

Fort Thomas Independent Schools

Unit of Study Curriculum Planning Folder

Unit Title: _____ Grade Levels _____

Subject/Topic Areas _____

Designed by _____ Time Frame _____

DESIRED RESULTS

Established Goals (Core Content, Program of Studies, College Readiness Skills, District Curriculum)

Enduring Understandings:

Essential Questions

Learning Targets (Knowledge)

Students will:

Learning Targets (Reasoning)

Students will:

Learning Targets (Skills)

Students will:

Learning Targets (Products and/or performances)

Students will:

ASSESSMENTS

Create, design, perform, analyze, problem solve)

SUMMATIVE ASSESSMENT

What evidence will show that students understand? Describe Culminating Performance Task below.

FORMATIVE ASSESSMENT STRATEGIES

MATCH ASSESSMENTS TO LEARNING TARGETS

Selected
Response

Extended Written
Response

Performance
Assessments

Personal
Communication

ANALYTIC-TRAIT SCORING RUBRIC (*for culminating performance task*)

You will be required to use an Analytic-Trait Scoring Rubric for the culminating performance task. Why? Because the quality of the feedback to the student is easily compromised in the name of efficiency when we boil down evaluation to a single (holistic) score.

TRAITS:				
WEIGHT:				
4				
3				
2				
1				

STUDENT SELF-ASSESSMENT & REFLECTION

LEARNING PLAN

(Researched strategies & concepts for best practices individual lesson planning)

List below activities and/or strategies that will be a part of your unit. Refer to the concepts below and check off the ones used.

MARZANO'S STRATEGIES

Identifying similarities & differences

Summarizing & note taking

Reinforcing effort & providing recognition

Homework & practice

Nonlinguistic representations

Cooperative learning

Setting objectives & providing feedback

Generating & testing hypotheses

Questions, cues & advance organizers

BLOOM'S TAXONOMY

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

LEARNING STYLES

Linguistic

Logical/Mathematical

Spatial

Music

Kinesthetic

Intrapersonal

Environmental