:**(Multiple modes for student expression) |  |

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| **Unit Considerations (Notes to teachers):** |
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| **Texts for Independent Reading or Class Read Aloud to Support the Content** |  |
| **Informational/Nonfiction** | **Fiction** |
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| **Websites and Apps.** |
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| **Materials (Manipulatives)** |
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| **Week One** |  |  |  |  |  |
| Learning Experience #1 – Days  |  |  |  |  |  |
| Standard(s), GLE, and EO Addressed: | DOK | Guiding Question(s) | Objective(s)*By the end of the learning we will:* | Activities, Vocabulary, and Effort | Resources (Books, materials, apps., websites, hands-on manipulatives) |
|  |  |  | KNOW: UNDERSTAND: BE ABLE TO DO:  | 1. 2. 3. 4.5.6.Vocabulary:Effort Story/Information: |  |
| Formative Assessment(s): |  |  |  |  |  |

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| **Week Two** |  |  |  |  |  |
| Learning Experience #1 – Days  |  |  |  |  |  |
| Standard(s), GLE, and EO Addressed: | DOK | Guiding Question(s) | Objective(s)*By the end of the learning we will:* | Activities, Vocabulary, and Effort | Resources (Books, materials, apps., websites, hands-on manipulatives) |
|  |  |  | KNOW: UNDERSTAND: BE ABLE TO DO:  | 1. 2. 3. 4.5.6.Vocabulary:Effort Story/Information: |  |

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| Formative Assessment(s): |