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

**Grade and Content Area:**

**Unit Title:** *These titles come from Colorado’s Instructional Unit Samples (The engaging title of each unit to be taught over the course of many weeks.)*

**Length of Unit:** *The suggested length of the unit comes from Colorado’s Instructional Unit Samples.* ***Keep in mind Weld RE-1 is on a 4-day week.*** *(The approximate/suggested teaching time required for this unit.) The length of the unit should align with scope and sequence for this content and grade level.*

**Unit Description:** *The overview of the essential learning and teaching for this unit.*

**Prior Knowledge and Experiences:**

*The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.*

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| **Weeks At A Glance** | *What is taught this particular week.* |  |
| Week | Standards,  GLE’s *(Grade Level Expectations)*  EO’s *(Evidence Outcomes)*  ***S 1- GLE.1- E.Oa***   * ***These are the numbers and letters associated with each Standard, GLE and E.O from the Colorado Academic Standards.*** | Focus |
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| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |

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| **Inquiry Questions (Essential Questions)** | *Use the Colorado Academic Standards (CAS) document – under the title: 21st Century Skills and Readiness Competencies are “inquiry questions”. The inquiry questions support the 21st Century skills by asking questions related specifically to the standard, GLE, and EO’s.* Inquiry or Essential questions are: *The engaging, debatable, and over-arching questions that frame the unit. These are relevant, catch students’ interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one “correct” answer.* |
| 1 |  |
| 2 |  |
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| Performance Assessment: | *The capstone/summative assessment for this unit.* |
| **Claims:** | *The key generalization(s) to be mastered and demonstrated through the performance assessment.* |
| **Stimulus Material:** | *Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization.* |
| **Product/Evidence:** | *Expected product from students (e.g. reports, research, performance, artwork) that will provide evidence of students’ mastery of the key generalization(s).* |
| **Differentiation:** | *Multiple modes (e.g., written work, oral presentations, videos, group work, and/or individual roles/responsibilities) by which students may express their mastery of the key generalization(s).* |

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| **Unit Considerations (Notes to teachers):** |
| *These are instructional items, materials, resources, etc that teachers need to make sure they have ready to go before the entire unit begins. For example: enough 2-liter bottles, order butterflies, specific sheet music, etc.* |

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| **Texts for Independent Reading or Class Read Aloud to Support the Content** |  |
| **Informational/Nonfiction** | **Fiction** |
| *List specific texts or passages for instruction.* | *List specific texts or passages for instruction.* |

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| **Websites and Apps.** |
| *Websites, links, videos specific to the instructional weekly unit.*  *Categories: post the link*  *Activities: post the link*  *Videos: post the link*  *Real World relevance and application: this is located within the CAS.* |

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| **Materials (Manipulatives)** |
| *Gather materials specific for the instructional unit.* |

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| **Week One** |  |  |  |  |  |
| Learning Experience #1 X number of Days .  *Specific to daily instruction. Refer back to “weeks at a glance” page 1 of this template.* |  |  |  |  |  |
| Standard(s), GLE (grade level expectations: the articulation, at each grade level, concepts, and skills of a standard that indicate a student is making progress) and EO (evidence outcomes: the indication that a student is meeting an expectation at the mastery level. “How do we know that a student can do it”?) **Specifically write out the Standard, GLE and EO as written on the CAS.**   * **S.1-GLE.1-E.O.a** * *(Standard 1, Number Sense, Properties, and Operations –* * *GLE. 1. The decimal number system describes place value…-* * *E.O a – explain that in a multi-digit number…* | DOK  Refer to the Unit planning folder on Google Docs,for specific information on DOK. | Guiding Question(s) | Objective(s)  *By the end of the learning we will:* | Activities –*specific activities for this unit.*  Vocabulary- *specific vocabulary for this unit.*   * *Academic vocabulary (cross discipline language and discourse patterns)*   + *e.g “summarizing”* * *Technical vocabulary (Discipline specific language and discourse patterns)*   + *“Bunsen burner”*   Effort stories: Examples of..  <https://www.youtube.com/watch?v=qiLDMBDPCEY>  <https://www.google.com/search?q=power+of+yet&sourceid=ie7&rls=com.microsoft:en-us:IE-Address&ie=&oe=&gws_rd=ssl>  [http://tedxtalks.ted.com/video/The-Power-of-Yet-%7C-Carol-S-Dwec](http://tedxtalks.ted.com/video/The-Power-of-Yet-|-Carol-S-Dwec) | Resources (Books, materials, apps., websites, hands-on manipulatives)  *For example:*   * *Engage NY* * *Achieve the Core* * *Reading Street* |
|  |  |  | KNOW:  UNDERSTAND:  BE ABLE TO DO: | 1.  2.  3.  4.  5.  6.  Vocabulary:  Effort Story/Information: |  |
| Formative Assessment(s): *Forms of assessment that provide teachers with data/information on the extent to which students are progressing toward mastery of the unit outcomes (generalizations, content, and skills)* |  |  |  |  |  |