



Waterloo Community Unit School District #5

Your Unit Name Here

Author: Your name here

Grade: ??

Duration: ??

Unit Information

(Please complete this section by: October 1st)

<p>Rationale</p>	<p>In this section, please explain the purpose, or “big picture” for teaching this unit. Use the following questions as a guide to help you fill out this section.</p> <ul style="list-style-type: none"> • What is this topic really about? • Why does it matter to study? • What makes it connects to the lives of learners? • What would experts say is the essence of the topic? • How does the topic help students understand the discipline better? • How does the topic make sense to experts? • What should students know, understand, and be able to do as a result of each lesson and the unit as a whole? <p style="text-align: right;"><i>Questions taken from Tomlinson's Gatekeeper Skills</i></p>
<p>Measurable Learner Objectives</p>	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Express and interpret information and ideas about ... • Communicate effectively in writing, verbally, and/or visually about..... • Recognize and investigate problems; formulate and propose solutions supported by reason and evidence by working on (to).... • Recognize and apply connections of important information and ideas within and among learning areas as they.... • Learn and contribute productively as individuals and as members of groups as they... • Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results by using technology such as.... <p>These objectives are taken directly from the Illinois Applications of Learning.</p>
<p>Illinois Learning Standards (and benchmarks for your grade level; you may also include national standards)</p>	<p>You'll find all the learning standards and benchmarks here. Pick those applicable to your unit. http://www.isbe.state.il.us/ils/Default.htm</p> <p>You should also be able to locate the learning standards/benchmarks in your curriculum guide.</p>

Key Curriculum Components

(Please complete this section by: February 1st)

<p>How will you engage the learner?</p>	<p>What will engage the minds and hearts of the students?</p>
<p>Individual Student Assessments</p>	<ul style="list-style-type: none"> • •
<p>Final Team Performance</p>	<ul style="list-style-type: none"> • be sure the assessment task is at least at Bloom's application level.
<p>Teaching and Learning Events</p>	<p>Here you will list all your key learning activities. Please be sure to use varying levels of blooms Taxonomy, ending up with at minimum application level activities. Check your verbs against the Blooms list when you describe what the students will be doing.</p>

Differentiation Documentation Form

Please complete and turn in this document by the end of the FLA staff development day on March 2nd.

Strategies place an X in front of the differentiation strategy(ies) you are using.	Differentiation Plans	
Process Choices	Fill in those you are using, and delete the rest	
Different levels of learning (Bloom's)		Different Levels:
Different interests		Different Interests:
Learning styles (multiple intelligences)		Learning Styles:
Different learning rates		Learning Rates:
Different questioning		Different Questioning:
Different audiences, mentors, community involvement		Different audiences:
Other		Other:
Product Choices		
Variety of ways to "show what you know"		
Using different levels of difficulty		
Variety of choices of products to create		
Other		
Content Choices	Fill in those you are using, and delete the rest	
Resources		Teacher identified resources: Student identified resources:
Multiple reading levels (& math, etc.)		Technology:
Technology		Multiple learning levels:
Individual and groups		Individual and group assignments:
Reteaching or exempting		Reteaching or exempting:
Other		Other:
Extensions	Here you will list the ways you will provide extensions and modifications if needed. Use these questions to help give you ideas.	
Acceleration		
Enrichment		
Modifications		<ul style="list-style-type: none"> • Has each student, at this point mastered, what he/she should know, understand, and be able to do as a result of the year (the week, the day, last year) in class? • Have students who could have gone further than those goals had the opportunity and support to do so? • If the answer to either of those questions is "No" for any student in your class, does that matter? • If so, what options do you have for making the class work better for those students? • Do we know who's going with us and who's behind or ahead? • If we know, do we care enough to do something significant for those students? • If we do, what's the plan?

Questions taken from Tomlinson's Gatekeeper Skills