

REGION 5 UNIT ORGANIZER

Grade/Subject
Unit Title
Overview of Unit
Pacing

Background Information For The Teacher (Unit Overview)

Rationale: *Why should this unit be taught? Why should students learn these concepts and skills? How might they use it in life? (Paragraph Form)*

Key Learning/Big Ideas: *Bulleted list*

Essential Questions

Essential Questions *The philosophical questions (3-5) students will grapple with throughout the unit*

-

REGION 5 UNIT ORGANIZER

Core Content Standards	
Content Specific Standards (NGSS, SS Framework, CCS, etc.)	<i>Only add the notation for the standards - you don't need to write them all out. You can also link them to the website for the standard noted. For ELA folks, you will add the CCS here rather than below.</i> <ul style="list-style-type: none">•
Content Specific Practices (where applicable)	<i>Only for Math and Science. Science folks will add a row for Cross-Cutting Concepts as well. Others delete this row.</i> <ul style="list-style-type: none">•
CT Core Literacy Standards (non-ELA)	<i>For everyone except ELA and math. ELA and math will delete this row</i> <ul style="list-style-type: none">•
Portrait of the Graduate Characteristics	<i>Bold the ones that will be explicitly taught and assessed in this unit</i> <ul style="list-style-type: none">• Collaborator• Communicator• Empathizer• Problem Solver• Planner

REGION 5 UNIT ORGANIZER

K-U-D

UNDERSTANDS

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Conceptual understandings - not the answers to the EQs but what students will come to understand by grappling them

Students will understand that:

-

KNOW

Key Facts, formulas, information, vocabulary

Can be words, phrases, or sentences

-

DO

Skills of the discipline

Can be sub-skills from a standard

-

REGION 5 UNIT ORGANIZER

Common Student Misconceptions for this Unit

These can be about content, skills, or processes

Students might mistakenly believe:

-

Unit Assessment

Performance Assessment

*(Performance Task = "An Inquiry")

Task Overview: (directions for teachers, including what the task is, how it's authentic, how it might be differentiated, materials, etc.)

Student Directions: (link to Google document that will be given to students)

Other (Formative, quizzes, tests, etc.)

-

REGION 5 UNIT ORGANIZER
Supplemental Materials and Resources

<p align="center">Texts <i>Texts can be print, visual, film, etc.</i></p>			
<p align="center">Required Texts <i>Can be the entire text and/or excerpts depending on students' readiness levels; Should not be a long list to make room for teacher and student choice</i></p>			
<p align="center">Title <i>Include link where applicable</i></p>	<p align="center">Author</p>	<p align="center">Rationale</p>	<p align="center">Lexile Level (where applicable)</p>
<p align="center">Suggested Texts <i>A menu of potential texts that fit the theme and scope of the unit; Should be varied genres and modes</i></p>			

REGION 5 UNIT ORGANIZER

Learning Plan	
Required Learning Activities	
<i>In Order to Learn (Key Skills/Concepts/Understandings/POG Characteristics)</i>	<i>Summary of Key Learning Events and Instruction (Differentiated for Varied Ability Learners). Written to complete the sentence "Students will...." starting with a verb. Add rows as needed.</i>
	•
	•
Suggested Learning Activities	
<i>In Order to Learn (Key Skills/Concepts/Understandings/POG Characteristics)</i>	<i>Summary of Key Learning Events and Instruction (Differentiated for Varied Ability Learners). Written to complete the sentence "Students will...." starting with a verb. This should be a menu of options for each skill/concept/etc. Add rows as needed.</i>
	•
	•

Revision History	
Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER
