**Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Unit Key Learning:** |
| **Unit Essential Question (EQ):** |

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| **Learning Target (D1):**  **State Standard Addressed:** | **Learning Target (D2):**  **State Standard Addressed:** | **Learning Target (D3):**  **State Standard Addressed:** | **Learning Target (D4):**  **State Standard Addressed:** |
| **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* |
| **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** |
| **Vocabulary:** | **Vocabulary:** | **Vocabulary:** | **Vocabulary:** |
| **Proof:** | **Proof:** | **Proof:** | **Proof:** |
| **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** |

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| **Learning Target (D5):**  **State Standard Addressed:** | **Learning Target (D6):**  **State Standard Addressed:** | **Learning Target (D7):**  **State Standard Addressed:** | **Learning Target (D8):**  **State Standard Addressed:** |
| **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* |
| **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** |
| **Vocabulary:** | **Vocabulary:** | **Vocabulary:** | **Vocabulary:** |
| **Proof:** | **Proof:** | **Proof:** | **Proof:** |
| **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** |

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| **Learning Target (D9):**  **State Standard Addressed:** | **Learning Target (D10):**  **State Standard Addressed:** | **Learning Target (D11):**  **State Standard Addressed:** | **Learning Target (D12):**  **State Standard Addressed:** |
| **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* | **Thinking Required:**  *Bloom’s:*  *DOK:* |
| **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** | **Lesson EQ:** |
| **Vocabulary:** | **Vocabulary:** | **Vocabulary:** | **Vocabulary:** |
| **Proof:** | **Proof:** | **Proof:** | **Proof:** |
| **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** | **AVID Engagement:** |

[**UDL**](http://udlguidelines.cast.org/)**: Unit Think Through**

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| **Accommodations:** | **Strategies:** | **Explanation:** |
| **Modifications:** | **Source:**  **Process:**  **Rigor:**  **Product:** | **Explanation:** |
| **Differentiation:** | **Content:**  **Process:**  **Product:**  **Learning Environment:** | **Explanation:** |

**TEACHER LEARNING MAP TEMPLATE GUIDE**

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| **Unit Key Learning:**   * What is the big understanding for this unit? * What will you ultimately want students to understand as a result of the instruction? * This is a “big picture” understanding, based both on the most critical standards and the thematic focus of the unit. |
| **Unit Essential Question** [**(EQ)**](https://wabisabilearning.com/blogs/inquiry/6-steps-writing-essential-questions)**:**   * What broad question will students be able to answer as a result of instruction? * This question should reflect the most critical standards on which the instruction is based. * This question is the inverse of the Key Learning; the Key Learning would provide an “ideal” response to this question. |
| **Learning Target (one each lesson/day):**   * Each concept is a small “chunk” of the Key Learning/Unit Essential Question. * The standards chosen for the focus of the unit’s instruction often suggest individual concepts to be addressed in the Unit Learning Map * **This is the daily “I can” statement.** * The number of concepts in the Unit Learning Map can vary, depending on the length and complexity of the unit.   **State Standard Addressed (for the lesson/day):**   * [AZ State Standard](https://www.azed.gov/standards-practices/) specifically addressed by this concept. |
| **Thinking Required (**[**Bloom’s and DOK**](https://www.educatorstechnology.com/2014/12/a-good-visual-on-blooms-taxonomy-vs.html)**) (for the lesson/day):** [**Hess Matrices**](https://drive.google.com/drive/folders/16xHjiyITGIBzSuBdRwFGnX-gK_x1MFK2?usp=sharing) **for all Content Areas**   * What level of [Bloom’s](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) are you focusing on for that lesson/day? * Bloom’s focuses on the tasks that students complete to deepen student understanding.   + Remember - Understand - Apply - Analyze - Evaluate - Create * What DOK level are students asked to perform for that lesson? * [Webb’s DOK](https://blog.edmentum.com/webb%E2%80%99s-depth-knowledge-framework-basics) focuses on the cognitive demands ([thinking process](https://twitter.com/sjunkins/status/879065904541257728)) of instructions, tasks, and/or assessments, not just the product. It digs deeper into thinking to expand student learning into depth.   + Level I: Recall and Reproduction   + Level 2: Skills and Concepts   + Level 3: Strategic Thinking and Reasoning   + Level 4: Extended Thinking * These levels will change daily as you progress through the unit. |
| **Lesson EQ (one each day):**   * What question-based on the standards-will direct and focus the learning in each lesson? * The [lesson EQ](https://www.smore.com/8h2e1-avid-weekly-wicor#:~:text=Essential%20Questions%3A,I%20have%20to%20learn%20that%3F%E2%80%9D) is explicitly posed to the students at the beginning of the lesson to promote inquiry around the concept. * The lesson EQ forms the basis of the summarizing strategy for each lesson. * The formative assessments within the lesson are developed by deconstructing the lesson EQ. |
| **Vocabulary (for the lesson/day):**   * Terminology, words, concepts, etc. that are essential to understanding the content of the instruction and are grade appropriate. * Explicitly stated or implied in the context of the standard. * Related to each day’s individual concept. |
| **Proof (for the lesson/day):**   * Evidence that the student met the success criteria for the learning target. * List those items that students would need to produce. |
| **Engagement (for the lesson/day):**   * Adopting a student-centered approach to instruction increases opportunities for [student engagement](https://www.washington.edu/teaching/topics/engaging-students-in-learning/). * What **AVID** strategies are you going to use to engage students? * Be **specific** with the **strategy and** the **purpose**.   + Focused Note-Taking (what phase?)   + Collaboration (what strategy specifically?)   + Graphic Organizer (what type?)   + Technology Integration (what and how?) |
| [**Accommodations**](https://elearnmag.acm.org/featured.cfm?aid=3310383) **(use throughout unit):**   * List what strategies that you will use to accommodate ESS/SEI students for the unit. * Specific bulleted list in the strategies column.   + Chunking, TPR, Picture Cues, Notes-prior, Note-taker, Dictation, Extra time, Repeated Directions, Heterogeneous/Homogeneous Grouping, Reading Materials, Classroom Environment, Directions, Time/Transitions, Handwriting, Grading, Tests, Shortened Tasks, Behavior, Peer Tutoring/Support, Other * Provide an explanation (narrative in explanation column)as to why you chose the strategy and how these strategies will accommodate those students during this unit. * Be thoughtful in what you choose. * Great practices can be used for all students, but keep in mind our ESS/SEI students specifically for this section. |
| [**Modifications**](https://www.edutopia.org/article/how-improve-distance-learning-students-ieps) **for Unit:**   * Instruction can be modified four different ways: source, process, rigor, and/or product. * List strategies next to each category in the column. One or more strategies can be listed for each category. * Provide an explanation (narrative in explanation column)as to how this modifies instruction for this unit. * Keep in mind our ESS/SEI students specifically for this section. * These items will also be helpful to guide a reteach for those students requiring it during the unit.   + Source: What students use   + Process: How they work   + Rigor: Level of thought   + Product: What they create |
| [**Differentiation**](https://www.youtube.com/watch?v=rumHfC1XQtc) **for Unit:**   * Differentiation for students is important as all students do not learn the same. * The four key pieces to focus on are content, process, product, and learning environment. * List the strategy you are going to use for each piece for this unit in the column next to each category. * Explain how you are differentiating in a narrative in the explanation column.   + Content: What is being learned?   + Process: How students acquire information?   + Product: How students demonstrate learning?   + Learning Environment: Where and with whom students learn? |

**Adapted from Learning-Focused Strategies. Thompson, M. Thompson, J (2008)**