Student Learning Unit

Title of Unit: _____
Grade Level: _____
Length of Unit: _____

Overview
Invitation-to-Engage Questions: These questions generate interest in the unit. They are broad, thought-provoking, open-ended questions that students will strive to answer through the problem/solution learning sequences in the unit. Sample from First Grade: Why is it important to understand observable patterns of motion between the Earth, moon, and sun? Sample from Sixth Grade: How is power achieved and maintained? **Unit Preview:** The Unit Preview provides an overview of the entire unit including all learning sequences and expected outcomes. Sample from First Grade: For years, people have wondered about the sun, moon, and stars. Through folktales, people have attempted to answer questions about how the sun, moon, and stars got to where they are in the sky, how they move, and how they affect our lives everyday. In Sequence One of this unit, students will explore folktales about the sun, moon, stars, and Earth from many cultures. In Sequence Two, students will read and view factual explanations about the relationships between sun, moon, stars and Earth. In addition, students will observe and predict the patterns of motion of the Earth and moon in relation to the sun with an emphasis on day and night, moon phases, and the seasons. They will record their observations in a science log. In Sequence Three, students will explore how knowledge of these predictable patterns influences peoples' decisions and can be used to problem solve. **Authentic Problem/ Solution:** This section states an authentic problem that students will examine through the learning sequences and the learning experiences in the unit.

ELA Magnet Standards		
Prerequisite Skills & Concepts	**Standards (Include Number, BT, and DOK)**	**Extended Skills & Concepts**
This section contains the prerequisite skills and concepts often found in previous grade levels' standards that are necessary in order for students to maser the Magnate Standards selected for the unit. This section is useful throughout the unit as instruction and learning opportunities are developed to meet the needs of all learners. Sample from Sixth Grade: Students need to be able to • Ask and answer such questions as	Magnet Standards are the standards that anchor the curriculum. They draw other reinforcing standards to them in clusters. These clusters are the standards around which units are developed. The number of the standard(s) as well as the BT and DOK levels to be achieved by the end of the unit are also included in this section. See the following sample: **RI.6.1:** Cite textual evidence to support analysis of what the text says	This section contains the skills and concepts found in grade level standards that are ahead of the grade level for which this unit is designed. These extended skills and concepts are noted so that students who have already mastered the current unit's standards can be challenged to extend their thinking throughout the unit as instruction and learning opportunities are developed to meet the needs of all learners. To extend students' skills and concepts, students can

ELA Magnet Standards		
Prerequisite Skills & Concepts	**Standards (Include Number, BT, and DOK)**	**Extended Skills & Concepts**
who, what, where, when, why, and how to demonstrate understanding of key details in text. • Refer to specific textual evidence when answering questions about a detail in the text. Draw inferences from text	explicitly as well as inferences drawn from the text. (BT Level 4, Analysis; DOK Level 3, Strategic Thinking/Reasoning)	• Cite several pieces of textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Analyze where the text leaves matters uncertain

Cross-Discipline Standards (Include BT and DOK)	
Content & Number	**Standards**
Please include the standard's number	Because these are multidisciplinary units, standards from science, social studies, math, visual arts, and other content areas will also be included in the learning opportunities addressed. This section only contains the standards that are actually being addressed for mastery. Rows may need to be added to accommodate the cross-discipline standards addressed.

Unit Assessment—Evidence of Learning
(Insert links to the assessments and rubrics)

Pre-Assessment (What evidence will you collect about students' mastery of the unit standards prior to the unit?): Prior to beginning a unit of study, it is important to gather information about students' levels of mastery of the standards identified for the unit.

Rubric and Answer Keys: All constructed response items and performances require a rubric that is anchored on the standards identified for the unit. The answer key addresses any selected response items included on the assessment.

Post-Assessment (What evidence will you collect about students' mastery of the unit standards at the end of the unit?):
Post-assessments provide an opportunity for teachers and students to determine that students have mastered the standards identified for the unit. These post assessment items must be aligned with the skills and concepts identified for the unit.

Rubric and Answer Keys:
All constructed response items and performances require a rubric that is anchored on the standards identified for the unit. The answer key addresses any selected response items included on the assessment.

Vocabulary for this Unit

Tier 2- High Frequency Words (Used Across Content Areas)	Tier 3- Low Frequency Words (Occur in Specific Domains)
These sections on Tier 2 and Tier 3 words contain the vocabulary words for the entire unit. These words may be introduced in the appropriate Learning Sequence as students encounter the words	

Suggested Vocabulary Development Practices (Insert links to supporting materials):
These suggested vocabulary development practices should be anchored in research and provide effective practices that teachers can implement.

Overview of Learning Sequences			
Sequence 1 (Summary – Examine the Problem)	**Sequence 2 (Summary – Demonstrate a Deeper Understanding)**	**Sequence 3 (Summary – Determine a Solution)**	**Learning Showcase (Summary – Present the Problem & Solution to an Audience)**
Sequence 1 provides students the opportunity to explore the concepts being addressed in the unit using skills indicted in the standards. Through reading, listening, examining, discussing, and writing, students prepare for Sequence 2. To complete this section, include a sequence question(s) and a brief description. See the following example: Sample from Fourth Grade: Sequence One explores the following questions: What are the internal and external structures of humans and plants? How do humans get information through their senses? How do humans respond to that information? During Sequence One, students explore the internal and external structures of humans, animals, and plants. Teachers will use interactive science journals to guide students in finding the main idea in videos and texts. Students will engage in writing informational paragraphs in cooperative groups, sharing research and providing	Sequence 2 affords the students the opportunity to use the knowledge that they acquired in sequence 1 to go deeper with their learning. In Sequence 2, students have to apply what they have learned and engage in deeper research and more strategic thinking. The learning opportunities in Sequence 2, prepare students for extended thinking in Sequence 3. To complete this section, include a sequence question and a brief description.	Sequence 3 challenges students to examine solutions to the problem addressed in Sequences 1 & 2. This Sequence connects the concepts and skills in the standards to authentic, or real-world issues and occurrences, and asks students to think critically and creatively as problem solvers. To complete this section, include a sequence question and a brief description.	At the end of the unit, students demonstrate what they have learned as they present the problem and a solution through a performance and/or product. This presentation will require a rubric. To complete this section, include a brief description.

feedback to one another.			
Formative Evidence of Student Learning	**Formative Evidence of Student Learning**	**Formative Evidence of Student Learning**	**Formative Evidence of Student Learning**
At the end of each Learning Sequence, standards-aligned student products/artifacts are collected and feedback is provided to the student about next steps in learning. Teachers meet in PLCs about student results in order to inform their practices and determine remediation and enrichment opportunities. Sample from Fourth Grade: Each student will create an informational composition, citing textual evidence from multiple texts.	See the explanation for this section under Sequence 1.	See the explanation for this section under Sequence 1.	The Showcase also requires a rubric and feedback about student learning.

Learning Sequence 1: Examine the Problem

Title: The title for the Learning Sequence connects to the overall title of the Student Learning Unit. **Length (Days and Minutes per Day):**

Sequence Question(s): The Sequence Questions are specific to each sequence and aligned with the Invitation to Engage questions. The purpose of these questions is to continue to guide student learning through inquiry.
Sample from Sixth Grade:
Why did ancient Egypt become a powerful civilization?

Learning Sequence Overview: Because this is Learning Sequence 1, the overview may also include a statement of the problem that students are seeking to answer throughout the unit. This Learning Sequence involves deep reading, viewing, writing, listening, speaking, and collaboration
Sample from Kindergarten:
This sequence focuses on what plants need to survive: light, water, carbon dioxide, soil, and nutrients. Before students can begin to think critically about the question, they must be familiar with plant structures and functions. This sequence includes developing prerequisite skills and vocabulary, applying the scientific process, exploring rich literature, and engaging in collaborative discussions about the content. It is recommended that students be familiarized with plant structures and functions for five days (a possible learning scope would be focusing on one structure per day- seed, root, leaf, stem, flower). Once students are well versed in the structures and functions of plants, it is critical that students are then introduced to plant needs through stories and informational texts. This sequence closes with the first scientific experiment of the year designed to answer the question: What will happen to a plant if one of it's basic needs is altered or removed?

Standards Cluster for this Sequence

ELA Magnet Standards: The standards recorded in this section are only the standards that are being addressed in this sequence.

ELA Reinforcing Standards: These Reinforcing ELA Standards are addressed in this Learning Sequence. They should be clearly included in the Suggested Teaching and Learning Progression within the Learning Sequence as well.

Other Interdisciplinary Standard(s): Although ELA is the foundation for these units, it is very important to address other content area standards in this unit as well. Our goal is to build multidisciplinary Student Learning Units.

ELD Standards

This section includes the ELD standards that parallel the ELA Magnate Standards selected for this unit.

Emerging	Expanding	Bridging

Formative Evidence of Student Learning

Product or Performance: This section includes just the product or performance (e.g., writing assignments, presentations, annotated posters, data tool product, etc.) at the end of this Learning Sequence. This product or performance should provide evidence that the standards identified for this sequence have been mastered to the selected BT and DOK levels for this Learning Sequence.

BT and DOK Levels: Although BT and DOK levels have been determined for the standards at the beginning of the Student Learning Unit, the beginning Learning Sequences may not yet be at the end of unit BT and DOK levels. Curriculum writers may use lower BT and DOK levels in the beginning sequence to scaffold learning.

Rubric (Insert a Link): The rubric includes a learning progression and may be holistic or analytic in structure. The rubric should clearly align with the standards identified for the Learning Sequence.

Possible Teaching & Learning Progression
(Include Formative Learning Components and Integrated ELD Strategies)

This section provides a progression that teachers may follow as they plan for student learning. This is a great location to model inquiry-based teaching that puts students at the heart of leading their own learning. One requirement is that components of formative learning also be included in the suggested sequence (e.g., peer teaching and peer feedback, multiple opportunities for success, metacognitive reflection, student learning goals and action plans).

Sample Structure (Provide appropriate number of bullet points to guide teachers who have not been part of your conversation. Please do not micromanage in this section. Our intent is to provide enough information from which teachers can build their lesson plans. Our intent is not to actually write their daily lesson plans).

1st GRADE EXAMPLE (This is just an example of what entries could look like. This is not 1st grade's entire progression for this sequence.)

- **Preparing for Learning:** Review the world map of continents. Explain that students will explore folktales from various cultures around the world and indicate the location of the culture where that folktale originated on a world map.
- **Introducing the Sequence:** Pose questions for discussion: Have you ever wanted to go to the moon? How would you get there? What would you like to see there? What would you do there?
- **Reading and Discussing:** Engage students in interactive dialogues and activities as they examine text:
    - Read aloud *Moon Rope (Un lazo a la luna)* (Peruvian folktale).
    - Retell story (think/pair/share) including characters, setting, and key details.
    - Pose DOK 2 Question Stems for discussion throughout:
        - How would you compare _____ ?
        - How are _____ alike? Different?
        - What do you notice about _____?
        - Can you explain how _____ affected _____?

5th GRADE EXAMPLE (Consider adding links as 5th grade has. This is just an example of what entries could look like. This is not 5th grade's entire progression for this sequence.)

- **Leading with Inquiry:** Ask students, "What do you know about Native Americans in the United States?" Students will fill out the "Know" and the "Want to Know" part of the KWL chart in their journals. Save the KWL chart as a pre-assessment and have students add to it as they learn more. Finally, students will complete it at the end of the unit. (Optional prompts: How did Native Americans use their natural resources? What can we learn from Native Americans from the past?)
- **Reading Aloud:** Read Brother Eagle, Sister Sky. Have students watch the Youtube video as an alternative. Lead the class in making a class "web", using yarn. Discuss with students concepts in the book such as the web of life and interdependence.
- **Reading and Discussing:** Have students read the Chief Seattle speech and discuss the way in which Native Americans respected animals and the environment. Ideas for discussion/modeling could include: Compare/Contrast, Venn Diagram of speech to book, or create a visual representation comparing the speech to the book, various close reads of the text, comparing versions of the speech found online.

General Instructional Practices That Support the Teaching and Learning Progression	Differentiation for Students Needing More Support (ELD, Special Needs)	Differentiation for Students Needing Additional Challenge
These strategies should be clearly aligned with the Suggested Teaching & Learning Progression. They are included to provide options from which teachers can select in order to better meet the needs of a variety of learners. These strategies may be from the Kamm Solutions' Tables, or from other reputable sites that display well-researched instructional strategies. Provide a link to each of the strategies. This column should include three to six strategies. Example: **Graphic Organizers:** http://www.educationoasis.com Use the website to support students in learning how to create graphic organizers to help them organize their informational writing in this sequence. **Brain Drain** Allow students time to "drain" the information they remember from 7th grade history on the Enlightenment individually, with a partner, as a group, and then as a class. This practice allows the teacher to assess what students do in fact remember. Teachers can use the brain drain graphic organizer. **Peer Editing/Feedback** Provide students with the opportunity to discuss and share ideas with partners of how to improve writing. **Annotation** Teacher can use the "talking to the text" technique using highlighters when reading through primary and secondary sources that provide info on colonial life.	These strategies are for students who need more support. They may be the same strategies as in the first column of this section but with modifications to make them more accessible. They may also be different strategies. As in the first column under this section, these strategies are included to provide options from which teachers can select in order to better meet the needs of a variety of learners. These strategies may be selected from the Kamm Solutions' Tables, or from other reputable sites that display well-researched instructional strategies.This column should include three to six strategies.	These strategies for students who may need additional challenge are selected to extend student learning. As in the first column under this section, these strategies are included to provide options from which teachers can select in order to better meet the needs of a variety of learners. These strategies may be selected from the Kamm Solutions' Tables, or from other reputable sites that display well-researched instructional practices. This column should include three to six strategies.

Links to Resources
(Texts, Audio/Visual Materials, Digital Tools, Handouts, etc.)

This section includes links to resources or embedded items that teachers may use during this Learning Sequence. In addition, references and pages in textbooks that all students can readily access are also included in this section. Please categorize your resources as is appropriate for your sequence. Provide links to the resources when possible. See the following examples:

KINDER EXAMPLE:

Books

On the Town, A Community Adventure - Judith Caseley
The World Around Us- Rosemary Wells (from Social Studies Program)

Poems

Traffic LIghts
What Do I See?

GLAD Resources

Community Map Chart
Literacy Awards
Word Wall

Class Made Books

"Our Community" text

On Line Resources

My Community- Kids Discussion (2:22) Good intro https://www.youtube.com/watch?v=5tcix328XmU

Social Studies (Scott Foresman- old kit)

Traffic Safety activity page
Make your Own Town activity page (From Scott Forsman Social Studies blackline master, unit 4, lesson 4)
Leveled Reading Books- Neighbors: Who is My Neighbor? - Neighbors Near and Far - My Neighborhood
Sympbols: Look, a Flag - Symbols - Symbols of Our Land

4th GRADE EXAMPLE:

Materials Needed: Mystery Science, composition book (Interactive Journal), chart paper, markers, chromebooks, books and texts specific to invitation to inquiry activity, writing notebook

Invitation to Inquiry Lesson:

Video 1: *http://www.earthskids.com/ek_science-marine.htm*
Video 2 and website article: http://www.biology4kids.com/files/plants_reproduction.html
Book 1: The Sea Otter Pup and Her Mother by Po Lo Paul Chan
Book 2: Luna, The Manta Ray from GLAD, Narrative Input Chart

Mystery Science Lessons:

https://mysteryscience.com/body/body-senses-the-brain

Video 3: Muscles and Skeltons: Why do Bicepts Buldge?
Video 4: Eyes and Vision: What do Blind People See?
Video 5: How Eyes Work: How Can Some Animals See in the Dark?
Video 6: Brain and Nerves: How Does Your Brain Control Your Body?

Additional Texts (Anchor, Mentor, Close Read):
Article 1: http://www.biology4kids.com/files/plants_structure.html (Article/Video: plants/structure)
Article 2: http://www.biology4kids.com/files/plants_reproduction.html (Article/Video: plant/reproduction)
Article 3: http://www.biology4kids.com/files/plants_man.html (Article/Video: plants and human impacts)

Additional Resources for Students:
kiddle.com (this is essentially "Google" for students. Students can use this to find additional information/research on their plants/animals)

Additional Resources for Teachers:
https://www.fossweb.com/delegate/ssi-wdf-ucm-webContent?dDocName=G3794234
http://www.earthskids.com/ek_science-marine.htm

Formative Learning	
Student Goal and Action Plan Template (Insert a Link): This section contains a formative goal setting template that students will use throughout this unit. The template may be taken from the Kamm Solutions Website or curriculum writers can create a customized template specifically for this unit. See the example: http://www.kammsolutions.com/wp-content/uploads/2015/06/Student_Goal_Setting_Template-2.pdf	**PLCs' Inquiry, Inferences, and Next Steps:** This section includes results, inferences about the results, and plans for next steps. PLCs will use the evidence about student learning in this sequence to remediate or extend each student's learning into the next sequence.

Learning Sequence 2: Demonstrate a Deeper Understanding

Sequence 2 will mainly follow the directions for Sequence 1. Please note the addition under the Learning Sequence Overview.

Title: **Length (Days and Minutes per Day):**

Learning Sequence Overview: Because this is Learning Sequence 2, students will be asked to add to their knowledge from Learning Sequence 1. This Learning Sequence also involves deep reading, viewing, writing, listening, speaking, and collaboration. There is often a research component added to this Learning Sequence.

Standards Cluster for this Sequence

ELA Magnet Standards:

ELA Reinforcing Standards:

Other Interdisciplinary Standard(s):

ELD Standards

Emerging	Expanding	Bridging

Formative Evidence of Student Learning

Product or Performance:

BT and DOK Levels:

Rubric (Insert a Link):

Possible Teaching & Learning Progression

(Include Formative Learning Components and Integrated ELD Strategies)		
General Instructional Practices That Support the Teaching and Learning Progression	**Modifications for Students Needing More Support (EL, Special Needs Students)**	**Modifications for Students Needing Additional Challenges**
Links to Resources (Texts, Audio/Visual Materials, Digital Tools, Handouts, etc.)		
Formative Learning		
Student Goal and Action Plan Template (Insert a Link):	**PLCs' Inquiry, Inferences, and Next Steps:**	

Learning Sequence 3: Determine a Solution

Sequence 3 will primarily follow the directions for Sequence 1. Please note the addition under the Learning Sequence Overview and under the Teaching and Learning Progression.

Title: **Length (Days and Minutes per Day):**

Learning Sequence Overview: Because this is Learning Sequence 3, students will be asked to add to their knowledge from Learning Sequences 1 and 2. This Learning Sequence focuses on solutions. Students are asked to extend their thinking. This sequence often supports authentic learning.

Standards Cluster for this Sequence

ELA Magnet Standards:

ELA Reinforcing Standards:

Other Interdisciplinary Standard(s):

ELD Standards

Emerging	Expanding	Bridging

Formative Evidence of Student Learning

Product or Performance:

BT and DOK Levels:

Rubric (Insert a Link):

Possible Teaching & Learning Progression (Include Formative Learning Components and Integrated ELD Strategies)		
General Instructional Practices That Support the Teaching and Learning Progression	**Modifications for Students Needing More Support (EL, Special Needs Students)**	**Modifications for Students Needing Additional Challenges**
Links to Resources (Texts, Audio/Visual Materials, Digital Tools, Handouts, etc.)		
Formative Learning		
Student Goal and Action Plan Template (Insert a Link):	**PLCs' Inquiry, Inferences, and Next Steps:**	

Showcasing Knowledge
(Present Problem/Solution to an Audience.)

Description: For the Learning Showcase, students can work in teams or alone. The method of delivery can vary from live presentations to internal and/or external audiences to online presentations using digital tools. The purpose of the Learning Showcase is to provide students with an engaging and memorable opportunity to synthesize and share what they have learned in the problem/solution-based units. Allow students to exercise their creativity and innovation as they prepare and present their demonstration of knowledge.

Rubric:

Resources:

Feedback on Student Learning Unit
(To be completed at the end of each unit)

Student Feedback: In order to keep these units engaging, up-to-date, and dynamic, it is imperative that feedback is requested with each Student-Learning Unit so that they can be continuously revised and improved.

Educator Feedback Including PLC Observations: