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| Content Area |  | | | **Grade Level** |  | | |
| **Course Name/Course Code** | \*\*\*May not be applicable for elementary grades\*\*\* | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| The Colorado Academic Standards relevant to this grade level and content area | The grade level expectations addressed over the course of the year for this grade level and content area | | | | | | The codes for each GLE |
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| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| The engaging titles of each unit to be taught over the course of the year (or class) | | | The approximate/suggested teaching time required for each unit | | | The order/sequence in which each unit could be taught | |
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| **Unit Title** | The engaging title of this unit | | | **Length of Unit** | The approximate/suggested amount of teaching time this unit will require |
| **Focusing Lens(es)** | The frame through which students filter information. The lens brings together concepts and content for deeper thinking and meaning making; it draws instruction (and students) continually back to the significance of what they are studying (see Erickson, 2007, p. 72) | **Standards and Grade Level Expectations Addressed in this Unit** | The codes for the Colorado Academic Standards and Grade Level Expectations met in this unit | | |
| **Inquiry Questions (Engaging- Debatable):** | 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 will not have one “correct” answer) | | | | |
| **Unit Strands** | The large concepts (see below) that provide the unit’s *breadth*-the larger standards landscape this unit covers*.* In the Colorado Academic Standards, these are typically the standard areas within in a discipline | | | | |
| **Concepts** | The timeless and universal aspects that provide the unit’s *depth*- the aspects within a standard that transcend specific places, cultures, and times | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| The essential and conceptual understandings in which two or more concepts are stated in a relationship and are supported by the critical content. Generalizations represent the big/deep student understandings that build as result from the teaching of a unit; they transfer/apply across learning experiences (see Erickson, 2007, p. 31, 71) | These (convergent) questions link directly to building the generalizations and are tied to specific topics/content and typically have objective, definitive and/or right/wrong answers | These (divergent) questions link directly to building the generalizations and are designed to provoke thoughtful, multiple, and/or subjective answers that ask for deeper levels of thinking |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The “locked in time and place” topics and factual information that students must know in order to successful master the unit’s larger understandings (generalizations) | * The transferable skills (i.e., skills that are applicable across content areas) that will be introduced and/or refined in order for students to successful master the unit’s larger understandings (generalizations) |

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| **Critical Language…** | | |
| EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend the critical language in the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | The Academic and Technical (Tier 2 and Tier 3) ***vocabulary, semantics, and discourse*** which are particular to and necessary for accessing a given discipline.   * Cross discipline *and* discipline specific language and discourse patterns (language of academic success) * Extended, reasoned, logical, precise, connected discourse * Language of instruction * Language of academic texts (receptive & productive) * Language of assessment |
| **Academic Vocabulary:** | Cross discipline language and discourse patterns | |
| **Technical Vocabulary:** | Discipline-specific language and discourse patterns | |