Unit Guide	**Campus:** *List the name of your school/campus.*
Author(s): *Include the names of all teachers involved in creating the unit.*	**Date Created / Revised:** *First put the original date the unit was created. Any time revisions are made, <u>replace</u> the original date with the latest date of revision.*
Six Weeks Period: *EX: 1st, 2nd 3rd, 4th, 5th or 6th.*	**Grade Level & Course:** *Make sure you include grade & subject, as well as Pre-AP or AP status. (High School can list the course and leave off the grade level).*

Timeline: *List approximately how many days the unit will cover.*	**Unit Title:** *Copy the title for the unit listed on the Year at a Glance (YAG) or Instructional Focus Document (IFD) to keep all documents aligned. Example: <u>Unit 1: Exploration and Colonization</u>* *<u>Note: This title and the filename you give it when saving it are not the same. See Filename instructions below.</u>*	**Lesson #** *1 Number of lessons per unit may vary.*

Stated Objectives: TEK # and SE	*The Texas Essential Knowledge and Skills (TEKS) are our learning objectives. List <u>only</u> the TEKS you will cover in <u>this</u> unit. Be sure to include the <u>TEK number</u> as well as the <u>entire description</u>. The TEKS on your unit should be aligned with the TEKS listed on your YAG, IFD, and the six weeks test for the six weeks you are working in.* ***<u>EXAMPLE - List your TEKS in the following way:</u>*** 5.1B The student is expected to explain when, where, and why groups of people colonized and settled in the United States of America.

<table>
<tr><td colspan="2" align="center">See Instructional Focus Document (IFD) for TEK Specificity
<i>The specificity section of the IFD makes the TEKS a little more clear and specific as to what concepts the teacher should target for instruction. They do not need to be included here because It would make the unit too lengthy, but teachers should refer to them for planning instruction.</i></td></tr>
</table>

Key Understandings	*Key understandings are the big ideas students are expected to learn from the unit. These can be found on the IFD, and teachers may add their own to the list. Key understandings can be listed in bulleted form.*
Misconceptions	*Misconceptions are inaccurate or underdeveloped information students may have about concepts that teachers need to address. These can be found on the IFD, and teachers may add their own to the list. Misconceptions can be listed in bulleted form.*
Key Vocabulary	*List the terms only. You do not need to include their definitions. These can be found on the IFD. Teachers may add their own terms to the list, but do not list every term named in the content of the course. List only the most important terms the students must know in order to understand the unit concepts. Along with technical terminology, it is a good idea to add high frequency vocabulary (nouns and verbs) straight from your TEKS that students will encounter on the STAAR test.*

Suggested Day / 5E Model Utilized	**Instructional Procedures** (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	**Materials, Resources, Notes**
Day 1 ***Engage*** *For each day, add the 5E strategies used in your activities. Day 1 should start with **Engage** and the last day should end with **Evaluation**. If your activities on a given day use more than one strategy, list them all vertically. Example:* ***Explore*** ***Explain***	*List the activities that you will use to help assure successful performance. Activities should be numbered (i.e., 1. 2. Etc.) and provide a brief explanation, but at the same time <u>provide enough detail that someone else could conduct the activities</u> with ease. Check to ensure that your activities vary, without falling into a routine pattern in order to stimulate your students' interest. Please use complete sentences, as well as correct spelling and grammar. Refrain from the use of "invented" abbreviations unless they are commonly known, in order to reduce confusion. Most importantly, ensure that all TEKS listed above are covered within the activities.* *In addition to using a combination of strategies in the 5E lesson format, such as teaching a lesson using both Explore/Explain on a given day, you can also have 5E's for reading and then separate 5E's for writing, as in ELAR lessons or other related subject areas. List all strategies used for the day in the column on the left, and designate which strategy is used for separate activities here.*	• *Provide a bulleted list of materials needed for the activities.* *List additional resources needed to complete the lesson (books, worksheets, Etc.)* *If needed, add notes or tips the teacher will need to know or consider while teaching the lesson.*
Day 2 - *Add 5E strategy*		•

Day 3 - *Add 5E strategy*		•
Day 4 - *Add 5E strategy*		•
Day 5 - *Add 5E strategy*		•
Day 6 - *Add 5E strategy*		•
Day 7 - *Add 5E strategy*		•
Day 8 - *Add 5E strategy*		•
Day 9 - *Add 5E strategy*		•
Day 10- *Add 5E strategy*		•
Accommodations for Special Populations	**Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.** *You do not need to fill in anything here. This is merely a reminder to refer to each student's individual education plan and make appropriate accommodations while implementing the unit.*	

*Continue the same pattern for each day of your unit. **Delete rows** for days you do not use, and **add rows** if you need additional days.*

*__To delete a row__, place your cursor just to the left of the row you want to delete until you get a black arrow. LEFT click TWICE to highlight the __entire__ row. RIGHT click inside the highlighted area. Inside the drop down menu, select **"delete rows"** to delete the row you have highlighted.*

__To insert a row__, place your cursor in the right cell (materials list) of the last row and hit tab.

UNIT DEVELOPMENT

You will create lessons for each of the units listed on your *Year at a Glance (YAG)*. The number of lessons you create per unit may vary:

If all of the concepts within the unit fit neatly together, it may be enough to use one lesson template for all of the days of that unit. **Example:** Unit 4 Lesson 1 Investigating Force and Motion (10 days)	OR - as modeled in CSCOPE, you may choose break broad units into more specific individual lessons, using an additional template for each lesson. **Example:** Unit 4 Lesson 1 Investigating Force and Motion (2 days) Unit 4 Lesson 2 Investigating Force and Motion (5 days) Unit 4 Lesson 3 Investigating Force and Motion (3 days)

EDITING AND REVISIONS *(Little things that catch the eye in presentation)*

Text: Be careful as you are cutting and pasting text into the template from other sources. Many are written with different size and style fonts as well as hidden formatting that - *when pasted into the units* -create an untidy presentation. Please revise to keep text within the document consistent. **All text** should be formatted with the following specifications: **(Arial, 10pt, color: black)**

Presentation: Keep in mind that your lessons will be posted on the public PISD web site. Make sure to edit for correct spelling and grammar, consistent spacing, and consistent bullet alignment. When using bold, underlining, or italics for certain elements, use them sparingly and be consistent where you do use them throughout the document.

*District Guidelines for Filenames when Saving Unit Lessons

When saving your lesson, it is important to maintain a consistent pattern for naming files across the district, specifically for district-wide file storage organization and unit/lesson identification purposes.

_____
ELEMENTARY PATTERN:
-for Godwin (GO), Lacy (LA), and Harper (HA)

Sample Filename- **GO3MAU1L1**
(**School**: *GO, LA, or HA*) (**Grade**: *number*) (**Subject**: *LA/MA/SC/or SS*) (**Unit**: *U + number*) (**Lesson:** *L + number*)

_____
MIDDLE SCHOOL PATTERN:
-for Huddleston Intermediate (HI), Clark Junior High (CJH)

Sample Filename – **HI6MAU1L1 or CJH7MAU1L1**
(**School**: *HI or CJH*) (**Grade**: *number*) (**Subject**: *LA/MA/SC/or SS*) (**Unit**: *U + number*) (**Lesson:** *L + number*)

_____
HIGH SCHOOL PATTERN:
-for Princeton High School

Sample Filename – **PHSE1U1L1**
(**School**: *PHS*) (**Subject**: *see subject codes below*) (**Unit**: *U + number*) (**Lesson:** *L + number*)

*ELAR	*MATH	*SCIENCE	*SOCIAL STUDIES
(**E1**) English 1	(**A1**) Algebra 1	(**B1**)Biology	(**UH**) US History
(**E1PAP**) English 1 PAP	(**A2**) Algebra 2	(**B1PAP**) Biology	(**UHAP**) US History AP
(**E2**)English 2	(**GE**) Geometry	(**B2AP**) Biology 2 AP	(**WH**) World History
(**E2PAP**) English 2 PAP	(**GEPAP**) Geometry PAP	(**C1**) Chemistry 1	(**WHAP**) World History AP
(**E3**) English 3	(**MM**) Math Models	(**C1PAP**) Chemistry 1 PAP	(**WG**) World Geography
(**E3AP**) English 3 AP	(**PC**) PreCal	(**C2AP**) Chemistry 2 AP	(**WGPAP**) World Geo PAP
(**E4**) English 4	(**CA**) Calculus	(**PH**) Physics	(**GO**) Government
(**E4AP**) English 4 AP	(**ST**)Statistics	(**PHAP**) Physics AP	(**EC**) Economics
		(**ES**) Environmental Systems	
		(**IPC**) IPC	

Once you have completed your lesson, save it to your computer and email it as an attachment to your (lead teacher/department chair/or designated person) for posting on the district web site.