

Understanding by Design - Chalk Unit Template

(1) Why Behind the What (Unit Overview)

Text Content Block

This field gives an overview of the purpose of this unit. It is meant to provide contextual information to teachers so that while using these resources they know their purpose. None of this content is meant to be brought into individual lesson plans.

(1) Knowledge and Skills

Text Content Block

This section will also serve to provide an overview although more focused on specific knowledge and skills that learners will gain. These are typically written in specific language such as "Students will be able to.." to ensure clarity of the expectations in this unit.

(1) Standards

Standards Content Block

Having a field that tracks all standards in a unit of instruction makes it easy to later review and analyze. As standards are added here they are tracked so it's easy to identify all standards that align to content within this unit.

(1) Essential Questions

Questions Content Block

Essential questions support the knowledge and skills section by providing guidance on the meaning of what is being taught. Essential questions are a great way to drive conversations on how the knowledge and skills can be transferred. These can be used as an anchor in developing lessons and should be written in language that can be communicated directly to learners. These can also be correlated directly to standards which supports alignment and eases developing curriculum maps.

(2) Assessment Evidence (Diagnostic / Formative / Summative)

Questions Content Block

This field is used to outline what resources will be used to assess that students have developed an understanding of the above identified knowledge and skills. All knowledge and skills should have an associated assessment; Since the knowledge and skills align to standards so too should the assessments.

(3) Learning Opportunities / Activities

Questions Content Block

Here we have all the resources that are readily available to be used in daily instruction. They can be structured to include timelines, how they should be used in a classroom setting and should include all resources required to complete the activity (printouts, presentations, activities, etc.). Some may have formative assessments built into them as well to support the teacher in deciding what to focus on with their students based on their level of understanding. Further to this they can be aligned to the standards if desired. This can help the planning process by making a direct connection between essential questions and specific resources/activities.

It's important to keep in mind that when these are used is entirely up to the teacher using this curriculum map. If the teacher finds alternative resources themselves that align to the Stage 1 then they should feel free to use those instead. In fact if these resources prove to be more effective in developing understanding then they should be added here so others can access them too!

(3) Essential Vocabulary

Text Content Block

This field contains core vocabulary that will need to be covered throughout the unit to ensure that the knowledge and skills are understood.

(3) Differentiation Strategies

Text Content Block

The strategies presented here should be focused on how, for the concept covered by this specific unit of instruction, the teacher can differentiate their teaching to support different styles of learners.

In this field should be some alternatives teachers can consider if they're finding that students aren't developing an understanding of content being taught.

Additional Support Resources

Resources Content Block

These resources are tailored more towards the teachers directly. These can provide guidance on 'how to leverage certain technology' or best practices for this unit.