

Teacher Name:

Course Name:

Year:

A.	Essential Outcomes, Standards, Learning Targets (What is it we expect them to learn?) Students will. . .												
B.	Pre-Assessment (attach) Enter or attach baseline data. What does “proficient” mean for this unit? This is the success criteria for the unit. <table border="1"><thead><tr><th>Students</th><th>#</th><th>%</th></tr></thead><tbody><tr><td>Proficient</td><td></td><td></td></tr><tr><td>Almost There</td><td></td><td></td></tr><tr><td>Below</td><td></td><td></td></tr></tbody></table>	Students	#	%	Proficient			Almost There			Below		
Students	#	%											
Proficient													
Almost There													
Below													
C.	Problem of practice. What is your goal as a teacher that you will be working on during the unit?												
D.	Frontloaded Vocabulary Instruction. Identify several vocabulary words for this unit that your students should know before instruction or chapter reading begins. How will you introduce this vocabulary?												
E.	Depth of Knowledge: Explain or attach activities for DOK 3 or DOK 4												
F.	Assessment: Formative (How will we know when they have learned it?)												
G.	Intervention (How will we respond if they haven’t learned it?)												
H.	Summative Expectation (State your goal)												
I.	Summative Assessment (Enter or attach data) <table border="1"><thead><tr><th>Students</th><th>#</th><th>%</th></tr></thead><tbody><tr><td>Proficient</td><td></td><td></td></tr><tr><td>Almost There</td><td></td><td></td></tr><tr><td>Below</td><td></td><td></td></tr></tbody></table>	Students	#	%	Proficient			Almost There			Below		
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J.	Reflection												

