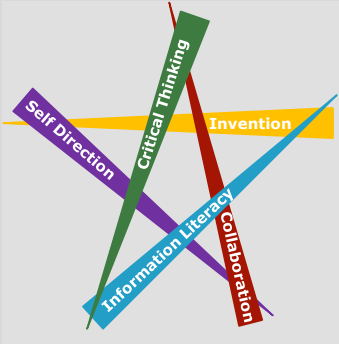


Curriculum Development Course at a Glance
Planning for

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 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
<div> <div>  <div> <p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> </div> </div> </div>		
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The engaging title 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 units could be taught

Curriculum Development Overview

Curriculum Development Overview					
Unit Title	The engaging title of this unit			Length of Unit	The approximate/suggested teaching time required for this unit
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 are open-ended and will not have one “correct” answer)				
Unit Strands	The large concepts (see below) that provide the unit’s <i>breadth</i> -the landscape the unit covers. With our Colorado Academic Standards based curriculum overviews, this “landscape” is typically the standard areas within a discipline (e.g., economics, history, geography, and civics within social studies)				
Concepts	The timeless and universal aspects that provide the unit’s <i>depth</i> - the aspects within a standard that transcend specific places, cultures, and times				

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 understandings that students build as a result of the teaching of the unit (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*

*There should be between 5 and 10 (combined) factual and conceptual questions for each generalization designed to help students master the essential understandings

Curriculum Development Overview

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> The “locked in time and place” topics and factual information that students must know in order to successfully master the unit’s essential understandings (generalizations) 	<ul style="list-style-type: none"> The transferable skills (i.e., skills that are applicable across content areas) that will be introduced and/or refined in order for students to successfully master the unit’s essential understandings (generalizations)

Critical Language...	
<p>EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend the critical language in the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	<p>The Academic and Technical (Tier 2 and Tier 3) vocabulary, semantics, and discourse particular to and necessary for accessing and demonstrating understanding of the content, concepts and skills of the unit</p> <ul style="list-style-type: none"> Cross-discipline <i>and</i> discipline-specific language and discourse patterns (the 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 (e.g. migration, direction, mapping, examine, analyze)
Technical Vocabulary:	Discipline-specific language and discourse patterns (e.g., longitude, latitude)

Instructional Unit Development

Unit Description:	The 3-5 sentences that capture the essence and direction of the unit
Considerations:	The guiding thoughts offered by instructional unit authors designed to help educators understand, utilize, and consider the unique attributes of this individual unit and/or its relationship to other units
Unit Generalizations	
Key Generalization:	The one or two generalization(s) that represent the heart of the unit; the generalization(s) that bring together or connects all the generalizations in the unit. Student mastery of the key generalization(s) will be demonstrated across the unit and through the performance assessment
Supporting Generalizations:	The generalizations addressed and assessed across the unit in single or multiple learning experiences

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims:	The key generalization(s) to be mastered and demonstrated through the performance assessment
Stimulus Material:	The engaging scenario, written to the students (including role, audience, and outcome) that explicitly connects with the key generalization(s) (e.g., a R.A.F.T. assessment- Role, Audience, Format, and Topic)
Product/Evidence:	The expected product(s) (e.g., reports, research, performance, artwork) that will provide evidence of students' mastery of the key generalization(s)
Differentiation:	The multiple modes (e.g., written work, oral presentations, videos, group work, and/or individual roles/responsibilities) by which students may express their mastery of the key generalization(s)

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
The independent-reading (informational) texts for students and/or read-aloud texts for teachers that support unit content (with Lexile levels)	The independent-reading (fiction) texts for students and/or read-aloud texts for teachers that support unit content (with Lexile levels)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	The experiences that build students' disciplinary literacy; what it looks like to work, think, read, write, speak like a mathematician, scientist, historian, and so on. Unlike discrete learning experiences (see below) which are sequenced at specific times, the ongoing learning experiences, true to their name, occur across the unit	Teacher Resources:	The resources used by teachers (e.g., teacher-background knowledge materials, modifiable resources for students, template/graphic organizers)
			Student Resources:	The safe and accessible resources which students can use independently or in peer/teacher collaboration
	Skills:	The specific skills introduced and/or refined that are necessary for building disciplinary literacy within the unit's content area	Assessment:	The formative assessments that provide teachers with data/information on the extent to which students are progressing toward mastery of the skills

Instructional Unit Development

Prior Knowledge and Experiences
The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.

Learning Experience...The Teacher may....So that Students can		
<p>The significant learning “events” designed to build student mastery of the generalizations (i.e., they represent the intended student <i>learning</i>, not the activities in which they will engage). The sentence stem, “The teacher may....so that students can...” offers guidance regarding what teachers and students are doing in each learning experience to build and deepen students’ understanding.</p> <p>The totality of a unit’s Learning Experiences represents the learning necessary for students to master all of the generalizations (key and supporting), while individual experiences typically address one or two generalizations. Together, all of the Learning Experiences build toward the performance assessment for the unit.</p>		
Generalization Connection(s):	The generalization(s) addressed in this learning experience; the big understanding(s) most connected to the students’ learning	
Teacher Resources:	The resources used by teachers (e.g., teacher-background knowledge materials, modifiable resources for students, template/graphic organizers)	
Student Resources:	The safe and accessible resources which students can use independently or in peer/teacher collaboration	
Assessment:	The formative forms of assessment that provide teachers with data/information on the extent to which students are progressing toward mastery of the unit outcomes (generalizations, content, and skills)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The strategies and/or resources that will help all students access the content (purposefully not delineated as ELL or SPED as all students may need additional support to access content at any given instructional point)	The tangible products or observable performances that will help all students express what they have learned (purposefully not delineated as ELL or SPED as all students may need alternative or alternate ways to express what they have learned)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The strategies and/or resources that will help students experience deeper/further engagement with the concepts, content, and/or skills emphasized in the learning experience (purposefully not delineated as Gifted and Talented as all students may wish to explore further a learning experience at any given instructional point)	The tangible products or observable performances that will help students express deeper/further engagement with the concepts, content, and/or skills emphasized in the learning experience (purposefully not delineated as Gifted and Talented as all students may wish to express deeper learning engagement)

Instructional Unit Development

Critical Content:	<ul style="list-style-type: none"> The “locked in time and place” topics and factual information that will be introduced and/or reinforced through this learning experience that will enable students to master the unit’s essential understandings (generalizations)
Key Skills:	<ul style="list-style-type: none"> The transferable skills (i.e., skills that are applicable across content areas) will be introduced and/or refined through this learning experience that will enable students to master the unit’s essential understandings (generalizations)
Critical Language:	<p>The Academic and Technical (Tier 2 and Tier 3) <i>vocabulary, semantics, and discourse</i> particular to and necessary for accessing and demonstrating understanding of the content, concepts and skills of this learning experience</p> <ul style="list-style-type: none"> ▪ Cross-discipline <i>and</i> discipline-specific language and discourse patterns (the language of academic success) ▪ Extended, reasoned, logical, precise, connected discourse ▪ Language of instruction ▪ Language of academic texts (receptive & productive) ▪ Language of assessment