**Primary Strand: 9-12**

**Integrated Strand/s: 1-8**

**Essential Understanding:**

* collaborating in physical and virtual environments helps groups promote learning, deepen and extend thinking, and achieve common goals.
* teaching with concepts incorporates skills and seamlessly integrates standards of learning
* literature is a vehicle to understand complex human experiences, and many voices can help clarify a concept.

**Essential Knowledge, Skills, and Processes:**

* backwards design theory: begin with what students need to know, and what they need to do to show they know it.
* build curriculum around a shared student experience.

**Primary SOL: 9.1; 10.1; 11.1; 12.1** *make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.*

**Reinforced (Related Standard) SOL: 9.2; 10.2; 11.2; 12.2** *examine how values and points of view are included or excluded and how media influences beliefs and behaviors.*

**Academic Background/Language:**

## Materials

* [Unit Planner Document](https://docs.google.com/spreadsheets/d/1Xep7AqeK8mp3DoDk75RpYKPQtUnXxXs_AKuVbo8Cpr4/edit#gid=1254101713)
* Texts
* Collaborative spirit
* [Daily Template](https://docs.google.com/presentation/d/1vayYEv_b4RAOnswb44H5q0xSpE0E47ka61nHNWpLB4M/edit#slide=id.g35f391192_00)
* [Progression Chart](https://docs.google.com/spreadsheets/d/1Xep7AqeK8mp3DoDk75RpYKPQtUnXxXs_AKuVbo8Cpr4/edit#gid=0)

## Method of Unit Planning in Backwards Design

* Write Encapsulation (What is the point of learning about this concept? What will students know when the unit is complete?)
* Write unit questions. What is important to explore about this concept? Begin with definitions. For example, “What is power?” Write questions in increasing depth and complexity, and end with the first question again. Students’ understanding of the concept should evolve over the course of the unit. These questions will become the outline and focus of the unit’s daily lessons.
* Create a text set. What are some works of literature that explore this concept and the questions?
* Write a summative assessment, perhaps two. What will students need to do to show they understand the material? Best practice is to make these authentic assessments. Podcasts, vlogs, persuasive letters, research projects and presentations are all great places to start.
* Make a daily template. Slidesmania and Slidescarnival are wonderful resources. Each day should follow the student engagement model. Direct instruction/mini lesson of about 20 minutes, and then work time. Two to three stations are ideal.
	+ Slide deck pacing suggestion
		- Warm-up/grounding related to the daily question
		- Review or quotation about the day’s work in context
		- Big concepts and learning outcomes
		- Task and work of the mini lesson (all related to the concept/related to the question)
			* Read an article together?
			* Watch a short video or TED talk together?
			* Have a discussion or debate?
			* Guided practice for research or writing
		- Work time activities (begin with 3 20 minute “stations”) (All related to the concept/question/summative assessments)
			* Independent reading/writing/research time
			* Independent work time on projects
			* teacher feedback and collaboration time
			* small group activities: jigsaw activities, choice boards, etc.
		- Include check in slides to relate back to the day’s question and address student questions in between each activity.
		- Debrief to discuss what was learned, what will be learned next class, homework, etc.
* Review the whole unit and each daily lesson slide deck as a CT. (Encapsulations, questions, and summative assessments should be written by the ***entire*** team. Daily lessons can be split amongst group members, but should all follow the same formatting and pacing.

**Assessment (Diagnostic, Formative, Summative)**

* Assessments are comprehensive to support learning centered around the concept. Plan the unit so that all assessments are authentic and seamlessly aligned with the state standards. Best practice is to integrate daily lessons into the assessment, with time to work built in regularly during the engagement model, with the work and skill practice directly related to the mini-lesson for the day.
* Hyperdocs are suggested as a means to track formative practice assignments as they lead up to the summative.

**Strategies for Differentiation**

* Include team members from Advanced Academics, Special Education, and English for Speakers of Other Languages in the unit planning. Scaffolds and extensions should be available to all teachers, and the team planning ensures that despite level, every student receives access to the same rigorous material with supports to access it.